

PRACTISING ENGLISH IN SECOND LIFE

AND VIA TASK BASED SYLLABUS:

AN EVALUATION¹

Ramazan ÖZBAY² & Zeynep TUZTAŞ³

Abstract

This study aims to find out students' and instructors' attitudes towards using Second Life (SL), a multi-user virtual environment, via a Task Based Syllabus (TBS). It was conducted with participants of intermediate level students (N=37) and instructors (N=2) of English Preparatory School at a private university in Turkey. In order to design a TBS, a two-month program of intermediate level syllabus has been modified by adding weekly tasks. *Unlock Listening & Speaking 3* and *Unlock Reading & Writing 3* published by Cambridge University Press were used during the instruction and the tasks were adapted from the same course books. After the completion of the final task, both students and instructors were given an evaluation survey asking for their opinions, experiences and evaluations of the TBS based SL sessions. The findings indicate that both instructors and students have positive and negative feedback; such as, the variety SL brings to a language class and the fact that SL demanding in terms of computer requirements. In order to avoid problems like other users' involvement or distractions, and in order to help students find suitable rooms (virtual meeting environments) without a time loss or difficulty, teachers could be recommended to have a well prepared list of the free entrance rooms to meet and divert the students, instead of buying a new one.

Key Words: *Second life, task based syllabus.*

Article History:

Received

01.05.2016

Received in revised form

06.05.2016

Accepted

17.05.2016

Available online

27.07.2016

¹ This study was previously presented in Çukurova International ELT Teachers (CUELT) Conference: Replacing Cliches: Teaching Subordinated to Learning, in Adana, Turkey, Apr 28-29, 2016.

² MA student, Akdeniz University and instructor at Antalya International University, e-mail: ramazanozbay@gmail.com

³ MA student at Akdeniz University and instructor at Antalya International University, e-mail: zeyneptuztas@msn.com

1. Introduction

Changing and evolving day by day, technology has provided educators with innovative tools and resources that lead to an enhanced educational environment (Wehner, Gump & Downey 2011). Multi-user virtual environments (MUVES) in education have arisen recently and they are a form of software which is based on socio-constructivist approach (1978) and situation cognition-based education (Nelson & Ketelhut 2007). With the integration of technology in language learning – teaching, new inventions, especially MUVE software products have been competitively introduced to the education world. Second Life (SL) is one such invention which was launched by Linden Lab in 2003 (Bezir & Baran, 2014).

Inman, Wright and Hartman (2010) state that SL is an online platform which has a three-dimensional (3D) environment in which users create alternate representations of themselves known as avatars (Appendix 1) - defined as “the bodily manifestation of one’s self in the context of a 3d virtual world” (Savin-Baden, 2010, p. 174) – to interact with other users. The users (so called residents) are provided with a variety of maps each of which consists of different settings and environments. Users can visit these maps and interact with each other; also “can witness actual conversations between people” (Guzel & Aydin, 2014, p. 235). As stated in Second Life Grid Survey (2015) over 44 million users have been registered to SL since it was launched.

Originally, Second Life was primarily aimed for social networking. The interaction between users was conducted through text chats and with the new developments on the software, such as voice over the Internet protocol (VoIP), they became able to interact with each other verbally in real-time (Au, 2008). This allowed it to become a platform which could serve for academic, social and business purposes and many educational institutions have begun to study on it for their educational purposes (Lamb, 2006). Istifci, Lomidazde and Demiray (2011) suggest that e-learning applications, such as virtual worlds, SL and Internet Communication Technologies (ICTs) represent beneficial roles in foreign language teaching and learning as they provide students and teachers with a platform to interact in a context without time and distance boundaries.

Several studies have been carried out to investigate the benefits, drawbacks and applicability of SL in the English Language Teaching (ELT) world. A study (Bezir, Çukurbaşı & Baran, 2011) revealed the students’ views on SL as they find the activities in SL very useful for their speaking abilities and their self-efficacy about their on-the-spot speaking performance. Another case study (Bezir & Baran 2014) aimed to reveal the roles of the teacher, students and the social environment and to discuss the results of the “six thinking hats technique” which is one of the common techniques used in classrooms and the effects of the SL. The study revealed that although the six thinking hats technique would create turmoil and could decrease the pace of learning in crowded classes, it worked well and organized in SL. Moreover, students liked the SL environment and it contributed to their performances.

According to De Freitas (2008), role-play and real world practical engagements offering social interaction are advantageous in education unlike traditional knowledge acquisition. Couto (2010) investigated the relationship between the virtual world of SL and students’ anxiety level by evaluating students’ reactions to practice in face-to-face and virtual environment. According to results it was suggested that comparing to face-to-face

practice, the activities done in virtual environment could help learners reduce the stress they have.

It is pointed out by Diehl and Prins (2008) that SL includes many areas for intercultural communication and a majority of the participants stated that they communicated in the target language and became friends with people from another culture. Macedo and Morgado (2009) support SL's contribution to developments on socializing, pair and group work, critical thinking and problem solving. Can (2012) who also established a SL campus for ELT grade students in Istanbul University, claims that SL enables learner autonomy to be performed within several contexts, such as; distance learning, collaborative learning, self-teaching / learning and project based learning.

Wehner, Gump and Downey (2011) conducted a study in the USA with students enrolled in two sections of a beginning level undergraduate Spanish course to find out the effects of SL on students' motivation level. One section was taught through traditional methods and the other was via SL. Comparisons between the two groups were made on responses to an attitude/motivation test battery. Consequently, the study showed that the virtual worlds could be an important resource to decrease student anxiety and increase their motivation to learn a foreign language.

Bulu and Isler (2011) designed and developed a new SL campus of Middle East Technical University in Turkey and Computer Education and Instructional Technology Department Teaching Methods Course was delivered in a blended way. SL was provided for students to practice teaching methods' implementation and to practice group works. At the end of the treatment students (N=46) expressed that they found learning via SL enjoyable and motivating; and also wanted to join more of SL integrated activities.

In their study, Baran, Cukurbasi, Colak and Dogusoy (2012) investigated some randomly chosen Turkish SL users' opinions towards using SL. The semi-structured questionnaire results implied that, in terms of educational side of SL, among 118 users; 91 (77.2 %) found it fun to use, 44 (37.3 %) believed that SL improved them socially, 37 (31.3 %) believed that SL contributed to their communication skills with other users in a better way, and 71 (60.2 %) claimed that not having a foreign language hindered using SL.

Knutzen and Kennedy (2012) implemented SL in a project which was held between two schools based in China and the US. The positive side of the study was the development of students' writing skills, however, there was a thirteen-hour time zone difference between two schools, and it was a problem for students in each country to come together. In another study carried out by Song, Xia and Yan (2009), classroom management problem occurred as the students interacted with other SL users, even in different locations. Giving feedback is another field that has been studied. Wigham and Chanier (2012) show that feedback in the audio modality could cause disruptions in communication; and suggest that tutors' contemplating text chat as an important contributor to the interaction can help modality in order to be used by the tutors and students to support the voice chat.

In another study focusing on the experts' opinions using SL in ELT, Sarac (2014) points out the drawbacks of SL, which are technical, financial and user-related challenges. She also emphasizes that skills could be integrated in SL and the effectiveness of English teaching could be increased by implementing related applications through task designs and material developments. Therefore, the aim of this study is to develop a working task-

based syllabus (TBS) developed for a group of intermediate level students and implemented in SL environment.

The effects of TBS in the classroom have been a remarkable study field for many researchers. Swan (2005) argues that while tasks are useful, it is insufficient to use them through a syllabus design. According to Townsend - Cartwright (2014) TBS cultivates language learning by bringing a linguistically rich environment of communicative interaction. Similarly, Nunan (2004) claims, TBS could be considered as a means for communicative purposes providing speakers to carry out numerous functions while focusing on meaning. If students are taken into a meaningful exchange, they can trust the efficiency of communication strategies, at the cost of complexity or accuracy, to sustain the fluency of an interaction (Skehan, 1996). Considering the significance of integration of ICTs within tasks, Arikan and Khezerlou (2010, p.4007) suggest "the tasks foreign language learners carry out on the computer can be considered as a continuum of their foreign language learning since students actively do something with the language they are learning."

In this scope, the research questions are as follows;

- 1- What are students' comments on the strengths and weaknesses of SL sessions?
- 2- What are students' attitudes towards using SL?
- 3- What are instructors' experiences and evaluations of TBS based SL sessions?

2. Methodology

In this study two different research methods were used in order to elicit the data for the analysis after following a 6-week TBS integrated SL treatment; qualitative method as in evaluation survey phase, and quantitative method as in semi-structured survey phase. The qualitative phase was based on two different evaluation surveys. One of the surveys focused on what students' opinions were on the strengths and weaknesses of SL sessions, and the other survey's focus was on what instructors experienced about TBS based SL sessions. The reason for applying qualitative surveys was because it was necessary to come to a clear conclusion by investigating in dept. information about what was received from the participants. As the other phase of the study, a semi-structured quantitative survey was given to students in order to see how many students used SL in their free times, or wanted SL sessions again; and if they did not use or want it, the reasons for why preferring so was asked from them to write briefly.

2.1 Participants

The study was conducted upon 37 intermediate level students from two different classes and 2 English Language instructors in 2015-2016 academic year of English Preparatory School at Antalya International University, in Turkey. The ages of students were 18 and 19.

2.2 Instruments

In order to design a TBS, a two-month program of intermediate level syllabus has been modified, by adding weekly tasks. The sessions took 6 weeks in total and students were given tasks from the designed TBS for each week. After the completion of the final task in the final session, both students and instructors were given an evaluation survey asking for their opinions, experiences and evaluations of the TBS based SL sessions. Unlock Listening & Speaking 3 and Unlock Reading & Writing 3 (Cambridge University Press)

were used as the coursebooks of the intermediate level and the tasks were adapted from the tasks given at the end of each unit given in the mentioned books. Adapted version of the syllabus in accordance with the books was shared with two experts in English Language Teaching field to ascertain the reliability.

3. Procedure

The following table (Table. 1) represents the task-based syllabus which is designed only for SL treated classes by adding tasks on the already-used syllabus for all Intermediate level classes at school. Tasks of each unit were taken into application in SL each week. As seen in Table 1, the task sessions on SL started in the 3rd unit of the syllabus. The reason for doing so is that instructors wanted to give some time for the students to get to know each other, become closer to their class mates and reduce anxiety towards the instructors. The first session was held at the school in order to grasp if students understood the concept of SL. For the following sessions, students and instructors logged in to SL at home.

Table 1. Task-based syllabus which is designed for SL treated classes.

<p>Grammar: Making suggestions</p> <p>Vocabulary: Academic vocabulary (e.g. <i>display, document, period</i>) Synonyms (e.g. <i>soldiers, warriors, find, discover</i>)</p>	<p>Unit 3</p> <p>Reading 1: Museum brochures (History)</p> <p>Reading 2: Should we teach history? (Education)</p>	<p>Listening 1: A discussion about major historical finds (History)</p> <p>Listening 2: A lecture about Sultan Mehmed II (History)</p>	<p>Task Asking for the top historical places to see and asking for a popular historical event in their countries including the reasons of why to visit.</p>
<p>Grammar: Comparing things (e.g. <i>by far, considerably more, definitely more</i>)</p> <p>Vocabulary: Collocation (e.g. <i>traffic congestion, public transport, rush hour</i>) Academic synonyms (e.g. <i>prevent, select, consider</i>)</p>	<p>Unit 4</p> <p>Reading 1: Masdar: The future of cities? (Transport management)</p> <p>Reading 2: Solving traffic congestion (Urban planning)</p>	<p>Listening 1: A radio programme about fear of flying (Psychology)</p> <p>Listening 2: A focus-group discussion about cycling (Sociology) Note taking.</p>	<p>Task Describing the traffic problems in their city and outlining the advantages and disadvantages of the suggested solutions</p>
<p>Grammar: Modals to express opinions (e.g. <i>might be, could, may</i>)</p> <p>Vocabulary: Academic vocabulary (e.g. <i>annual, issue, predict</i>)</p>	<p>Unit 5</p> <p>Reading 1: Our changing planet (Physical geography)</p> <p>Reading 2: What are the causes of deforestation and</p>	<p>Listening 1: A lecture about agriculture (Ecology)</p> <p>Listening 2: A debate about nuclear energy (politics)</p>	<p>Task Discussing whether a new mall should be opened on the island or not.</p>

Topic vocabulary (e.g. <i>deforestation, climate change, flood</i>)	what are its effects on the natural environment? (Natural sciences)		
Grammar: Talking about preferences (e.g. <i>I'd rather, I'd prefer</i>) Vocabulary: Academic verbs and nouns (e.g. <i>injure, suffer, encourage</i>) Collocation (e.g. <i>life expectancy, serious illness, junk food</i>)	Unit 6 Reading 1: Keep fit (Medicine) Reading 2: Tackling obesity (Nutrition)	Listening 1: A radio programme about healthy lifestyles (Fitness) Listening 2: Health advertisements (Health)	Task Interviewing international users about the life expectancy of their country.
Grammar: Making predictions with <i>will, could</i> and <i>won't</i> Vocabulary: Understanding prefixes (e.g. <i>misunderstand, underperform, unsafe</i>) Phrases with <i>make</i> (e.g. <i>make a discovery, make sure, make a difference</i>)	Unit 7 Reading 1: The magic of mimicry (Science and technology) Reading 2: The world of tomorrow (Product design)	Listening 1: A talk about inventions (Discovery) Listening 2: A lecture about mobile phone apps (Invention)	Task Interviewing other users on SL to find out the most important discovery/invention in their opinion.
Grammar: Talking about the future (will, be going to, may, might) Vocabulary: Idioms and fixed expressions (e.g. <i>I see what you mean, give me a hand, at long last</i>)	Unit 8 Reading 1: Is fast fashion taking over? (Retail management) Reading 2: Offshore production (Human resources)	Listening 1: A discussion about clothes (Fashion) Listening 2: Interview with a designer (Business)	Task Finding out people's attitude towards fashion and dress code, gender differences through fashion.

3.1 Details of SL into TBS

Unit 3 *History*

The objective of Unit-3 speaking task was to give a presentation about a historical figure or a historical event in the context of “History”. Following the sections of the unit, instructors and the students logged in to SL on the same room. Students were told to visit other public rooms and ask questions to other global users about the top historical places to see in their countries including the reasons of why to visit. As for the second question, students were told to ask those users to share an important historical event in their country with the reason/s of why it is important. They were given 30 minutes and after 30 minutes, they gathered in the meeting room and shared their experiences and the information they learnt about other countries.

Unit 4 *Transport*

The task of Unit 4 was to describe the traffic problems in their city and outline the advantages and disadvantages of the suggested solutions. Following the sections of the unit, instructors and the students logged in to Second Life on the same room. Students were given 30 minutes to complete the task. Students first talked about some problems that they witness and then they tried to find solutions to these problems. They then discussed if their solutions are practical or not. When the session was over, they were asked to write a problem–solution essay based on this session on SL.

Unit 5 *Environment*

The task of Unit 5 was to decide how to develop a large piece of land. Earlier that day, instructors gave students role cards. When they gathered on SL, instructors explained that a mall will be constructed on the island where they gathered. They asked students to read their role cards and discuss it in groups of 4. Students first introduced themselves as they all had different role cards, then argued for or against building a new mall according to their role cards. At the end of the discussion, most of the groups came up with a conclusion (either to build the mall or not).

Unit 6 *Health and Fitness*

The task of Unit 6 was to interview other players in the game. After studying the unit at school, instructors and the students logged in to Second Life on the same room. Students were told that they needed to find international players in the game and ask them the questions “What can people do to live longer? What can a government do to increase the average life expectancy of its country's citizens?” either orally or written. They were asked to take notes of the responses. They were given 30 minutes to do so. After 30 minutes, instructors and students got together in the same room and students talked about their findings and commented on them.

Unit 7*Discovery and Invention*

The task of Unit 7 was to interview other players in the game. After studying the unit at school, instructors and the students logged in to Second Life on the same room. Students were told that they needed to talk to other players in the game and ask them questions such as “What is the most important discovery or invention that has changed our lives? Why?” and take notes of the responses. They were given 20 minutes and told to talk with as many people as possible. After 20 minutes, instructors and students got together in the same room and students talked about their findings. Based on the responses of the people they talked to, they found out that the ‘Internet’ had the highest rank.

Unit 8*Fashion*

The objective of Unit-8 speaking task was to find out people’s attitude towards fashion and dress code in the context of “Fashion” with the speaking skill aim of asking for opinion, and checking information. Following the sections of the unit, as a post lesson activity, instructors and the students logged in to Second Life on the same room. The session was held in the evening of the lesson. Both students and instructors joined from their own places. Students were told to visit other public rooms and ask questions to other global users about the people’s approach for fashion and dress code in their countries and how much men and women care about following fashion. After completing the task, they gathered in the virtual meeting room and shared what they had found.

4. Findings**4.1 Strengths and weaknesses**

Following the final session, students were asked to share their ideas and thoughts focusing on the strong and weak sides of SL applied sessions. The following table shows the strengths and weaknesses which were shared most often by the students.

Table 2. Students’ ideas and thoughts on the strengths and weaknesses of SL applied sessions.

Strengths	Weaknesses
<ul style="list-style-type: none"> • The sessions were enjoyable. • It was good to spend time with class mates out of school time and it contributed to the friendship between each other. • Interacting with other users around the world was beneficial in terms of language development. • Felt more relaxed while talking compared to the previous sessions. • Teachers were like friends and it reduced the anxiety of talking in the classroom as well. 	<ul style="list-style-type: none"> • System requirements were not easy to meet. • High internet speed connection is necessary, or it takes a long time to login or join the sessions. • It was not always easy to find or attract the interest of other global users for the participation in interviews. • Music is played in many rooms, therefore it was difficult to understand what the interviewees said. It led the process continue by switching to written conversation. Hence, it took more time than what it takes in spoken conversation.

	<ul style="list-style-type: none"> • Time given for task completion was sometimes not enough.
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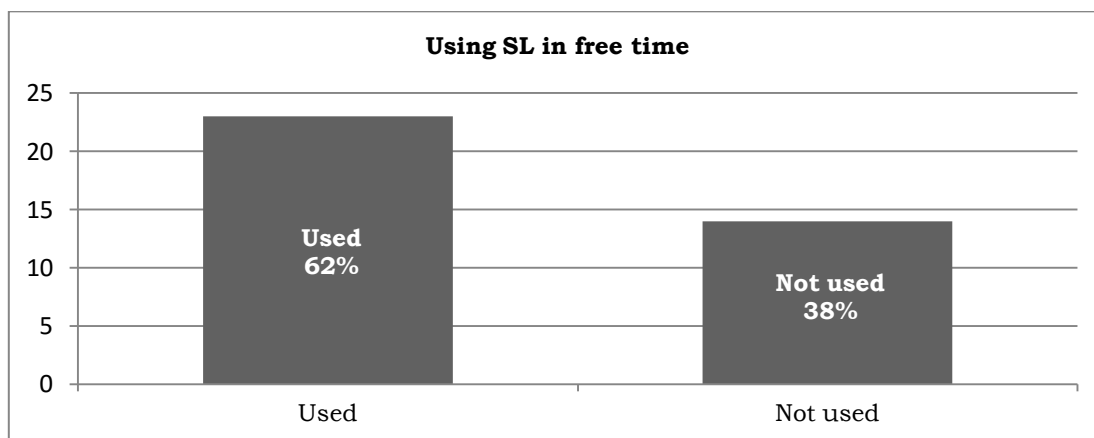
The results given in Table 2, were the most shared opinions. As emphasized in the table, students were happy with the sessions. Another significant detail which is not stated in the table but in their given feedback; students considered SL as a game rather than an education oriented program. When they called it a game for the first time, instructors decided not to change or imply for any change of their perception, since it was considered to be a good value towards the program.

Among the weaknesses, 2 students shared an important point regarding the attitude of some other users in different rooms. They were not happy with the way they were approached in those rooms, since they were exposed to slang words and swearing. Then, they had to change their rooms to complete their tasks and it caused time loss, and accordingly they felt frustrated.

4.2 Students' attitudes towards using Second Life

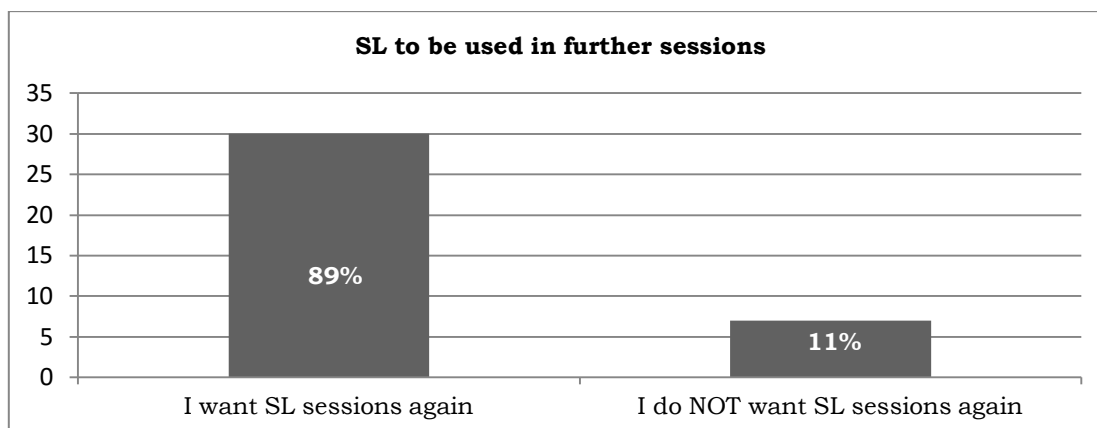
In order to have an idea about the students' attitudes towards using SL out of the scheduled sessions, they were asked if they used SL in their free time, and whether they would like to have SL sessions again in the following modules or not.

Graph 1. Students' responses to the question asking whether they used SL in their free time or not.



As seen in the graph, more than half of the students (N=23) used SL in their free time. Among those who did not use (N=14), 3 students preferred not to use it due to personal problems, while others could not use due to technical issues.

Graph 2. Students' responses to the question asking whether they want to use SL in the further modules again or not.



The results clearly show that most students are encouraged to have SL sessions again in the following modules. 7 students stated that they would not like to have it again since 4 of them did not want to struggle with the technical issues again (these students asked for another program which could run easier than SL), 2 students' reasons were the approach of other global users' behaviors, and 1 student stated that it was like a compulsory duty to join in each session not to break the harmony of the program. Instead, he wants to use SL more in free time, but not integrated as a school program.

4.3. Instructors' attitudes towards TBS based SL sessions

Instructors stated their opinions in two branches;

a) Experiences and evaluations through sessions and students' progress

Instructors pointed out the difficulties first. Download and installation was not a difficult issue, however finding a suitable room / island was a matter of effort since they had to be alone with students while giving instruction. Sometimes, users from different rooms joined sessions randomly and caused distraction, then the whole class had to change the room. At that point, not to lose any time instructors had to take students instantly to any other room which they had already kept for urgent room changes. To prevent this issue, it is possible to buy a room from Linden Lab, so that it becomes possible to make the room open only for selected members.

Regarding the positive sides, instructors were happy with the overall performance of the students. They were always in contact with the instructors in case of a problem. According to the observations, student autonomy increased significantly, and the last instruction sections took less time. To mention about the students' motivation, some examples are possible to be given; for example, students who used SL in their free time contacted instructors if they could be given any task to achieve, or in daily class times students sometimes offered new task ideas as well.

b) Comments on using a TBS in SL environment

According to instructors' experience, it was possible to adapt the syllabus into a task-based one available for SL activities. Previously mentioned coursebook had already offered tasks in the task objectives, however it was not given a part in the syllabus which

was provided for intermediate level students by the school since it was considered as optional.

5. Discussion and Conclusion

Considering what previously presented studies suggested, treating Second Life for educational purposes has been studied and offered as an alternative tool of which benefits are accepted to be contributing in language development while it has some commonly discussed drawbacks. Our study focuses on students' opinions and attitudes towards SL treatment and instructors' insights towards task-based syllabus implemented SL sessions and the study shows similarities to the formerly presented studies in literature.

As an example for similar studies, Diehl and Prins (2008) points at the significance of intercultural communication by claiming that students became friends with people from different cultures via SL. Macedo and Morgado (2009) also supported SL's contribution to developments on socializing. In the same way, in this study, students expressed that *interacting with other users around the world was beneficial in terms of language development*, also it was expressed by the instructors that *students' motivation towards SL sessions was high since they asked for more of it and also suggesting some tasks to be given in the further sessions*.

In addition to mentioned about motivation, Wehner, Gump and Downey (2011) claimed that virtual worlds could be an important resource to decrease student anxiety and increase students' motivation to learn a foreign language. This is what students expressed in this study as a finding, too. Students mentioned that *they enjoyed the sessions and felt more relaxed while talking compared to the previous sessions*.

Learner autonomy is another point which was discussed by Can (2012). He claims that SL enables learner autonomy, which shows parallel findings with what the instructors expressed in this study. According to what instructors mentioned in this study, *student autonomy increased significantly*.

When considered, students' attitudes towards using SL in their free time and responses to whether they ask for more SL sessions in the further modules or not show similarity with what Wehner, Gump and Downey (2011), Bulu and Isler (2011) suggest in their study about SL's contribution in learning in terms of motivation and reduced stress. As shown above (see Table 1), more than half of the students used SL in their free time and again as shown in Table 2, most of the students want to use SL in further modules. These two tables show that students could be accepted as motivated in SL sessions. Those students who did not use SL in their free time told their instructors that they actually wanted to use it, however due to some technical problems, they did not prefer dwelling on it.

In terms of similarities in drawbacks, our study shows similar findings with what Sarac (2014) claimed. She points out that SL has some drawbacks such as, technical issues, financial requirements, and user-related challenges. In this study, both students and instructors mentioned the same problems. Students expressed that *system requirements were not easy to meet and high speed connection is necessary, or it takes a long time to login or join the sessions*. From the instructors' view, *it was not easy to find a suitable room (island) since some other users entered the rooms and distracted motivation of both students and instructors, then the whole class had to switch to different available rooms to*

enter. In order to prevent this problem, the system asked instructors to purchase a new private room which was not cheap to buy. About the same problem Song, Xia and Yan (2009) claimed a similar drawback which was classroom management, because the students interacted with other SL users, even in different locations.

SL treatment has been offered in various contexts / settings, such as using SL to implement “six thinking hats technique” (Bezir & Baran, 2014), or distance learning, collaborative learning, self-learning / teaching and project based learning (Can, 2012). Sarac (2014) emphasizes that the effectiveness of English teaching could be increased by implementing applications through task designs and material developments. In this respect, in relation to what Sarac (2014) offered and since there has never been a SL study implementing a task-based focused program in the field, this study represents the first TBS integrated SL treatment study. There are some reasons for why we selected TBS. For example, according to Townsend-Cartwright (2014) it fosters language learning with its linguistically rich environment of communicative interaction. Similarly, Nunan (2004) supports that TBS is a means for communicative purposes which leads students to carry out various functions while focusing on meaning. Also to give another reason for choosing TBS is that to our experiences, there are tasks for students at the end of each unit in the applied coursebook mentioned above, and most of the instructors prefer skipping such tasks in order to follow scheduled pacing because such tasks are both optional and don't exist in the used syllabus.

Within this framework, by only adding tasks to the end of 6 different units of the coursebook (Unlock Listening & Speaking 3 and Unlock Reading & Writing 3 by Cambridge University Press), a task-based syllabus was designed adapting from the syllabus which was actively used for all intermediate level classes in English Language Preparatory School of Antalya International University, in Turkey. The SL sessions took 6 weeks in total and it was treated to 37 intermediate level students of two classes. This also represents the limitations of this study. At the end of the treatment, students were asked to share their opinions, and attitudes towards using SL in two sub-branches.

The first research question focuses on students' opinions on the strengths and weaknesses of SL. The descriptive findings show that (See Table 1) students are happy with SL since they expressed that they enjoyed the sessions, it was good to come together with classmates out of school time, spending time with other global users and making new friends helped them practice language, they progressively felt more relaxed while talking, and the anxiety of talking in the classroom reduced as instructors were like friends spending time out of classroom with students. At the same time students shared some weaknesses, too. Like in previously presented studies, students in this study had some technical problems; since not all the students had high quality of computers, for some students system requirements were not easy to meet. In order to login and move in the SL platform, a high internet speed connection was necessary, or it caused problems. Apart from the technical issues, it was not easy for some students to find a participant in their interviews. In some rooms, music was on in a loud tone, therefore it was difficult for some students to understand what the interviewees said and it led students prefer writing rather than speaking and it took more time to complete the tasks. Some students found time given for task completion not enough.

The second research question is for checking for students' attitudes towards using SL. Students were asked if they used SL in their free time and if they would like to have SL treatment in the further modules again. The results show that (Graph 1) 23 students used SL in their free time while other 14 students did not. Most of those who did not use

SL in free time expressed that they were sometimes online, however they usually faced some technical issues and stopped trying. Students were also asked if they would like to have SL in the further modules. Results in graph 2 show that most of the students (N=30) wanted it again while some of them (N=7) did not want it again.

In order to see what instructors' opinions were about on TBS integrated SL sessions, which is the second research question of the study, instructors were given an evaluation survey. The descriptive results show that instructors faced some problems, such as finding a suitable room / island to provide students with better learning environments; other users' entering the room in which the instructors were presenting the tasks and also those users' distracting the presentation. Instructors had to find another room at that moment. Instructors also expressed that they were happy with students' performance, raising motivation and autonomy, and students' calling SL as a game, which shows they enjoyed it. Tasks at the end of each unit of the book, therefore was not skipped and implemented fruitfully. Also students even offered for some new external tasks to do in their free time, which shows how TBS integrated SL was positive.

As a suggestion for the instructors who would treat SL in their teaching, in order to avoid problems like other users' involvement and distractions or in order to help students find suitable rooms without time loss or difficulty they could be recommended to have a well-prepared list of the rooms to meet and divert the students, instead of buying a new room. During the sessions, students' oral and written production was observed closely and it was considered as a value to study on by the researchers. Hence, their production should be analyzed in terms of quality in further studies.

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APPENDIX-1

An image of avatars, which refer to alternate representations of the users in Second Life.



The image retrieved from: <https://akatandamouse.files.wordpress.com/2015/11/sl-classic.png>