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BREAKING LANGUAGE BARRIERS: THE FUTURE OF ENGLISH LANGUAGE TEACHING WITH AR/VR TECHNOLOGY

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Augmented reality (AR), virtual reality (VR), language learning, educational technologies, immersive education, inclusive education, and digital literacy.

ANNOTATION

(AR) and Virtual Reality (VR) technologies are revolutionizing English language teaching, solving the persistent problems of language barriers. Teachers increasingly incorporate AR and VR tools into language learning environments as technology advances. This article examines the current landscape of English language teaching, highlighting the limitations of traditional methods and the urgent need for innovative solutions. By exploring the immersive experiences provided by AR and VR, the study shows how these technologies can effectively bridge language gaps. The future of English education lies in harnessing the interactive and engaging nature of AR/VR to develop dynamic and inclusive learning environments. This research contributes to the discourse on educational technology, advocating a paradigm shift towards more interactive and personalized approaches to language teaching.

Introduction. Virtual Reality (VR) is considered one of the emerging and up-and-coming learning and training technologies. Incorporating the specific technology into the instruction confronts researchers with endless opportunities to access otherwise inaccessible experiences. Even though several researchers have underlined the positive impact of VR in education, there is evidence demonstrating that teachers and trainers still need to learn to incorporate it into their teaching practice due to the need for advanced technique knowledge or the high cost of VR devices. The academic community has systemically aggregated VR research findings to understand how the specific technology supports learning and training programs; however, students still need a recent review of VR in a particular field of interest, such as language learning. The most recent report on VR research and language learning comes from Merchánt et al. (2014), who highlighted the importance of considering instructional design principles when designing virtual reality-based instruction. However, with the rapid advancement of VR, it is crucial to maintain an updated, synthesized collection of research for the specific field so that the scholarly community can remain current regarding the advancement of VR and its impact on students’ learning. Moreover, researchers need to add educational knowledge to the growing corpus of academic literature by investigating unexamined or under-examined questions surrounding VR. Given the increasing interest in studying the educational affordances of VR in a specific field of interest, such as language learning, the author considers this work timely and relevant for researchers and practitioners. [1]

Literatura review. “Virtual Reality in Language Learning: A Systematic Review and Implications for Research and Practice” by Antigoni Parmahi (2020) critically assesses the educational landscape of Virtual Reality (VR) in language teaching. By analyzing 26 scientific manuscripts from 2015-2018, the study examines the use of VR in language learning settings, its advantages and limitations, and identifies future research directions. Parmahi highlights VR's potential as a valuable tool in language classrooms, highlighting its role in enhancing skills and developing competencies necessary for 21st-century learners. The paper emphasizes the need to align VR features with pedagogy, indicating promising opportunities for language teachers. This work contributes significantly to understanding the growing potential of VR in language education, calls for further research in unexplored areas, and the adoption of fully immersive, cost-effective virtual technologies.

A study by Samiha Dalim, Mohd Shahrizal Sunar, Arindam Dey and Mark Billinghurst (2020), “Using augmented reality with speech input for non-native children's language learning”. The researchers present a prototype AR interface system, TeachAR, and conduct two experiments on English terms for colours, shapes, and spatial relationships. Comparing the AR system to conventional approaches, the findings demonstrate a considerable improvement in involvement, learning, and enjoyment. The study emphasizes the promise of augmented reality technology despite several constraints, including sample size and noise considerations. It makes recommendations for directions for further study and useful techniques to enhance young children's language learning experiences.

Li, L., Li, M., & Yu, F. (2018) carried out an empirical investigation assessing the impact of augmented reality (AR) on Taiwanese high school students' English language acquisition. The study focused on intrinsic motivation theory and examined attention, belonging, trust, and satisfaction using the ARCS model and a 34-item questionnaire. The findings demonstrated that using an augmented reality mobile application significantly increased students' enthusiasm to study English. The study emphasizes how AR might enhance language learning by boosting a sense of community, self-efficacy, and involvement. A more thorough study is necessary to investigate long-term impacts on language proficiency and handle accommodations.

Research methodologies. The research methodology used in this study aims to comprehensively examine the integration of Virtual Reality (VR) and Augmented Reality (AR) technologies in English language teaching and their impact on immersive learning experiences, student engagement, and global use. Attention is drawn. The methodology includes applying a literature review, content analysis, and SWOT analysis to ensure a holistic understanding of the topic.

A thorough literature review was conducted to establish a basic understanding of VR and AR technologies and their relevance in educational contexts. The review explored the historical development of VR and AR, their role in immersive learning, and their potential benefits for language acquisition. The emphasis was placed on understanding the ambiguities associated with using these technologies outside of an educational context.

The study aims to analyze existing content related to the use of AR and VR in language learning, particularly in teaching English. Figure 1 depicts the distribution of articles on different aspects of language learning, showing the prevalence of AR/VR tools in improving vocabulary acquisition, speaking, writing, and cultural learning. A comprehensive analysis of 1,536 documents was conducted, and the focus of the study was determined by applying additional parameters such as year of publication, document type, and source type.

The study spans a dynamic 12-year period from 2011 to 2022 to capture emerging trends. Document types include articles (1,454), reviews (252), and conference papers (35), with a focus on written

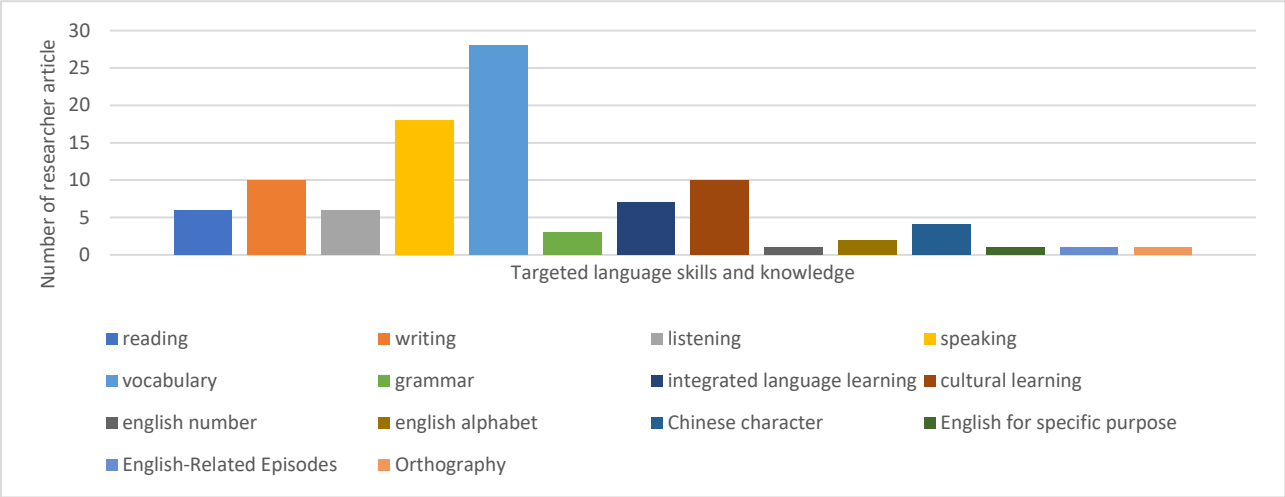
[1] Antigoni Parmaxi, (2020). Virtual reality in language learning: a systematic review and implications for research and practice. Interactive Learning Environments 31(3):1-13

content, excluding notes, letters, editorials, and short surveys. Source types are divided into conference proceedings (852), journals (648), and book series (283), with a restriction to publications in English.

A SWOT analysis was conducted to gain a deeper understanding of the impact of AR and VR on English language teaching. This analysis systematically identified the strengths, weaknesses, opportunities, and threats related to integrating AR/VR technologies. Strengths include immersive learning experiences, personalized learning paths, and global accessibility. Weaknesses include initial implementation costs, technical limitations, limited access to technology, and resistance to change. Opportunities have been identified in market growth, collaborative learning experiences, continuous technological advancements, and integration with traditional teaching methods. Threats include competition with other technologies, data security issues, a lack of standardization, and the importance of cultural sensitivity. The research methodology used a literature review, content analysis, and SWOT analysis to provide a comprehensive overview of the current landscape of AR and VR in English language teaching. The findings aim to add valuable insights into the opportunities, challenges, and strategic considerations surrounding the application of AR and VR technologies in language education. The research methodology thoroughly studies the topic, providing a deeper understanding for educators, researchers, and institutions seeking to use these technologies to improve language learning outcomes.

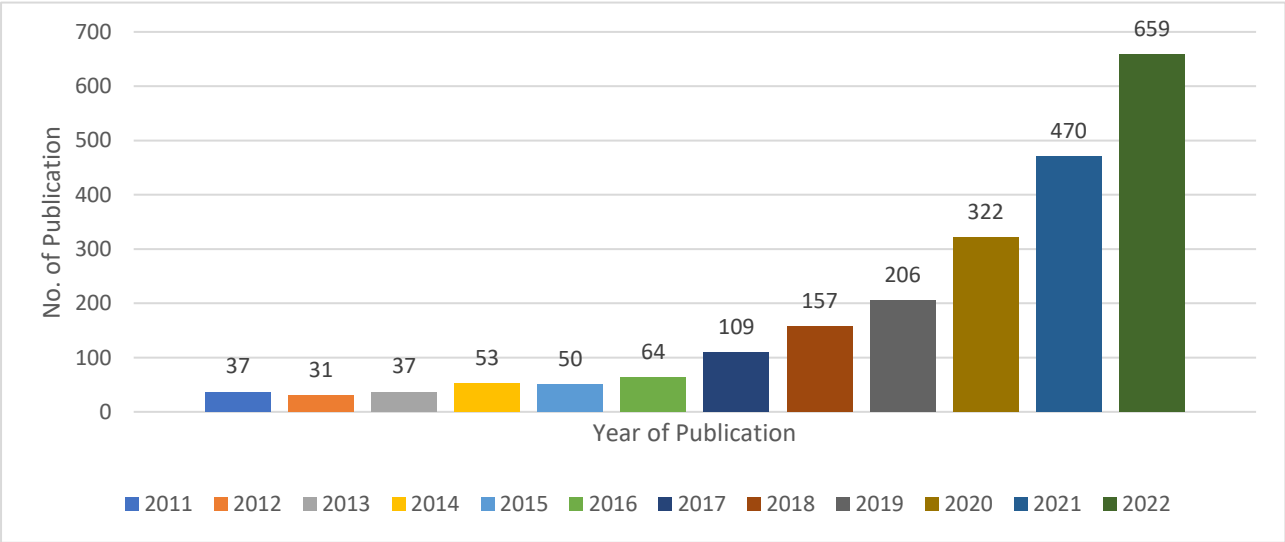
Analysis and results. VR stands for Virtual Reality, and AR stands for Augmented Reality. Both of these technologies are imperative for learning. Both VR and AR provide new and beneficial angles to learning that enhance student experiences. Outside of learning, there have been various uncertainties about utilizing VR and AR. Educators can use VR and AR to ensure an immersive learning experience during eLearning. With the help of VR headsets, learners can easily interact with their environment. Hence, it allows the wearer to fully immerse in the virtual learning environment, which may distinctly simulate real life. In the not-so-near future, VR headsets may transform into glasses—which is only a natural progression considering that by 2050, half of the planet will be wearing glasses. Retention rates were always a challenge in the online learning world and generally in education. Depending on what the teacher or educator is teaching, they can leverage VR technology to improve student retention rates and boost academic performance. VR is an engaging way to deliver lessons like science-based and engineering training. The reason why VR and AR can improve retention rates is that humans are fundamentally visual learners. According to research at 3M Corporation, humans tend to process visuals 6,000 times faster than text. For this reason, there's no doubt that students or learners will grasp what's taught faster if there's an immersive scenario.

Figure 1.



As shown in Figure 1, AR and VR tools were often used for vocabulary learning. A total of 28 out of 88 articles adopted AR/VR tools to enhance vocabulary acquisition, 18 articles investigated AR and VR supported speaking, 10 studies examined AR and VR for writing, and another 10 discussed AR and VR enhanced cultural learning. In addition, AR and VR tools were used to promote development of language skills and knowledge such as reading, listening, integral language learning, Chinese character, grammar learning and English alphabet[2].

Figure 2.



[2] Huang, X.; Zou, D.; Cheng, G.; Xie, H. A Systematic Review of AR and VR Enhanced Language Learning. Sustainability 2021, 13, 4639. https://doi.org/10.3390/su13094639

Additional settings were applied to make research's cycle more effective including year of publication 2011–2022, document type: article 1454, review 252 and conference paper 35 documents in addition to notes, letters editorials and short surveys and source type included conference proceeding with 852, journals with 648 and book series with 283 documents while the language was only English. After execution all settings above, 1536 documents were the focus of this research and used for further analysis. Figure 2, shows the distribution of documents in related year of VR & AR in education during last 12 years.[3]

Swot analysis.

Strengths:

- Immersive Learning Experience: AR/VR technology provides a highly immersive learning environment that allows students to engage with English in real-life scenarios. This can enhance language acquisition and retention.
- Personalized Learning Paths: AR/VR platforms can adapt to individual learning styles and preferences, providing personalized learning paths for students. This can lead to a more efficient and effective language learning experience[4].
- Global Accessibility: Using AR/VR, English language teaching can be accessible to a global audience. Students from different nationalities can benefit from quality language education, breaking down geographical and socio-economic barriers.
- Real-time feedback: AR/VR systems can provide instant feedback on pronunciation, grammar, and vocabulary usage. This instant communication system helps students correct mistakes in real-time and speeds up the learning process.
- Engaging Content: The interactive and game-like nature of AR/VR technology makes language learning more fun and engaging. This can encourage students to spend more time studying, leading to better results.

Weaknesses:

- Upfront Implementation Costs: Integrating AR/VR technology into language learning programs can be expensive. Institutions may face challenges with initial investments, including hardware, software development, and teacher training.
- Technical limitations: Dependence on technology creates the risk of technical problems such as system failures or hardware failures. These challenges can disrupt the learning process and frustrate teachers and students[5].
- Limited access to technology: In some areas, students may not have the necessary AR/VR devices or a stable internet connection. This limitation can create an imbalance in educational opportunities that exclude certain demographics from technology.
- Resistance to change: Teachers and institutions may resist the introduction of new technologies, especially those accustomed to traditional teaching methods. Convincing teachers and stakeholders to use AR/VR in language teaching can be a gradual process.

Opportunities:

- Market Growth: As AR/VR technology becomes more mainstream, the market for educational software is growing. Bridging language barriers with AR/VR provides access to a growing market for institutions and developers.
- Collaborative Learning: AR/VR enables collaborative learning experiences that allow students to interact with peers around the world. It can enrich the language learning experience and promote intercultural communication and cooperation.
- Continued Technological Advances: Continued developments in AR/VR technology can lead to improvements in language learning programs. This includes more sophisticated language recognition, improved interactivity, and broader educational content.
- Integration with traditional methods: There is an opportunity to integrate AR/VR technology with traditional teaching methods, creating a hybrid approach that combines the strengths of both. It can appeal to a wider range of readers with different preferences[6].

Threats:

- Competing Technologies: The educational technology landscape is dynamic, and AR/VR faces competition from other emerging technologies. Institutions may need to be agile to adapt to changing trends and ensure the continued relevance of language teaching methods.
- Data Security Issues: With the collection of personal and educational data through AR/VR platforms, there is a risk of data breaches and privacy issues. Organizations must prioritize robust security measures to protect sensitive data.
- Lack of standardization: A lack of standardized AR/VR content and teaching methods can lead to inconsistencies in the learning experience. Establishing industry standards will be crucial to ensure the quality and effectiveness of language teaching through AR/VR[7].
- Cultural sensitivity: AR/VR content must be culturally sensitive to teach English effectively in different global contexts. Ignoring cultural nuances can lead to misunderstandings or incorrect content that hinder learning.

Bridging the language barrier with AR/VR technology in English language teaching offers excellent opportunities. Still, it comes with challenges that require careful consideration and strategic planning for successful implementation.

Discussion and suggestions. Integrating virtual reality (VR) and augmented reality (AR) into education has opened new ways to enhance the learning experience. Both technologies contribute significantly to deep learning, offering unique perspectives for enriching student engagement. The potential applications of VR and AR extend beyond traditional learning methods, especially in eLearning.

One of the notable advantages of VR technology is its ability to create immersive scenarios that allow students to interact with the virtual environment seamlessly. The shift from VR headsets to invisible forms such as glasses, is in line with emerging trends in wearable technology. As the global penetration of goggles is expected to increase, the incorporation of VR into education may become more seamless and widespread.

VR is emerging as a promising solution to the long-term problem of retention rates in online education. By taking advantage of humans' innate visual learning tendencies, VR can significantly improve the understanding and retention of educational content. As noted in a 3M Corporation study, the faster processing of graphic images compared to text highlights the potential of immersive scenarios in accelerating learning.

Figure 1 illustrates the different uses of AR and VR tools in language education. Vocabulary learning, speaking, writing, and cultural learning are among the areas where these technologies have proven effective. A comprehensive analysis of 1,536 documents, considering various parameters such as year of publication and document type, provides a detailed overview of the evolving landscape of VR and AR in education.

The strengths of AR and VR in language education are manifold. The deep learning experience provided by these technologies improves language acquisition and retention. Personalized learning paths respond to individual preferences, while global accessibility offers a broader scope for English language learning. A real-time feedback mechanism and interesting content create a more effective and exciting learning process.

While AR and VR have many advantages, challenges and weaknesses must be acknowledged. Upfront implementation costs, technical constraints, limited access to technology and resistance to change pose significant barriers. Institutions should carefully consider these issues, focusing on topics related to investment, technical failures, and fair use of technology.

Opportunities for integrating AR and VR in language education include market growth, collaborative learning experiences, technological advances, and potential integration with traditional teaching methods. As the educational software market expands, institutions have access to a growing audience. Collaborative learning facilitated by AR and VR fosters cross-cultural communication, and technological advances promise continuous improvement in language learning programs.

Competing technologies, data security issues, lack of standardization, and cultural sensitivity issues are potential threats to the effective implementation of AR and VR in language education. The dynamic nature of the educational technology landscape requires institutions to adapt. In addition, data security and standardization of content and methods are essential to avoid disruptions and inconsistencies in the learning experience.

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Although integrating AR and VR in English language teaching has enormous potential, careful consideration and strategic planning are essential to overcome challenges and fully realize the benefits. Addressing identified weaknesses and threats through well-thought-out implementation strategies paves the way for a more inclusive, engaging and effective language learning experience.

Conclusion. In conclusion, integrating augmented reality (AR) and virtual reality (VR) technologies in English language teaching represents a transformative shift in overcoming language barriers. This study explores the current landscape of English language education, highlighting the limitations of traditional methods and the urgent need for innovative solutions. Examining the immersive experiences provided by AR and VR, the study shows how these technologies can effectively bridge language gaps. The future of English education lies in leveraging the interactive and engaging nature of AR and VR to foster a dynamic and inclusive learning environment. This research provides valuable insights into the educational technology debate by advocating a paradigm shift toward interactive and personalized approaches to language teaching. The literature review highlights the growing potential of VR in language education and emphasizes the importance of aligning VR features with pedagogy. Notable studies, such as Dalim et al. (2020), demonstrate the promise of AR in improving language learning experiences for non-native children. In addition, empirical studies such as Lee, Lee, and Yu (2018) highlight the positive effects of AR on high school students' English language acquisition. A SWOT analysis thoroughly explains the strengths, weaknesses, opportunities, and threats associated with integrating AR and VR. Strengths include immersive learning experiences, personalized learning paths, and global accessibility. However, initial implementation costs, technical limitations, and resistance to change must be carefully addressed. Although AR and VR greatly benefit language education, strategic planning is essential to solving the problems. Opportunities for development, collaborative learning, and technological advancements must be seized, and threats such as data security issues and a lack of standardization must be addressed. Overcoming these challenges through thoughtful implementation strategies paves the way for a more inclusive, engaging, and practical language learning experience.

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