Original Paper

Living as an Avtar: EFL Learners' Attitudes towards Utilizing Second Life Virtual Learning

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Abstract

In the foreign language context, little research has been undertaken to explore university students' attitudes towards virtual learning for language instruction. The purpose of this study was to investigate EFL learners' attitudes toward utilizing the Second Life virtual world as an online instructional and language learning tool. To achieve the study purposes, a descriptive research design was used with a questionnaire to gather data, after ensuring its validity and reliability. Forty-one undergraduates who were enrolled in two CALL classes at a school of education participated in the study. Overall, the results suggest that the majority of EFL undergraduates have favorable attitudes toward using virtual games and that the use of Second Life served well as an online instructional tool for language learning. Based on the results of the current study, EFL instructors may be encouraged to integrate virtual world games to augment their students' learning by providing them paths to engage in authentic communication with the target language users. Further, the integration of virtual learning is a promising alternative in times of pandemics when social distancing is an obligation. Such ends require that instructors plan some virtual world-based tasks of a goal-driven nature. Further research directions include implementing qualitative tools to explore how learners react to the nature of virtual world games, specifically in relation to the users' ability to claim different identities.

Keywords

EFL learner, attitudes, Second Life, language learning, virtual world, COVID-19

1. Introduction

Computer-assisted language learning (CALL) holds promise for any learner of any age because of its potential to offer various instructional materials with the use of multimedia, animation, and other interactive features. Various kinds of non-verbal data and instant feedback that contemporary technology tools offer may boost learners' attention, stimulate them, and aid the process of learning.

Exploring these innovative technology tools in instructional settings is of valuable significance (Alshumaimeri & Bamanger, 2013; Bamanger & Alhassan, 2015; Bamanger & Gashan, 2019). This research study focused on the attitudes of EFL learners towards an online virtual game (Second Life) as a tool for general online instruction and language learning.

Second language acquisition (SLA) research has highlighted the importance of interaction as one of the valuable factors in language acquisition (Sykes & Reinhardt, 2013). The interaction between students who learn a second language and native speakers of the target language has obvious rewards when it comes to the rich authentic exposure to that target language (Alshumaimeri et al., 2019). Interestingly, the interaction between learners of the same second language has also shown some usefulness and productivity for the second language learning process (Long, 1996).

Although having rich interactions with native speakers is valuable to gain awareness about the target language use, it seems that this interaction could be limited by time, geography, social and psychological limitations, like bias (Mekheimer & Aldosari, 2011) or fear in the time of the pandemic (Soto-Peña, 2020; Ruiz-Guerrero, 2020; Rosenbaum et al., 2021). When direct interactions cannot be achieved, one may suggest virtual interaction via the use of technology as an effective alternative (Won et al., 2020). Utilizing virtual games is one innovative alternative to help foreign language learners to go beyond space and time limits and reach native speakers of the target languages. Previous studies have yielded positive gains in implementing online games (Alshumaimeri et al., 2019; Ashely-Welbeck & Vlachopoulos, 2020; Bamanger & Gashan, 2019; Blake, 2011; Chen, 2016; Güzel & Aydin, 2016; Kongmee, et al., 2011; Peixoto et al., 2021; Shahri & Ashraf, 2016; Sykes & Reinhardt, 2013; Sylvén & Sundqvist, 2012).

2. Literature Review

2.1 Digital Games in Language Education

Several studies in language acquisition have applied game strategies for enhancing English grammar or vocabulary acquisition (Chiu et al., 2012; Pinto et al., 2021; Tsai et al., 2012). For many language learners, the old-style learning of a foreign or a second language is to "look and remember" repeatedly without mindful internalization. Sometimes, students may even write completely the translations of new vocabulary while they cannot pronounce them. Al-Maini (2011) described the situation in traditional EFL classes in Saudi schools, stating that, in most schools, the sole reference for the teacher and students is the textbook which may be poorly designed and look very dull. In addition, students are largely passive since the class is teacher-centered. Moreover, he maintained that students have little chance to come up with their own oral or written output as a way of developing their linguistic and communicative abilities. He further argued that activities and tasks are limited, driven by an assessment system that relies heavily on memorization of grammar rules and various sentence structures.

Despite the advantages of technology tools, Saudi EFL learners are often seen as failing to gain such benefits in classrooms. The inspiration for adding these tools to the curriculum can be a response to the

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changing technological landscape of society and the increasing use of digital communication practices. Virtual gaming can be made an integral part of language educators' work. By examining the learning process that can take place within the virtual world game and how students perceive that learning, investigators may discover more about how virtual games help students learn and become literate in multiple modes. Instructors can create classrooms where students interrogate their own learning processes through virtual games in order to examine how learning can be created.

Virtual worlds are computer environments that simulate imaginary places or those in the real world. Some examples of virtual environment games are Second Life, World of Goo, Cotton Island, Guild Wars 2, Lost in the Middle Kingdom, and World of Warcraft. The term has also come to be interchangeable with "virtual worlds" or "multi-user virtual environments" (MUVEs).

In describing the benefits of integrating Second Life (SL) into the social learning process, Smith and Berge (2009) described Second Life as an open-source context that provides opportunities to observe and imitate other residents' performances. Players are continually learning from each other through interaction. MUVEs offer unique learning platforms with at least four distinct features, including a 3D illustration space; an avatar that visually represents the user; interactive tools for communications in text, audio, and symbolic formats; and the "ability for a user to 'act' in the world" (Hew & Cheung, 2010). In their review of research literature on virtual worlds in K-12 and higher education settings, Hew and Cheung (2008) established that these benefits of virtual world environments can impact participants' affective domain, learning outcomes, and social interaction. According to Ahmad AbdelAziz et al. (2020), reported that virtual reality-based learning is efficient for operating system learning, and it could stimulate learners' motivation. When MUVEs are used for instruction and applied appropriately through careful planning, they may play a fruitful role in the teaching and learning experience. Because it can offer an authentic and interactive language learning environment, the Second Life platform can be used as an active medium for language learning and instruction. Various opportunities exist to expand upon current research and further explore the usefulness of using MUVEs as an EFL learning tool, as well as to provide more authentic resources specific to EFL instruction. Learning how to teach and facilitate EFL learning in Second Life may be a significant task for many EFL educators.

2.2 Utilizing Games in Language Instruction

Since the growth of online gaming in the mid-2000s, an increasing number of studies have hypothesized that virtual game environments could provide an ideal environment for language learning (Pasfield-Neofitou, 2014). Butler et al. (2014) explored young learners' use of games developed for the teaching of foreign languages, investigating young learners' behaviors while playing those games and the relationship between those behaviors and learning. The study concluded that an instructional game that a child may have played with an older relative could be educationally beneficial because it includes features that are "cognitively demanding, evoking one's curiosity, offering a greater player control, and having multiple players" (p. 265). There were mixed results reported by this study, however, it stated that the number of times played decreased as the age of the players increased in several games that they

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investigated. Furthermore, the study reported no patterns of gender-based differences. The study found an unobvious relational pattern between scores gained in playing games and young learners' English language enhancement based on the game and the difficulty level of the assessment.

In the same vein, Dixon (2014) conducted a study to better understand the usefulness of online digital games for promoting second language acquisition. To achieve this goal, the researcher analyzed the specific types of interaction that took place between English language learners while playing the online digital game Guild Wars 2. The data were collected from the recorded screens of three volunteer ESL students as they interacted in Guild Wars 2 for a period of about 10 hours over a five-week period. This study suggested that virtual life games are beneficial for L2 acquisition because they provide opportunities for L2 learners to produce large amounts of output, and the output produced by one player is a meaningful source of input for other players. Input and output allow for related interactions in which focus on language can lead to the modified output. Further, players have the opportunity to negotiate input as a means to complete game tasks.

Second Life, a virtual 3D community game, was found to have the potential to offer exceptional opportunities for EFL learners as a source of authentic interaction with native language speakers, a venue for language classes, and an autonomous study opportunity for learners. According to Chen (2016), Second Life could be a means to teach language because it can make the learning process more fun, which, in turn, ensures students' engagement. It also could help in deepening the learning process and language acquisition. Chen explored the language practices of English as a foreign language's adult learners while doing a task-based course in Second Life and their perceptions about that course, highlighting the unique features of simulated real-life scenarios. The study employed the grounded theory and triangulation of qualitative sources. The study concluded that instruction using Second Life can give learners attractive 3D multimodal resources with visual tools and linguistic richness.

Shahri and Ashraf (2016) explored the impact of Second Life on listening and speaking with Iranian EFL students. This study concluded that the use of Second Life had a significant impact on the EFL Iranians' abilities to listen and speak. In the Turkish context, Güzel and Aydin (2016) explored the impact of Second Life on the teaching of EFL speaking. The findings indicated that the experimental group who used the Second Life approach outperformed the control group that was taught using the traditional approach.

Generally, the findings so far have been promising; however, research into the benefits of virtual life games for L2 learners is still relatively new. Research that investigates the use of virtual digital games to enhance the learning of English as a foreign language in the Arabic context remains scarce.

2.3 Attitudes toward Digital Games

Chen et al. (2012) introduced game-based language instruction to twenty pre-service teachers in one computer-assisted language learning (CALL) course and asked them to play an online game, back to the Future, for twelve weeks. The participants were asked to write a formal evaluation report discussing how they felt about using adventure digital games in English learning. Those pre-service teachers

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expressed positive attitudes toward the online game and highlighted several reasons why games could be attractive and motivating tools for second language learning. As for language learning, instructors maintained that online games can be very beneficial for vocabulary, listening, and reading development, and can even enhance students' logical thinking and reasoning abilities. They, however, pointed out that playing games is limited in developing speaking and writing skills.

Ragatz (2015) examined learners' attitudes about learning vocabulary through games. This mixed-methods study used quantitative data to study students' retention of the vocabulary words, their usage of words in their writing, and their attitudes toward playing games to acquire new vocabulary. Significant positive attitudes were expressed toward studying vocabulary by playing games.

With Arabic language learners, Sahrir and Alias (2011) reported on the perceptions of learning through online games among Arabic elementary language learners at International Islamic University in Malaysia. The survey explored learners' attitudes toward Arabic language learning, their attitude toward playing a digital game, and perceptions of using an online game in Arabic language learning. The results revealed a positive level of pre-acceptance among learners and their support for using an online game as an instructional tool.

Generally, research that explores the use of Second Life and its influence on the teaching and learning of English as a foreign language is still limited (Güzel & Aydin, 2016; Pinto, 2021). Marquis stated that playing games may become an essential portion of school curricula and if higher education does not adapt to cope with this demand, students may begin demanding an alternative path to have their needs met (2011). Thus, it is important for higher education institutions to be amenable to integrating digital games into instruction (Chen et al., 2010). It seems that exploring learners' attitudes toward digital games may help to address many issues in the introduction and use of virtual games to serve EFL learning and teaching in the Arabic context.

The current study explored Arab EFL learners' attitudes toward the use of the Second Life virtual game as a language learning tool and was designed to provide effective strategies to teach the target language by moving from books, texts, films or other non-interactive means to direct interactive encounters with native speakers of English. It was also intended to provide practitioners in the foreign language field with insights and valuable information about how to invest in digital games as a tool for language learning and a source of the authentic target language. The results of the study represent EFL learners' attitudes after using Second Life as a self-learning tool. It may encourage practitioners in foreign language fields to experiment with new and different interaction opportunities provided through technology.

This study is guided by the following overarching questions:

1. What are the attitudes of Arab EFL learners toward using the Second Life game as an instructional tool?

2. What are the attitudes of Arab EFL learners toward using the Second Life game to enhance their use of the target language?

3. Methodology

3.1 Population and Sample

The sample for this study was the entire population of undergraduate university students in two CALL courses at a college of education within a university in Saudi Arabia. The students have Arabic as a first language and had been studying English as a foreign language for about seven to nine years. Their ages ranged from 19 to 24 years old, and they were enrolled in the teacher preparation program, majoring in English language teaching. Forty-one out of forty-four successfully completed the study tool by the end of the course.

3.2 Data Collection Instrument

Following a quantitative inquiry design, the study utilized a questionnaire as a data-gathering tool. After reviewing the previous literature, the researchers developed the questionnaire to explore learners' attitudes toward the use of the Second Life virtual game in the learning of English as a foreign language within a larger research project. Each item in the questionnaire utilized a five-point Likert scale for students to show their level of agreement or disagreement with the item. Face validity was checked by consulting a panel of specialists in the area of language education. To ensure that the tool had an acceptable level of reliability and validity, Cronbach's alpha coefficient and Pearson correlation coefficient were calculated. The total dimensions of the questionnaire achieved an overall Cronbach's alpha coefficient of 0.847. The first domain, regarding attitudes about implementing Second Life as an instructional tool, had a Cronbach's alpha coefficient of 0.75, and the second domain, about utilizing Second Life for language learning, was found to have a Cronbach's alpha coefficient of 0.77.　The Pearson correlation coefficients of the two domains were 0.607 and 0.741, respectively, with both values significant at the 0.01 level.

3.3 Procedure

Second Life was the virtual game utilized in this study. The participants were asked to join the game (via http://secondlife.com/ or https://join.secondlife.com/) in order to explore it within the first classes of the semester. They familiarized themselves with the virtual world in the game, learning how they could start an account, navigate in the world, and execute basic moves such as walking, running, flying, relocating, and starting conversations. During the course of the study, the participants completed weekly tasks that required them to, for instance, start a conversation with speakers of the target language, gather information about Thanksgiving, have an oral conversation about high schools in each other's country, and so on. Participants were required to take a screenshot of the written conversation and to record their oral tasks. At the end of the semester, the students were asked to voluntarily respond to the questionnaire to rate their experience using the Second Life virtual game.

The collected data were analyzed using SPSS and computed to summarize the students' responses. In the analysis process, the mean, frequency, and percentage for each item were calculated, as well as the standard deviation.

4. Results

The results are introduced in accordance with the research questions.

4.1 Research Question 1

Seven questionnaire items were included to answer the first research question, concerning the attitudes of the Arab EFL learners about using the Second Life game as an instructional tool.

Table 1. Students' Responses Regarding Second Life as an Instructional Tool

Statement	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree		M	SD
	F	%	F	%	F	%	F	%	F	%		
I consider (SL) useful because it provides feedback during learning /playing session.	0	00.0	0	00.0	11	26.8	18	43.9	12	29.3	4.02	0.758
I would use (SL) to practice what I have learned because it puts me in a simulated world environment.	0	00.0	1	2.4	8	19.5	22	53.7	10	24.4	4.00	0.742
I believe that using (SL) in learning increases retention.	0	00.0	0	00.0	13	31.7	18	43.9	10	24.4	3.93	0.755
I think (SL) game can be applied in many learning contexts.	0	00.0	0	0.00	9	22.0	16	39.0	16	39.0	4.17	0.771
I consider using (SL) game for education is a waste of time.	10	24.4	16	39.0	11	26.8	4	9.8	0	00.0	2.22	0.936
I feel that using (SL) for learning gives me different educational experience from those given by traditional instruction.	1	2.4	3	7.3	9	22.0	19	46.3	9	22.0	3.78	0.962
I prefer normal teaching methods (flash cards, drills, etc.) over this type of game.	6	14.6	14	34.1	14	34.1	6	14.6	1	2.4	2.56	1.001

As seen in Table 1, the findings indicated that the majority of Arab EFL learners showed positive attitudes about the use of SL as an instructional tool. The fourth item, "I think Second Life game can be applied in many learning contexts," had the highest mean of 4.17. This indicated that most of the study sample (78%) either "strongly agreed" or "agreed" that the Second Life game could be applied in other contexts, with 22% who were not sure.

The first item, "I consider the game of Second Life useful because it provides feedback during learning /playing session," was in second place among the items related to research question 1, having a mean of 4.02, with almost one third (29%) of the participants strongly agreeing, and 43.9% of them agreeing with this statement.

The second item, "I would use (SL) to practice what I have learned because it puts me in a simulated world environment," had the third-highest mean (4.00); more than half (53.7%) of the participants agreed with this statement and almost one quarter (24%) strongly agreed. The third statement, "I believe that using (SL) in learning increases retention," (i.e., students' ability to remember information and skills they have learned) came in fourth with a mean of 3.93. Sixty-eight of the participants agreed that the Second Life game had the potential to increase their ability to remember the information and skills they had learned.

The sixth item, "I feel that using (SL) for learning gives me different educational experience from those given by traditional instruction," took the fifth rank with a mean of 3.78, indicating agreement among the study sample that using the Second Life game gave them a different experience from that provided by the traditional instruction, with nearly half of the participants (46.3%) agreeing and 22% strongly agreeing with this statement.

The last (seventh) item in the list, " I prefer normal teaching methods (flashcards, drills, etc.) over this type of game," was in the sixth place among the other items with a mean of 2.56, with only 14.6% of the participants choosing agree and only 2.5% strongly agree about the preference of traditional methods over the Second Life, while more than half of the sample disagreed or strongly disagreed about the statement, and about a third (34.1) were not sure, which indicates that the participants prefer Second Life method over the traditional teaching.

Finally, the fifth item, "I consider using (SL) game for education is a waste of time" got the last rank in the list with a mean of 2.22, reflecting disagreement with this statement. No one strongly agreed with this idea, and almost one quarter strongly disagreed (24.4%) and 39% disagreed that the Second Life game was a waste of time.

4.2 Research Question 2

Table 2. Students' Responses Regarding Second Life and Language Learning

Statement	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree		M	SD
	F	%	F	%	F	%	F	%	F	%		
I am sure about the benefits of using (SL) in language learning.	0	00.0	2	4.9	8	19.5	15	36.6	16	39.0	4.10	0.889
In order to play the game, I usually try to figure out the	0	00.0	2	4.9	8	19.5	15	36.6	16	39.0	4.10	0.889

meaning of the new vocabulary I do not know in the game.

Statement											Mean	SD
(SL) game helps me improve my English reading ability.	0	00.0	2	4.9	9	22.5	21	51.2	9	22.0	3.90	0.800
I can pronounce the words correctly with the aid of native speakers in (SL).	0	00.0	2	4.9	11	26.8	17	41.5	11	26.8	3.90	0.860
The game helps me improve my English listening ability.	1	2.4	3	7.3	14	34.1	13	31.7	10	24.4	3.68	1.011
I use (SL) to enhance my English speaking ability.	0	00.0	2	4.9	7	17.1	17	41.5	15	36.6	4.10	0.860
The game helps me improve my English writing ability.	1	2.4	2	4.9	2	4.9	12	29.3	24	58.5	4.36	0.968

The second dimension of the study tool was devoted to answering the second research question. Also, seven questionnaire items were included to answer the first research question, concerning the attitudes of the Arab EFL learners about using the Second Life game as an instructional tool. As can be seen in Table 2, the participants held positive attitudes toward the use of the SL game in enhancing the target language. The findings from the above table indicate that the means of all seven items were in the high range (3.5 - 5). Specifically, the highest mean score (M= 4.36) was on behalf of the seventh item, "The game helps me improve my English writing ability," indicating that the members of the study sample strongly agreed (58.5%) and agreed (29.3%) that the Second Life game could enhance their writing skills. Meanwhile, the first, second, and sixth items in this dimension were in second place with a mean of (4.10), which, in turn, means that most of the study participants agreed or strongly agreed with these statements: "I am sure about the benefits of using (SL) in language learning," "In order to play the game, I usually try to figure out the meaning of the new vocabulary I do not know in the game," and "I use (SL) to enhance my English speaking ability."

Occupying the third place, the participants showed an equal degree of agreement regarding the third and fourth items (M = 3.90). They agreed that "(SL) game helps me improve my English reading ability" and that they "can pronounce the words correctly with the aid of native speakers in (SL)."   In the fourth place, almost one quarter (24.4%) strongly agreed and 31.7% agreed that the game could help them improve their "English listening ability," giving a mean of 3.68.

5. Discussion

This study investigated EFL Arab students' attitudes toward using the Second Life virtual game as an instructional and a language learning tool.

In our survey, it was clear from the first dimension that the members of the study sample held positive

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attitudes toward the Second Life virtual game as a tool for instructional purposes. Noraddin and Kian (2015) conducted two studies in which one of them showed that the majority of Malaysian university teachers had positive attitudes toward using digital games in their classrooms, and the other study showed that the only variable that influenced such perceptions was the respondents' previous experience or lack of it in using digital games.

In the current study, 78% of the participants either "strongly agreed" or "agreed" that the Second Life game could be applied in other contexts. Exploring the game, they felt that they could make use of the Second Life virtual world for other educational purposes. Similarly, Johnson et al. (2010) argued that digital games were applicable to several learning contexts.   In addition, almost 74% of the sample considered the game useful because it provides feedback. The learners enjoy having an authentic conversation with other players who engage with them remotely in an immediate interaction that might help them correct their oral and written production. The majority of the sample positively stated that they would use SL to practice what they have learned because it puts them in a simulated world environment.

They also believed that using SL in learning increases retention. Learners may view the Second Life world as a second place where they practice what they have learned in classes and apply learned skills for achieving authentic communicative goals which, in turn, may help enhance their retention. 44% of the participants agreed that the Second Life game has the potential to increase their ability to remember the information and skills they have learned. About 68% of the participants agreed or strongly agreed that using SL for learning gave them different educational experiences from those given by traditional instruction. This could be explained according to how users of Second Live can enjoy the multimodality provided by the sound, visual, and motion features in the virtual world. It also provides them with the feature of language utility because they live in the world and utilize the target foreign language to survive in the new virtual life. Chittaro and Ranon (2007) argued that virtual life games could provide various learning experiences, some of which could be very hard to offer to learners in the real world because of distance, time, cost, danger, or impracticality.

Similarly, about one quarter strongly disagreed and 39% disagreed that the Second Life game was a waste of time. Those positive attitudes could be justified in the light of some advantages of Second Life, compared to traditional classrooms, that include mechanisms to inspire effective learning (Wang & Braman, 2009); the ability to provide an environment with multiple interactive media and a rich sense of contexts for learning (Warburton & Perez-Garcia, 2009); the ability to reduce learners' nervousness, which may be present in "normal" classroom settings; and finally, a general sense of being more entertaining as compared to traditional methods.

Even though 34% of the sample were not sure about their preference of Second Life over the traditional teaching strategies, about 48% of the learners expressed disagreement with the item, "I prefer normal teaching methods (flashcards, drills, etc.) over this type of game." In general, some of the participants were not quite sure or did not believe in the superiority of implementing Second Life over their

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traditional methods. This could be because they feel that Second Life could complement their usual class approaches, rather than substitute for them.

The findings related to the second dimension of the questionnaire generally indicate that EFL learners showed positive views toward the use of the Second Life virtual game in enhancing their use of the target language. These results were in line with the findings of some previous studies (Barendregt & Bekker, 2011; Dourda et al., 2014; Pasfield-Neofitou, 2014; Peixoto, 2021; Pinto, 2021; Young & Wang, 2014), which showed that game-based teaching has positive effects on language learning.

The study sample strongly agreed (58.5%) or agreed (29.3%) that Second Life could help them improve their writing. Similarly, three-quarters of the study participants indicated that they were sure about the benefits of using SL in language learning and that in order to play the game they usually tried to figure out the meaning of the new vocabulary. Dourda et al. (2014) concluded that students showed positive attitudes toward the game and the post-test results were significantly different compared to those of the pre-test in terms of vocabulary acquisition and reading skills in the foreign language. Furthermore, Ragatz's (2015) also noted positive attitudes about studying vocabulary via playing games.

The respondents in the current study had a similar level of agreement with the use of SL to enhance English speaking. The nature of Second Life may offer them the opportunity to interact orally with other residents of the virtual world, an advantage that many foreign language learners are probably lacking. To survive in their virtual life, residents need to engage in conversation with other residents who might be native speakers or other users of the target language. This finding is in accordance with Young and Wang (2014) who found that gameplay was the driving force promoting learners' educative engagement and that learners of different achievement levels were actively learning together while practicing their oral speaking in the stress-free environment. This method provides learners with individual opportunities for English pronunciation learning.

The participants agreed in equal measure that SL improved their English reading ability and that they could pronounce the words correctly with the aid of native speakers in SL. Moreover, more than half (56%) of the sample indicated that SL could help them improve their English listening ability. As argued by Pasfield-Neofitou (2014), virtual game worlds provide an ideal environment for both first language literacy development and second language learning. The findings of the current study are also in line with work by Howard Hao-Jan et al. (2012), noting that pre-service teachers showed strongly positive attitudes toward the digital game and that games could be useful for vocabulary, listening, and reading development. They pointed out, however, that the game is limited in developing speaking and writing skills. These negative attitudes about the effect of games on writing and speaking could be because the adventure game (Back to the Future) used in that study did not allow authentic and real-time interactions with native speakers, unlike Second Life.

6. Conclusion

Overall, these results indicate that the majority of EFL Arab learners hold positive attitudes toward the use of the Second Life virtual game as an instructional tool and for language learning. The findings of this study indicated that ways of integrating technology into education can be an efficient instructional tool. It seems that EFL teachers are recommended to consider implementing virtual world games as a complementary tool for their teaching strategies, incorporating similar technology-based activities that give learners access to interactive environments where they can apply their language skills. Similarly, it is recommended that EFL instructors develop language tasks that utilize features of Second Life and similar virtual games to create learning opportunities that help their students overcome space and time limits and practice language during the social distancing time. Virtual learning is specifically an area that need to be implemented as it may continue to be a choice in times of pandemics. Based on the findings of the current study, learners believed that Second Life could be implemented in the instruction of other subjects. For instance, an art teacher may develop tasks where learners gather data regarding the cultures of other nations. Meanwhile, more research exploring the utilization of these virtual games with younger learners is suggested. It is also recommended that qualitative inquiry be used to explore the way learners engage in the game and identify the potential drawbacks of the game. Finally, studies documenting the quality of input provided in the game and the suitability of the language spoken in virtual worlds where participants are able to hide their identities would be useful to the research community.

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