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VIRTUAL REALITY TECHNOLOGY TO ENHANCE SPEAKING, CULTURAL UNDERSTANDING AND OVERALL LEARNING EXPERIENCES AMONG EFL TEENAGE LEARNERS.

PRIOR TO OBTAINING THE DEGREE OF

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Table of Contents

1. RESUMEN

La tecnología de realidad virtual (VR) ofrece un medio inmersivo e interactivo que puede revolucionar las experiencias de aprendizaje de idiomas, especialmente para los estudiantes adolescentes de inglés como lengua extranjera. Este estudio explora el potencial de la realidad virtual para mejorar las habilidades de habla, la comprensión cultural y la participación general en el aprendizaje entre este grupo demográfico.

La realidad virtual permite a los estudiantes practicar inglés conversacional en contextos simulados del mundo real mediante la recreación de entornos y escenarios auténticos. La naturaleza multisensorial de la realidad virtual y los elementos de gamificación pueden hacer que la práctica del idioma sea más atractiva y memorable. Además, las experiencias de realidad virtual pueden exponer a los alumnos a entornos culturales diversos, fomentando la conciencia y el aprecio interculturales.

Este estudio utilizó una investigación de métodos mixtos que emplean métodos de recopilación de datos tanto cuantitativos como cualitativos: las clases previas y posteriores a la intervención midieron las mejoras en la competencia oral y el conocimiento cultural. Además, encuestas, entrevistas y datos de observación proporcionaron información sobre las percepciones de los estudiantes, sus niveles de motivación y sus experiencias de aprendizaje en general.

Los hallazgos indican que la incorporación de actividades de realidad virtual mejoró significativamente la fluidez del habla, el uso del vocabulario y la comprensión de los participantes. Además, los alumnos demostraron una mayor sensibilidad y comprensión cultural después de participar en simulaciones culturales inmersivas.

2.ABSTRACT

Virtual reality (VR) technology offers an immersive and interactive medium that can revolutionize language learning experiences, particularly for EFL teenage learners. This study explores the potential of VR to enhance speaking skills, cultural understanding, and overall learning engagement among this demographic.

VR allows learners to practice conversational English in simulated real-world contexts by recreating authentic environments and scenarios. The multi-sensory nature of VR and gamification elements can make language practice more engaging and memorable. Additionally, VR experiences can expose learners to diverse cultural settings, fostering cross-cultural awareness and appreciation.

This study used mixed-methods research employing both quantitative and qualitative data collection methods—pre- and post-intervention classes measured improvements in speaking proficiency and cultural knowledge. Furthermore, surveys, interviews, and observational data provided insights into learners' perceptions, motivation levels, and overall learning experiences.

The findings indicate that incorporating VR activities significantly improved participants' speaking fluency, vocabulary use, and comprehension. Moreover, learners demonstrated heightened cultural sensitivity and understanding after engaging with immersive cultural simulations. Notably, the interactive and gamified nature of VR learning environments enhanced learners' motivation, engagement, and enjoyment of the learning process.

This study highlights the promising potential of VR technology in transforming language education, particularly for teenage EFL learners. By providing immersive, contextualized, and interactive learning experiences, VR can foster skill development, cultural competence, and overall learner motivation, paving the way for more effective and enjoyable language acquisition.

Keywords: Virtual reality, speaking, technology, education.

3. INTRODUCTION

The disinterest of some students in teaching resources such as books or blackboards have been evolving with the advancement of technology and has had a change of perspective after the pandemic since the use of technological tools has been able to learn, which is why virtual reality glasses can be a different approach to learning and the use of VR as a resource for teaching English as a second language in school can have a positive impact on their ability to learn and apply to the language. By providing an immersive experience VR goggle can help students improve their understanding of the language and increase their confidence by interacting with native speakers and using different gaming applications to achieve innovative learning.

This study intends to investigate how employing VR glasses as a teaching tool affects students' learning outcomes and levels of engagement while studying English as a foreign language (EFL). With an emphasis on its effects on vocabulary acquisition, speaking abilities, and general language competency, the study will look at the possible advantages and difficulties of incorporating VR technology into language instruction. The inquiry will also examine how the students feel about using virtual reality (VR) glasses as a teaching tool and how well they think they work to improve EFL instruction.

Justification:

Virtual reality (VR) technology has drawn a lot of attention in several industries, including education. As Slater, M., & Sanchez-Vives, M. V. (2016) Says:

> Here are several reasons why VR is an excellent tool for education. First, it can change the abstract into the tangible. This could be especially powerful in the teaching; the second advantage of VR in education is, notwithstanding the results of the virtual playground experiment, that it supports “doing” rather than just observing. The third advantage is that it can substitute methods that are desirable but practically

> infeasible even if possible in reality. The fourth advantage of VR in education involves breaking the bounds of reality as part of exploration (p. 14).

English as a foreign language (EFL) learning can be improved with the use of virtual reality glasses because they provide a distinctive and immersive learning experience. This justification looks at the motivations for researching how virtual reality goggles as a teaching tool might affect students' acquisition of English as a foreign language.

2.1. Multisensory Language Learning:

Learning a new language requires the use of many senses, including the visual, auditory, and kinesthetic modalities. Textbooks and audio materials are frequently heavily used in traditional language learning techniques, which limits the sensory engagement of students. By combining visual, auditory, and occasionally haptic feedback, virtual reality glasses can offer a multisensory experience. This multisensory method strengthens vocabulary retention, enhances pronunciation, and fosters a greater understanding of linguistic nuances, all of which increase the effectiveness of language learning.

2.2. Practice Your Language in Real Life:

The lack of opportunities for authentic language practice is one of the biggest obstacles in EFL learning. By simulating actual events like conversations in a café, interactions in a hotel, or navigating a city with an English-speaking population, virtual reality offers a remedy. Learners can practice speaking a real language without being constrained by location, time, or social anxiety by donning virtual reality goggles. This helps students gain self-assurance, fluency, and cultural awareness while also enhancing their English communication abilities.

2.3. Improved vocabulary development:

A crucial part of learning a language is developing one's vocabulary. Flashcards and other traditional vocabulary-learning techniques like rote memorization can be tedious and ineffective for some students. A more dynamic and contextualized method of vocabulary learning can be provided by virtual reality goggles. Exploring virtual worlds, interacting with

objects, and participating in language-rich activities allow learners to learn vocabulary in more meaningful and memorable ways.

In recent years, the integration of technology within educational settings has revolutionized the way students learn and engage with various subjects. As we delve into the realm of immersive learning experiences, one technology that has garnered significant attention is Virtual Reality (VR). This cutting-edge tool has the potential to transform conventional classroom practices, providing students with a unique opportunity to explore and learn in an entirely new dimension.

Within the context of high school English education, the incorporation of VR glasses holds immense promise. By transporting students from the confines of their classrooms to captivating virtual environments, these wearable devices can enhance language acquisition, comprehension, and overall language skills development. This investigation aims to explore the effectiveness and impact of VR glasses in high school English education, focusing specifically on the acquisition of language skills.

Throughout this investigation, we will examine the potential benefits and challenges associated with the use of VR glasses in the English language learning process. We will delve into the various applications of VR in teaching grammar, vocabulary, reading comprehension, and even creative writing. By immersing students in interactive virtual scenarios, the aim is to foster a deeper understanding and appreciation for the English language, ultimately cultivating a more engaging and dynamic learning experience.

Moreover, this investigation will also shed light on the practicality and feasibility of implementing VR glasses in a high school setting. We will explore the availability and accessibility of VR resources, the technological requirements, and potential costs involved. Additionally, we will consider the perspectives of educators, students, and parents, gathering insights and feedback on the perceived benefits and challenges of incorporating VR glasses into the English curriculum.

As we embark on this investigative journey, it is important to note that while VR glasses hold tremendous potential, they are not intended to replace traditional teaching methods.

Rather, they are envisioned as a complementary tool that can augment and enhance the learning experience, breathing new life into conventional approaches.

Through this investigation, we seek to unlock the possibilities that VR glasses offer in high school English education. By embracing this emerging technology and harnessing its power, we hope to pave the way for a future where students can truly immerse themselves in the world of language, enabling them to become confident and proficient communicators in the global community.

Conclusion:

The way English language instruction is carried out could be completely changed by the use of virtual reality goggles in EFL classrooms. Virtual reality can significantly improve vocabulary learning, speaking abilities, and overall language proficiency due to its immersive and engaging nature as well as its multisensory and interactive features. By looking into how virtual reality glasses affect EFL learning, educators and policymakers can decide how best to incorporate this technology into language instruction, ultimately helping learners on their path to becoming fluent English speakers.

Objectives:

3.1 General Objective:

To explore the impact and effectiveness of Virtual Reality (VR) glasses in English as a Foreign Language (EFL) learner, with the goal of understanding how the integration of VR glasses can enhance language acquisition, communication skills, and overall language learning experiences in the EFL classroom.

3.2 Specific Objectives:

1.- To measure the impact of using virtual reality glasses as a teaching resource on EFL learners' learning outcomes. By means of the bibliographic study that supports the proposed research work for the knowledge of the effectiveness of the use of the virtual reality glasses.

2.- To determine how the use of virtual reality glasses enhances EFL learners' cultural awareness and contextual understanding of the English language.Through the qualitative and quantitative analysis obtained from the results of the methods used in the research, the following results were obtained.

3.- To create playful activities through the use of virtual reality glasses for the improvement of the teaching-learning process and language acquisition.

4. STATE OF THE ART

4.1. What is virtual reality?

The imminent advance of ICT and the hasty establishment in the daily life of society have built an audiovisual and technologized environment that is configuring a new communicative environment, one of these tools is currently known as Virtual Reality.

Academic research based on this term as a word began approximately at the end of the eighties and until today there has been a large amount and variety of research on the subject. According to Levis (2006) in 1965 Ivan Sutherland used the word Virtual Reality in his publication: The Ultimate Display, being used as a concept, going unnoticed, to be later

coined by Jaron Lanier, who proposed in 1987 this suggestive term to refer to immersive simulation systems; denomination that from 1989, would be adopted by the media, thus reaching a rapid popularity.

Although some authors express their disagreement with the use of the word virtual reality to define this technology, considering it ambiguous (Castañares, 2011) and sometimes linked to the fictitious and unreal. Therefore, several authors (Krueger, 1983; Walker, 1988) opted for the term "artificial reality", although it did not become the most widely used. That is why in this paper, the term virtual reality (VR from now on) will be used.

VR is currently understood as the concept that defines the method of simulating, using computer technology, a physical component supported by electronic devices, creating in the user the sensation of being immersed in it (Lelyveld and Entertainment, 2015). This method has such a wide digital coverage system that the virtual environment where VR is going to be developed can be visualized from a simple mobile device to something as complex as a set of virtual tools with portable equipment that allows the user to move around (Yu and Yan, 2016). This refers to the fact that the possibilities of adapting any available resource in environments where it is required are endless.

In more comprehensible words, according to Sacristán and Waeder (2016), VR can be compared to a time machine, where the user can recreate virtually any type of space and place it in any era. In this same perspective, Cuesta and Mañas (2016), call it as a technology that aims to skip the space-time barrier with a possibility of transporting the user to any chronological moment or place with the objective of offering a more real and interactive experience. Although, they are not only used for entertainment, but are increasingly useful in professional areas, such as architecture, medicine, education, etc.

VR has several specific characteristics that make it a particular tool, Guillén (2011) lists the following, synthetic capacity: which compresses images in real time attending to the positions occupied by the objects and the user; interactivity: which allows manipulation and work with the environment, playing with dynamic interaction and virtual walk; three-dimensionality: objects must possess a position in depth, then appearing phenomena

associated with three-dimensional worlds; illusion of reality: it does not have to have a reference in the real world, but its appearance must follow the parameters of reality in terms of perception; and physical factors: the appearance will be more real the more senses of the user is able to stimulate the system.

4.2. Evolution of virtual reality

The development of equipment in recent years has made it possible for virtual reality to be the tool it is presented to us today, for this it has been necessary to implement the changes explained below:

The nineteenth century brought with it one of the first representations that tried to generate an enveloping sensation similar to that of a panoramic photograph, it was the artistic expression called Panoramic Painting that was quite successful in Europe, being its greatest exponent Franz Roubaud (Bank, 2022). Likewise, an innovative aspect known as stereoscopic photography was born; the tool (stethoscope) with which it could be perceived was invented in 1838 by the British Charles Wheatstone and consisted of a kind of glasses that simulated a 3D image (Wade, 2002).

In the mid-50s Sensorama arrived, an immersive instrument invented by Morton Heilig, which used cinematographic techniques, providing multi-sensory theater experiences to users (Gutierrez, 2023). A few years later, in 1963 Hugo Gernsbac surprised the world with The Teleyeglasses, a portable television attached to the head like glasses, known today as the great-great-grandmother of today's immersive glasses (Ackerman, 2016). In the same vein, appears the data glove created by Daniel J. Sandin and Thomas DeFanti in 1977 (Sturman and Zeltzer, 1994), with the aim of being used as a linking device in human-computer interaction.

Later, in 1963 Ivan Sutherland with the help of David Evans presented the first program designed to compose virtual worlds using 3D images, stored data and accelerators, called

"ultimate display" (Sutherland, 1968); hand in hand with this invention, also came the "videoplace" (Krueger, 1985), which was an artificial reality that surrounded users, responding to their movements and actions by means of position sensors, thus reaching the Internet connectivity of virtual reality, which occurred with the creation of the programming language "virtual reality modeling language" or V. R.M.L. (Bell, Parisi and Pesce, 1995).

The 80s and 90s of the twentieth century were called the "golden decades" of video games, in the framework of the central theme, Nintendo launched in 1995 its console called Virtual Boy (Boyer, 2009), with the intention of taking advantage of the recent interest in virtual reality generated from the boom that science fiction showed in the cinema about this technology. This console used a monochromatic projector in the style of virtual reality glasses to create a 3D effect, being a great commercial failure for the brand; following in the footsteps of Sega, who also made a similar attempt two years earlier in 1993, with the same results, their console offered screens with visor, stereo sound and head tracking (Morales, 2023).

The current revolution came when Palmer Luckey brought virtual reality back into fashion, managing to create a prototype of glasses funded through the crowdfunding platform Kickstarter (Nagta et al., 2022). This 2012 prototype which he called Oculus united 3D volumetric vision in a 360º environment, giving an immersive sensation, in 2014 Facebook acquired it for 2 billion dollars. Currently, the most developed expression of VR is The Void, which proposes the 4D experience. It consists of a station where spaces are physically recreated and conditions seen in the glasses are simulated, such as movement, weather and smells (Polyzos et al., 2022).

4.3. Types of Virtual Reality

In VR, immersion is the sensation perceived by the user of being physically in the virtual environment through the use of output peripherals, such as glasses, screens, helmets and speakers, in some cases (Boje and Calvo-Muñoz, 2018), so 3 types can be differentiated:

Immersive Reality: simulates an environment as real as possible that can be appreciated through the use of VR glasses or helmets that allows the person to achieve greater interaction with the virtual world. One of its objectives is to transport users to multisensory virtual spaces, creating the sensation of being there, making the user the protagonist of this reality, giving him/her the possibility of making decisions, such as where to move to, what to do and so on (Coelho et al., 2019).

Semi-immersive reality: It uses augmented and mixed reality making the person feel the virtual and real environment. This semi-immersive reality is widely used by real estate companies because they can show their customers how the final construction of a house would look like. The person is observed within the virtual environment through a screen but is still in contact with the real world (Carregosas, 2018). In this type of device, a virtual representation is generated, in the case of medicine, that can be observed of the patient's body, called an avatar, which reproduces the movements of the person in the virtual world. Some semi-immersive VR devices are the Nintendo Wii, Nintendo Switch, Xbox Kinect, and the Leap Motion Controller.

Non-Immersive Reality: it is an effective alternative just like the two previous types, and easier to acquire, it does not require being inside the virtual world to manipulate the environment, it can be done through tools such as the computer, cell phone or some command so that in this way the person controls the objects that are appreciating, so it is the most used and viable option when the budget is scarcer (García Vivar, 2018).

4.4. Virtual Reality Vs Augmented Reality

Typically, the term VR is confused with Augmented Reality (AR), but, although they can be related, they are not the same. The main disparity that distinguishes them is established in the position where the users are placed before both experiences.

With AR, the person can be anywhere, and thanks to devices with this technology can obtain additional experiences and information related to the space where he/she is thanks cell phone (Martín-Gutiérrez et al., 2017), for example;

In Toronto, a historical recreation was carried out, located exactly in Fort York. This AR technique was applied in many historical sites or monuments that users could access through their cell phones, intertwining the past with the present. Another example of recreation was carried out in St. Andrews Cathedral in Scotland, from the development of an application, using photographs, 360º videos, and audio, to achieve the highest level of immersion (Gonz, 2019).

However, with VR the person can be at home or in a classroom, and through this technology be transported to another different context through the images, sounds, and videos presented to them. In both cases we are talking about experiences, but they are of a different level (Martín-Gutiérrez et al., 2017).

An example of VR was carried out in 2014, the Marriott hotel chain in a commercial agreement with the British company Framestore, created a simulator called Teleporter, which consisted of several cabins located in different cities in the USA. People who could make use of these cabins were transported to different destinations in the world such as London or Hawaii, being a fully immersive experience through the use of Oculus Rift glasses, 360º videos, and various sensory techniques that were applied, thus generating an atmosphere as real as possible within these virtual worlds (Ally et al., 2021). A year later, the same hotel brand joined the development of a new project called VRoom Service, one of the first virtual reality services that will allow customers to visit the rooms virtually.

4.5. Education in the 21st century

In recent years, education has undergone major changes and profound transformations since the advent of new technologies applied to this area. It has gone from using the computer to perform automated corrections of evaluations and assignments, to using interactive systems

that are easy to program and where students can create their own learning tools (Bisquerra, 1998).

The use of these strategies have been developed today for everyday use in educational institutions (Larionova et al., 2018), for example, institutional platforms have promoted new strategies among the members of academic institutions, since it allows them to be more connected among peers and teachers, through a virtual classroom; in turn, they allow them to have the educational content and material resources, stimulating their interest towards each activity (Villalustre and Del Moral, 2017), allowing them to increase motivation and participation in educational dynamics (Marín and Muñoz, 2018).

Nowadays, among the innovative tools in the educational field is the implementation of Virtual Reality (Dyer el al., 2018), which is understood as multimedia sequences that simulate reality interactively, generated through programming with the use of information and communication technologies, being a requirement for the use of specific hardware.

To have a better contextual understanding of the current situation of these educational systems concerning VR, it is necessary to analyze the past by delving into the principles of the introduction of ICT in education.

4.5.1. Evolution of educational tools

For many authors, the implementation of tools for education originated in the United States of America approximately since the 1940s, during the Second World War, courses designed for military specialists supported by audiovisual instruments were taught (Olguín, 2015). In addition to this, Skinner in his work "The Science of Learning and the Art of Teaching" (1970) analyzed scientific experiences that used the behaviorist method applied to learning situations, these reflected that the use of teaching machines could help solve many of the learning problems, likewise, he worked on the idea of raising the efficiency of the management of the teaching process.

According to M.E.C.D. (2017), in the 1980s projects such as the one called Atenea (Spain), were being implemented to respond to the educational needs of that time, through technological applications; and thus define the technical characteristics of software and hardware to be provided to educational centers, to train users according to technological developments, to promote new learning environments, development of educational programs and design peripherals or other computer devices.

In the 1960s, audiovisual communication began to emerge and academic studies began to focus on a closer analysis of the communication processes produced within educational areas. In conjunction with the takeoff of the "mass media" as a factor of extraordinary social influence, the innovation of educational technology is also incorporated, oriented to the educational applications of mass media (García-Valcácel Muñoz et al., 2017).

The emergence of the Internet cemented the step for great development, not only by the implementation of new tools and infrastructure but also had great future influence on the change of the educational environment. According to Area Moreira (2004), this helped to contrast with the three most relevant learning theories developed during this century: behaviorist theory, cognitive information processing theory, and constructivist theory.

In the same vein, Seymour Papert, a researcher at the Massachusetts Institute of Technology, proposed a project that used computers for teaching, based on the assumption that knowledge is the consequence of an experience reconstructed by the subjects (Area Moreira, 2004).

In turn, campaigns such as the one led by the Digital Village Project involved the implementation of communication lines, modems and Internet in schools. The incorporation of the web in educational methodologies was defined as "digital classrooms" and was marked by the rise of teacher training through the Internet. Added to this, the elaboration and acquisition of materials in digital and audiovisual support were developed in all areas of knowledge where they could be used, to use these tools in daily class planning in the classroom (M.E.C.D., 2017).

According to Muñoz and González (2015), other initiatives that set out the same objectives and collaborated with educational innovation in technology were: the eLearning Action Plan (European Commission in 2001), the National Educational Technology (United States Department of Education in 2010), the School 2.0 Project that contained various programs such as Atenea, Abalar, EduCAT 1x1.

This is why in recent years words such as hypertexts, hypermedia and multimedia have become an option for teaching materials that facilitate adaptation, comprehension and ease of understanding for students around the world.

4.6 Virtual Reality as a tool for educational innovation

Before being able to reflect on the main topic, it is important to know that the full implementation of these technologies in educational programs aimed at students cannot be understood without the integration of video games, an area that is gaining strength in different countries, such as is the case in Spain where this is a sector that since 2009 is included in the Cultural and Creative Industries category, which accounted for 3.5% of the GDP in 2012, according to the M.E.C.D (2014). This cultural recognition implies that it will begin to be used for learning, education, and culture. The M.E.C.D. (2015) quantifies 43.5% of its use among people aged 15 to 24 years and 45.6% among students who play, being the youngest, who are still in the schooling stage, the population segment in which it reaches greater implementation.

This is why, during the last decade, video games have proven to be very useful in the support of language learning, development of imagination and creativity or mental agility.

Currently, the educational system is constantly expanding its methodological planning, combining its main role of teaching content by areas, and the interest in finding techniques that allow it to fragment the information into small parts or topics that facilitate the student a better understanding of each topic, hence the educational centers have been constantly relying on teaching resources as strategies that enable better learning (Muñoz-Hernandez et

al., 2020). An example of this search was given in the educational crisis that came hand in hand with the pandemic caused by COVID-19, where the fundamental role that emerging technologies now play in education became evident.

When reference is made to the use of technological instruments in the educational context, the most widely used is VR, considered the learning tool of the 21st century (Ortega Rodríguez, 2022). This innovation has had a great transcendence in recent years since it empirically demonstrates how this methodology influences the motivation of students by supporting the teaching-learning process, as Marín and Muñoz (2018) point out. This is why its use is booming (Dos Santos and Dos Santos, 2019), given that it is being allowed to be implemented in different curricula (Huttar and Brintzenhofeszoc, 2019) and its use is recommended given its great pedagogical, innovative, and effective acceptance (Slater et al., 2019), due to its immersive, interactive and imaginative characteristics (Gavish, et al., 2015). Several authors emphasize the importance of this immersion, considering it as the unique feature that differentiates it from other types of technological tools (Webster, 2016).

With VR, a deeper influence is obtained than when simply hearing or seeing, as it is based on the concept of first-person learning, where it is explained that each person acquires most of his or her knowledge through direct experiences (Botella et al., 2004). Also in The NMC/CoSN Horizon Report K-12 (Freemanet al., 2017) refers that this immersion in the virtual world leads to a more complete level of learning. The ability that VR has to form this immersion allows for intense educational experiences (Liu et al., 2017).

In this process, it is also sought to incur in the positive emotions of students, working from immersive environments, that is, it is intended to be an emotional immersion that maintains attention and interest, arousing curiosity (Mora, 2020). Emotions have an impact on motivation, and this, in turn, has an impact on learning (Cabero et al., 2017).

4.7Use of digital tools as an educational strategy in Ecuador

In Ecuador, the Ministry of Education (2021) in its official website states that for a better education it is essential "to use various digital (ICT) and analogical resources to develop field research, technical foundation, experimentation as a basis for logical and critical argumentation" (p.12). The subjects that make up the curriculum have as strategic advice the use of digital and technological resources for teaching and thus fulfill the right to a quality education is relevant, updated, and articulated to the real context of society; making technology a fundamental pillar in all academic areas, thus making a call for institutions to implement more of these tools among the teaching materials of their classes.

In this same sense, teachers consider digital applications necessary for use in the classroom, because they promote a better meaningful and functional understanding. In addition, they complement research skills, improve student self-evaluation, and promote self-learning characteristics at the time of learning (Jaramillo and Tene, 2022).

As a specific example, in the area of mathematics, one of the objectives immersed in the current curriculum (Ministry of Education, 2022) is: to analyze the use of digital didactic resources when making graphs, calculations, and solving exercises, among others, and thus solve, in an organized and critical manner, problems of the national reality. GeoGebra in the teacher-student practice is positive and surprisingly confirmed in different research referenced in this work so it is necessary to treat the data derived from the evaluations at various times of its use through learning analytics, which allows teachers to implement improvements, efficiency, and quality of the teaching-learning process (Siemens et al., 2013; John et al., 2018).

Seen from the administrative and professional use, in Ecuador there is the so-called Integral System of Technologies for fiscal institutions, which facilitates educational management through the online generation of academic records, the increase of professional competencies in teachers and the promotion of the use of technology in learning. (Ministry of Education, 2019).

Although it is also necessary to visualize this strategy from another perspective, it is undeniable that in Ecuador the technological gap is significant and that despite attempts to

encourage the use of technology in the country, the reality of infrastructure and material of educational institutions is clearly far from the ideal. According to data yielded by INEVAL (2019), from 2012 to 2019 were 12% and 18.10% users of these methodologies. Among the digital tools that are used daily in the educational field are applications such as Zoom, Virtual forums, video calls, WhatsApp and others, are among the most used technological tools for progress (Palacios et al., 2020), having 83% of teachers as users. But it is necessary to mention that these tools are of communicational support and not immersive to improve the methodology, such as VR that serves to develop reading, writing, mathematics, vocabulary, geography, anatomy, etc. which are very few used (Jaramillo and Tene, 2022).

Accordingly, there are other factors such as age and the traditional perspective are elements that also interfere with the use of technology in the classroom, the older the teachers are the use of technology is much lower if we add to this the traditional teaching, they use ICT, only as a support to transmit educational content and the training is taken for the certificate granted, for recategorization processes, but the learning is not applied in the classroom, also due to deficiencies in pedagogical training in the management of resources and methodologies (Bravo and Quezada, 2021).

4.8 Virtual Reality in Teaching of Foreign Languages:

As V. Dobrova et al. (2017) says:

> Virtual reality offers unique learning and teaching experiences due to its ability to provide real-time three-dimensional visualization and afford various types of interactivity within virtual learning environments. Many educators and researchers have pointed out the significance of using VR technology and VR environments for

engaging learners in the learning process, and thus VR-based applications and software are ubiquitously used in various educational contexts (P. 71).

Social cognitive theory emphasizes the role of learning through observation and models in shaping behavior. In a virtual reality environment, learners can interact with virtual characters, observe language use, and participate in simulated conversations. This allows them to model language patterns, observe relevant social cues, and practice communication skills in a safe space that promotes language acquisition and development.

As D.Hamilton et al. (2021) say “The adoption of immersive virtual reality (I-VR) as a pedagogical method in education has challenged the conceptual definition of what constitutes a learning environment.” (p. 1)

Hypothesis:

The use of virtual reality goggles as a teaching tool significantly improves the English of students in Franz DC School

Independent variable: The use of the virtual reality glasses as a tool of teaching

Dependent variable: The improvement of the English language.

Methodology:

General Objective

To diagnose the use of virtual reality glasses at the Franz DC School by applying research techniques (survey, interviews) to learn about the activities used in class.

Specific objectives:

To apply surveys to the students of the educational institution Franz Dc school for the improvement of oral skills.

To know the dependent and independent variables involved.

1. Research design:

This study will use a mixed methods research design, combining quantitative and qualitative approaches, to comprehensively examine the effects of using virtual reality (VR) goggles as a teaching aid in CPE teaching. The research will include both experimental and descriptive elements to provide a comprehensive understanding of the research questions.

2. Participants:

Participants are EFL learners aged between 15 and 18 , from different backgrounds and with a range of language skills. Stratified sampling will ensure that different language levels are represented to ensure a comprehensive analysis.

3. Data collection:

Quantitative data:
Pre- and post-test assessments: Participants' language proficiency, vocabulary acquisition, listening and speaking comprehension, and grammatical accuracy will be assessed before and after the intervention with standardized language tests.

Engagement and motivation survey: Questionnaires will measure engagement, motivation, and perceived value of VR-based lessons.

Qualitative Data:
Semi-Structured Interview: In-depth interview will be conducted with a subset of participants to gather qualitative insights into their experiences with VR-based EFL learning. Open-ended questions will explore engagement, cultural awareness, contextual understanding, and overall perceptions.

Analysis of data:

Quantitative analysis:

Comparison of the results of the two groups before and after the test. Questionnaire responses regarding engagement and motivation will be analyzed using frequency distributions.

Qualitative analysis:

Qualitative data from the interviews will be subjected to thematic analysis. The transcripts will be coded and themes related to engagement, cultural awareness, contextual understanding and overall perception of learning using virtual reality will be identified.

5.5 Diagnostic relationship matrix

TOPIC	OBJECTIVES	VARIABLES	INDICATORS	TECHNIQUES
TOPIC:VIRTUAL REALITY TECHNOLOGY TO IMPROVE SPEAKING, CULTURAL UNDERSTANDING	Research on the use of virtual glasses as a teaching tool through a survey to learn about this activity in the classroom.	The use of virtual reality goggles as a teaching tool significantly improves the English of students in Franz DC School	Context Veracity	Survey to the students Observation Survey addressed to 1st, 2nd and 3rd year high school students of the Franz DC School educational unit.

AND OVERALL LEARNING EXPERIENCES AMONG ADOLESCENT EFL STUDENTS.		**Independent variable:** The use of the virtual reality glasses as a tool of teaching **Dependent variable:** The improvement of the English language.	Teaching process Accuracy	Observation Interview Interview with Professor Denny Zambrano, head of the English area, to learn about the use of virtual glasses at the school.

5.6 SWOT Analysis

Strengths	Weakness	Opportunities	Threats
Immersive learning environment	High initial costs for VR equipment and software	Increased interest in innovative language learning methods	Rapid technological advancements may quickly outdated equipment

Enhanced engagement and motivation	Technical challenges and potential glitches	Potential for remote learning and global connections	Resistance from traditional educational institutions
Real-time language practice opportunities	Need for specialized teacher training	Development of VR-based assessment tools	Possible negative impact on face-to-face communication skills

1. **Resources:**

This project THE USE OF VIRTUAL REALITY GLASSES AS A TEACHING ENGLISH RESOURCE IN EFL STUDENTS is not funded by any institution

Location:8RCW+Q4V, San Antonio de Ibarra

Unidad Educativa FRANDC SCHOOL

Data collection and analysis will be provided at an educational institution.

5. MATERIALS AND METHODS

The present study followed the mixed analysis design (Creswell, 2002). In the first phase, qualitative methodology was used, by means of an interview with English teachers. In the following phases, a quantitative study was carried out using surveys to our target audience, students of the FRANZDC SCHOOL Educational Unit. The data of greatest interest comes from the qualitative study that allows us to examine the opinions and experiences of the participants, according to the meaning they give them.

5.1 Population/sample

The FRANZDC SCHOOL Educational Unit is a private institution founded on June 22, 2022, it is located in the city of Ibarra, has a total of 207 students; it has a complete academic offer, that is, from Kindergarten 1 to 3rd of High School, with a quota of 20 students per level and a parallel per course.

This educational institution was chosen because they use a constructivist teaching methodology, relying on playful teaching and innovation of educational strategies, therefore in their classes they have a strong presence of VR from the beginning of their activity. The institution works with 4 VR glasses in classrooms of 20 students.

For this research work, the object of study is taken as the Unified General High School with a class load of 5 periods each year, 3 academic years, 46 students in total, detailed below:

1st BGU - 16 students.
2nd BGU - 15 students.

3rd BGU - 15 students

5.2 Instruments

Qualitative approach:

For quantitative research, the interview was chosen as the instrument, to analyze the approach from the work of the teachers of the English area and their teaching strategies.

For the creation of the instrument, 4 specific aspects were taken into account: Virtual Reality Technology and Speaking Skills, Virtual Reality Technology and Cultural Understanding, Virtual Reality Technology and Overall Learning Experiences, Future Implications and Recommendations.

INTERVIEW

Part I: Background Information

- What is your name?
- What is your current role in the field of English language teaching and learning?
- Have you had any experience or exposure to virtual reality technology in the context of language learning?

Part II: Virtual Reality Technology and Speaking Skills

- In your opinion, how can virtual reality technology be used to enhance EFL teenage learners' speaking skills?
- What specific aspects of speaking (e.g., pronunciation, fluency, confidence) do you believe VR technology can help improve?
- Can you share any examples or experiences of using VR technology to facilitate speaking practice in language learning?

Part III: Virtual Reality Technology and Cultural Understanding

- How do you think virtual reality technology can contribute to EFL teenage learners' understanding of different cultures?
- In what ways can VR technology help create immersive cultural experiences for language learners?
- Have you observed any changes in students' cultural awareness or empathy as a result of using VR technology in language learning?

Part IV: Virtual Reality Technology and Overall Learning Experiences

- From your perspective, what are the potential benefits of integrating VR technology into EFL teenage learners' overall learning experiences?
- Are there any challenges or limitations associated with the use of VR in language learning that you have encountered or foresee?
- How do you think VR technology can impact students' motivation and engagement in language learning?

Part V: Future Implications and Recommendations

- Based on your experiences and insights, what recommendations would you offer for effectively integrating VR technology into EFL teenage learners' language learning curriculum?
- In your opinion, what are the potential areas for future research or development in the use of VR technology for language learning?

Conclusion.

Quantitative approach:

For the quantitative analysis, the survey was chosen as an instrument, to analyze the critical appraisal of the students of the Bachillerato General Unificado to the learning they obtain through the use of VR goggles in class. Three aspects were taken into account for the creation of the survey: experience, perception of impact, and recommendations.

SURVEY

Aim: To evaluate the English learning experience using VR goggles as an educational strategy.

Introduction:

Thank you for participating in this survey on the use of VR in classroom education. Your feedback is valuable in helping us understand the effectiveness and benefits of integrating VR technology into educational settings.

Section 1: Demographic Information

Age:

- 15
- 16
- 17
- 18

Grade:

- 1ro BGU
- 2do BGU
- 3ro BGU

Gender:

- Male
- Female
- Non-binary/Other

Section 2: Experience with VR in Education

4. Have you ever used technology in an educational setting before?

- Yes

- No

5. If yes, please specify the type of VR experiences you have had

- VR apps
- VR simulations
- VR textbooks

Section 3: Perception and Impact of VR in Classroom Education

6. How would you rate the overall effectiveness of VR in enhancing the learning experience in the classroom?

- Very Effective
- Neutral
- Not Very Effective
- Not Effective at All

7. In your opinion, what are the primary benefits of using VR in classroom education?

- Enhanced student engagement
- Improved understanding of complex concepts
- Facilitates interactive learning experiences
- Encourages creativity and innovation
- Personalized learning opportunities

8. What challenges or limitations have you encountered when using VR in the classroom? (Select all that apply)

- Technical issues (e.g., connectivity, device compatibility)
- Lack of access to AR technology
- Difficulty integrating VR into existing curriculum
- Training and support for teachers/staff
- Cost of VR technology
- Student distractions

9. In your opinion, which language skill is improved using VR?

Grammar

Listening

Speaking

Writing

Reading

Section 4: Future Considerations and Recommendations

10. Would you prefer more or less use of VR technology in your classroom?

- More
- About the same
- Less
- Not sure

11. Would you recommend the continued use and integration of VR technology in classroom education?

- Yes, definitely
- Yes, with some improvements
- No, not at this time
- Unsure

Conclusion:

Thank you for your valuable input and time. Your perspectives and experiences will contribute significantly to the exploration of virtual reality technology's impact on EFL teenage learners' speaking, cultural understanding, and overall learning experiences. Your insights will be integral to the development of my thesis research.

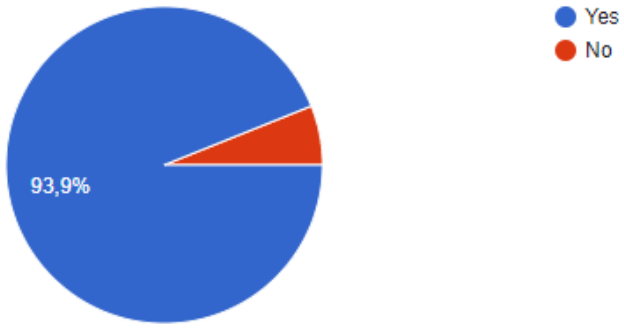
6. ANALYSIS AND DISCUSSION

For the present section, an analysis will be made of each of the sections separated into four different topics, omitting section 1 since its objective is to collect the general demographic information of the students; these data are already specified in the section on materials and methods.

6.1 Survey

Section 2: Experience with VR in Education

1. Have you ever used technology in an educational setting before?

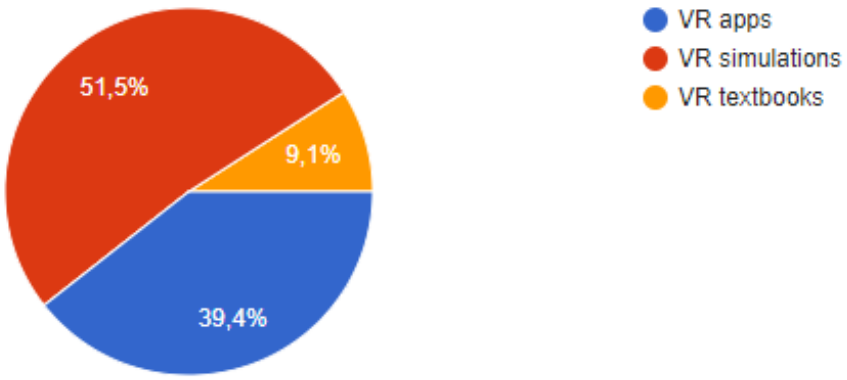


The high percentage of students (93.9%) who claimed to use technology for educational purposes in this survey reflects a contemporary trend rooted in the current educational context. This result may also indicate a greater acceptance and adoption of educational technologies by students, who may value the flexibility, interactivity, and personalization that these tools offer compared to traditional teaching methods.

On the other hand, the small percentage (6.1%) of students who indicated not using technology for educational purposes raises questions about the reasons behind this choice. It could reflect possible barriers to access to technology, resistance to its use for personal or philosophical reasons, or even a preference for more traditional learning methods. This finding suggests the

importance of addressing inequities in access to technology and designing inclusive educational strategies that can address the needs of all students, regardless of their preference for technological tools.

2. If yes, please specify the type of VR experiences you have had?



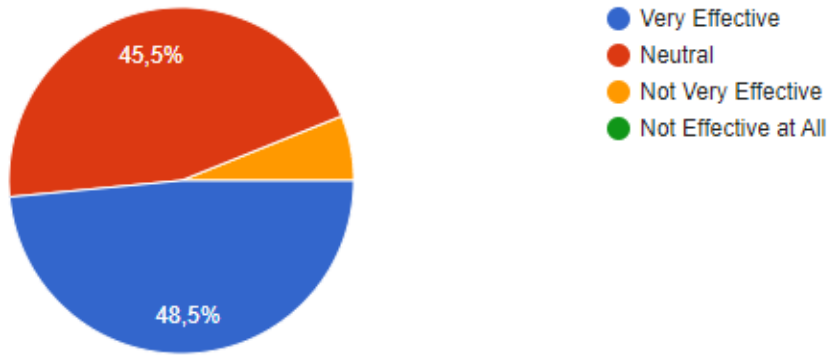
The significant use of virtual reality simulators by 51.5% of students suggests a growing interest in immersive experiences and simulated practices within the educational environment. This figure reflects a trend towards the integration of advanced technologies to provide more immersive and realistic learning experiences.

The use of virtual reality applications by 34.4% of students is also significant and suggests a diversification in the technological tools used for educational purposes. Virtual reality applications offer a wide range of educational resources, from virtual tours of museums and historical sites to simulated laboratory experiences and interactive learning activities.

Finally, the use of virtual reality textbooks by 9.1% of students points to an emerging trend toward the digitization of educational materials. However, the low percentage of students using this resource may indicate potential barriers to access, such as the limited availability of compatible devices or the cost associated with acquiring virtual reality content.

Seccion 3: Perception and Impact of VR in Classroom Education

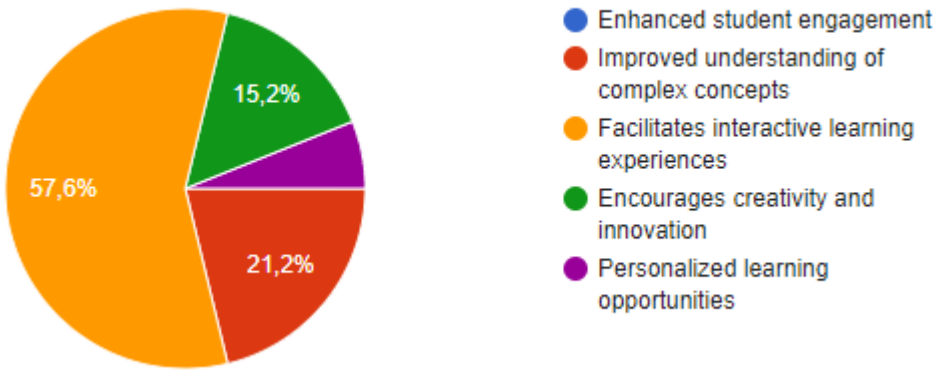
3. How would you rate the overall effectiveness of VR in enhancing the learning experience in the classroom?



The fact that almost half of the students (48.5%) consider virtual reality to be highly effective as a strategy for education suggests a widespread recognition of its potential to enhance the learning process. This positive perception could be supported by previous experiences with virtual reality applications that have proven to be effective in increasing engagement, improving understanding of complex concepts, and fostering students' active engagement in their learning.

The fact that a significant percentage (45.5%) of students are neutral about the effectiveness of virtual reality in education suggests a lack of consensus or direct personal experience with this technology. This ambiguity in perceptions highlights the need to continue to explore and evaluate the impact of virtual reality in education to more accurately inform students and educators about its effectiveness and potential as a teaching strategy.

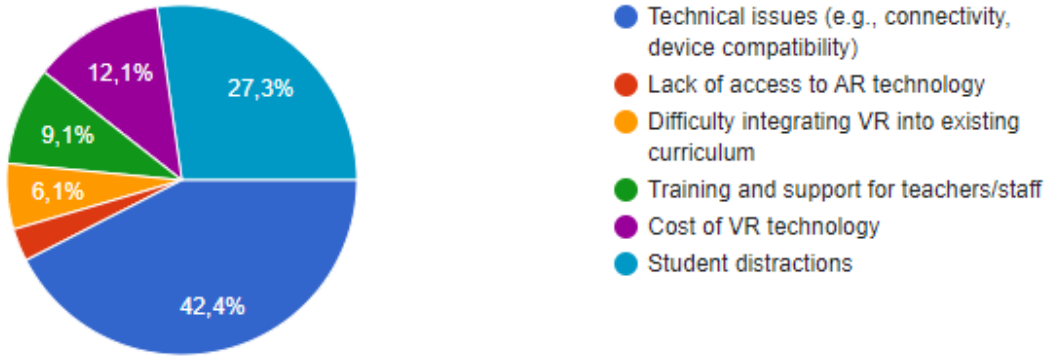
4. In your opinion, what are the primary benefits of using VR in classroom education?



The data reveal that the overwhelming majority of students (57.6%) perceive that one of the main benefits of using virtual reality in education is its ability to facilitate interactive learning experiences. This perception highlights the valuation of virtual reality as a tool that allows students to immerse themselves in virtual environments and actively participate in their learning process. The interactivity offered by virtual reality can encourage autonomous exploration, guided discovery, and active engagement of learners, which can potentially improve knowledge retention and application.

On the other hand, improved understanding of complex concepts, cited by 21.2% of students, indicates a recognition of virtual reality's ability to make difficult topics accessible more understandably and tangibly. This benefit highlights the ability of virtual reality to represent abstract concepts in a visual, three-dimensional way, which can help students better visualize and understand abstract ideas or complex processes. The perception that virtual reality improves comprehension may be supported by anecdotal evidence or personal experiences students have had using this technology as a supplement to traditional classroom instruction.

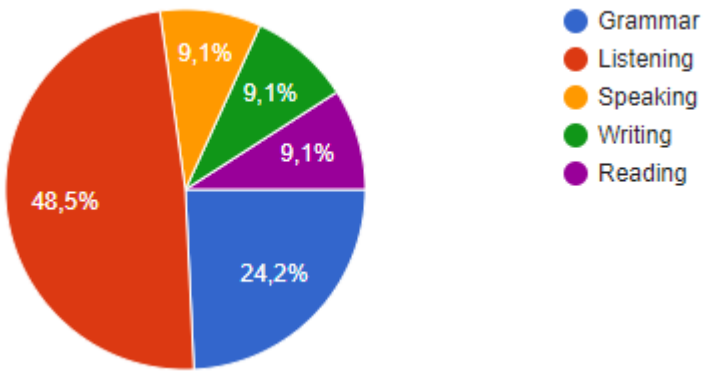
5. What challenges or limitations have you encountered when using VR in the classroom? (Select all that apply)



The results show that a predominant challenge when using virtual reality in the classroom is the presence of technical problems, reported by 42.4% of respondents. These problems, which may include connectivity difficulties, device compatibility issues, or software malfunctions, can hinder the effective implementation of the technology and negatively affect students' learning experience. The high prevalence of this challenge highlights the importance of addressing technical and logistical considerations when implementing virtual reality in educational settings, as well as ensuring adequate technical support to quickly resolve any issues that may arise.

In addition, the perception of student distractions, mentioned by 27.3% of respondents, points to a major challenge related to time management and student focus during virtual reality activities in the classroom. These distractions may stem from the novelty and visual appeal of the technology, as well as a lack of guidance on how to use it effectively for educational purposes.

6. In your opinion, which language skill is improved using VR?

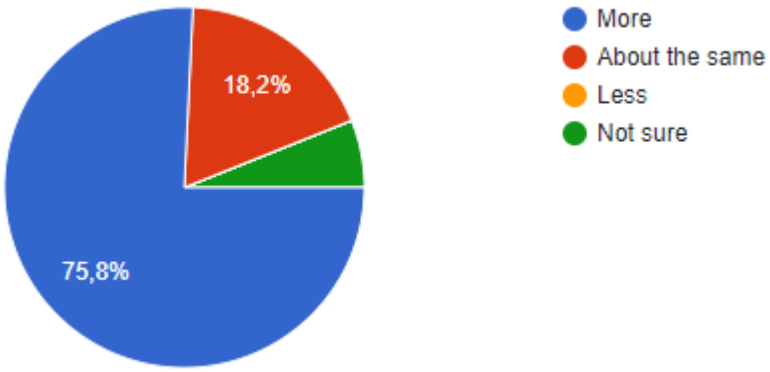


The results show that a significant majority of respondents (48.5%) identified listening as the language skill that is most improved by the use of virtual reality in the classroom. This perception may be grounded in the ability of virtual reality to provide immersive listening experiences, such as simulating real-world conversations and situations, which allow students to practice listening comprehension in authentic contexts.

Furthermore, the fact that grammar is identified by 24.2% of respondents as a language skill enhanced with virtual reality suggests a perception of this technology's ability to facilitate understanding and application of grammar rules in practical contexts. This finding highlights the versatility of virtual reality as a pedagogical tool that can address multiple aspects of language learning, from listening comprehension to grammar proficiency to oral and written communication.

Section 4: Future Considerations and Recommendations

7. Would you prefer more or less use of VR technology in your classroom?



Students' overwhelming preference for more venues for virtual reality use in education, cited by 75.8% of respondents, indicates a desire to more extensively integrate this technology into the educational environment. This inclination may reflect students' recognition of the potential benefits of virtual reality to enhance learning and the overall educational experience. The high proportion of students expressing this preference suggests a widespread enthusiasm to explore and take full advantage of the opportunities offered by virtual reality in the classroom, possibly

motivated by previous positive experiences or perception of the technology as an innovative and effective tool for enhancing the teaching and learning process.

6.2Interview:

According to the interview conducted, we can analyze the following data

Personal background: Denny has 18 years of teaching experience, including 8 years in Ecuador and 10 years in the United States.

She saids that there are benefits of VR for EFL learners such as:
Enhances speaking skills through interactive experiences
Improves pronunciation via real-life scenarios
Promotes spontaneous conversation and role-playing
Boosts confidence by providing a safe space to practice
Contributes to cultural understanding through immersive experiences
Creates realistic cultural environments for exploration
Offers engaging and interactive learning experiences
Caters to different learning styles and paces
Challenges of implementing VR:
Cost of equipment
Technical limitations
Need for teacher training
Recommendations for effective implementation:
Provide training and support for teachers
Develop high-quality VR content aligned with learning objectives
Ensure equitable access to VR technology for all students
Future considerations:
Research long-term effects on language learning outcomes
Investigate ways to harness VR's potential for language acquisition
Overall, Denny is expressing optimism about the potential of VR technology in EFL education while acknowledging the need for careful implementation and further research.

Proposal

Teachers of English as a foreign language are often faced with the challenge of encouraging young learners to speak and promote cultural understanding. Traditional teaching methods do not always provide an engaging and interactive learning environment. However, recent advances in virtual reality (VR) technology offer promising opportunities to overcome these challenges and improve the learning experience for young learners of English as a foreign language. The purpose of this article is to explore the potential of virtual reality technology to improve the conversational skills, cultural understanding, and overall learning experience of young English language learners.

Research Objectives:

The purpose of the study: To investigate the impact of virtual reality technology in improving the oral language skills of adolescent EFL learners.

To evaluate the effectiveness of VR technology in developing cultural awareness and empathy in adolescent English language learners.

Evaluate the overall learning experience and engagement of adolescent English language learners when using VR technology in the classroom.

Literature review:

This literature review addresses current research on the application of virtual reality technology in language and culture learning. Research demonstrating the potential of VR technology to create an immersive language learning environment, facilitate conversational practice, and promote learners' intercultural understanding is reviewed. In addition, it examines the theoretical frameworks and pedagogical approaches that underpin the use of VR in language teaching.

Methodology:

Methodology: This research uses a mixed methodological approach that combines quantitative and qualitative data collection methods. Quantitative data will be collected through pre- and post-intervention assessments to determine improvement in fluency and cultural understanding of adolescent EFL learners. Qualitative data will be collected through student interviews, teacher observations, and focus group discussions to ascertain students' overall experiences with VR technologies.

Proposed timetable

Literature review: 2 months
Design and development of VR training modules: 3 months
Implementation of VR interventions: 2 months
Data collection and analysis: 3 months
Article writing and publication: 2 months

Ethical considerations:

This study emphasizes the ethical treatment of participants, ensuring informed consent and confidentiality. In addition, VR technology is used in the classroom with great concern for the well-being and safety of adolescent students.

Significance of the study:

The results of this study will contribute to the growing body of research on the integration of VR technologies in language teaching and cultural understanding. The results will provide valuable information for teachers, curriculum developers, and policymakers who want to improve learning in language classrooms through innovative technological tools.

Conclusions:

The proposed study aims to investigate the potential of VR technology to transform EFL learning for adolescents. By utilizing the immersive and interactive nature of VR technology, this study aims to overcome the shortcomings of traditional language learning methods and pave the way for more engaging, effective, and culturally rich learning for young EFL learners.

7. CONCLUSIONS

Virtual reality (VR) provides an immersive and engaging environment that can effectively motivate and captivate teenage EFL learners, improving their overall language learning experience.

Simulating real-world scenarios and cultural contexts through VR can help EFL learners develop better cultural understanding, pragmatic competence, and cross-cultural communication skills.

The interactive and multi-sensory nature of VR creates opportunities for learners to practice speaking and using English in authentic, contextualized situations, enhancing their oral proficiency and fluency.

VR technology can address individual learning styles and preferences, catering to diverse needs and making language learning more accessible and personalized for teenage EFL learners.

In conclusion, the analysis of the responses provided by students regarding the use of virtual reality in education reveals a generalized perception of its potential to transform and enrich the teaching and learning process.

While there is widespread recognition of the benefits of virtual reality, such as facilitating interactive learning experiences and improving understanding of complex concepts, significant challenges are also identified, such as technical problems and student distractions, which require attention and solutions.

Student preference for greater integration of virtual reality in the classroom highlights the need to continue to explore and develop effective pedagogical strategies that maximize the potential of this technology to improve the quality and experience of education at all levels.

8. RECOMMENDATIONS

Conduct continuous research and evaluation to assess the effectiveness of VR technology in enhancing speaking skills, cultural understanding, and overall learning experiences among teenage EFL learners, and make necessary adjustments and improvements based on the findings.

Develop comprehensive VR-based curricula and learning modules that integrate speaking practice, cultural exploration, and interactive learning activities tailored to the needs and interests of teenage EFL learners.

Provide extensive training and professional development opportunities for EFL teachers to ensure they are equipped with the necessary skills and knowledge to effectively incorporate VR technology into their teaching practices.

Invest in high-quality VR hardware and software specifically designed for language learning and cultural immersion experiences, ensuring a seamless and engaging experience for teenage EFL learners.

Relevance:

Investigating the use of virtual reality (VR) glasses in English as a foreign language (EFL) learning is important because of its potential to change and improve language teaching. Below are some points that highlight the importance of this research:

An engaging and immersive learning experience: VR technology provides an immersive and interactive learning environment that can capture students' attention and engagement. Exploring how virtual reality goggles can create immersive language learning can contribute to more effective and enjoyable teaching.

Realistic language context: VR can simulate real language contexts, such as virtual trips to English-speaking countries or scenarios where learners interact with native speakers. Exploring the use of virtual reality glasses can provide insight into how effectively they can replicate authentic language situations.

Better language acquisition: Research on the impact of virtual reality on language acquisition can offer insights into whether the technology accelerates vocabulary acquisition, grammar comprehension, and general language skills.

Temporal Planification:

Schedule 2-8-2023

How does the use of virtual reality glasses as a teaching resource affect the learning of English as a foreign language

	Month / Activity	January	February	March	April	May	June	July	August	September
1. To understand a different approach in language teaching	1.1 To create a paper matrix and papers	X	X							
	1.2 To discuss the info and articles		X	X						
	1.3 To achieve the best condition of state of the art			X	X					
2. To contrast the results according with the data collected	2.1 To construct the tool to get the data				X	X				
	2.2 To use the tools in order to obtain the data					X	X			
	2.3 To recognize the data obtained						X	X		
3.To create a different methodology using technology in teaching English	3.1 To operate the plan to apply the approach							X	X	
	3.2 To implement a different methodology								X	X
	3.3 To apply in a real world									X

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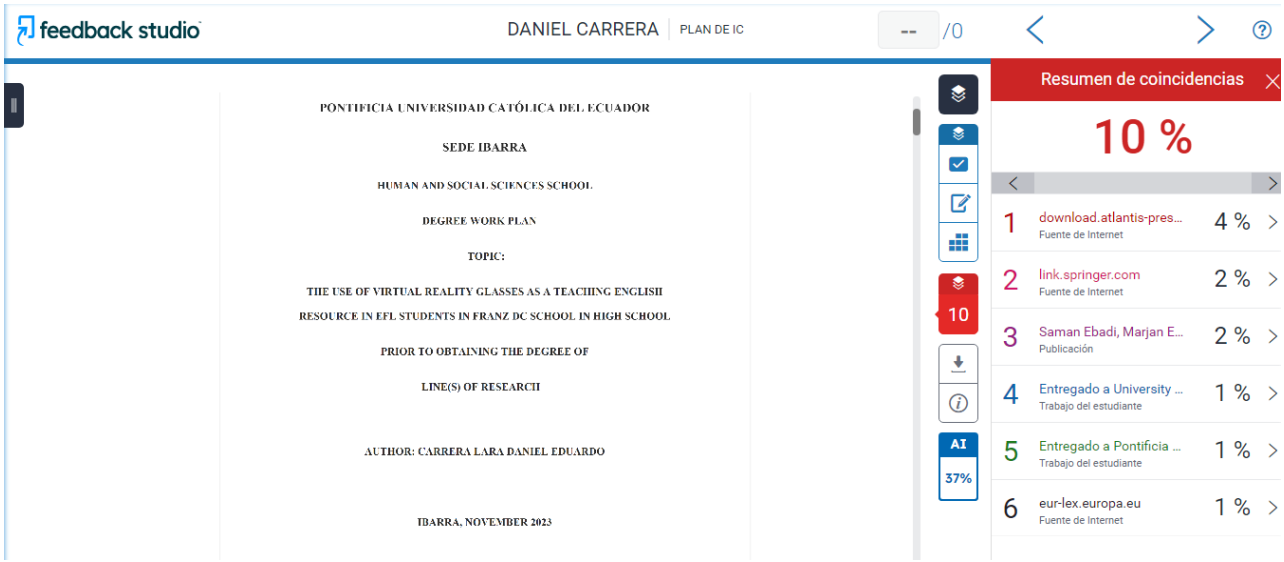
Plagiarism Certificate



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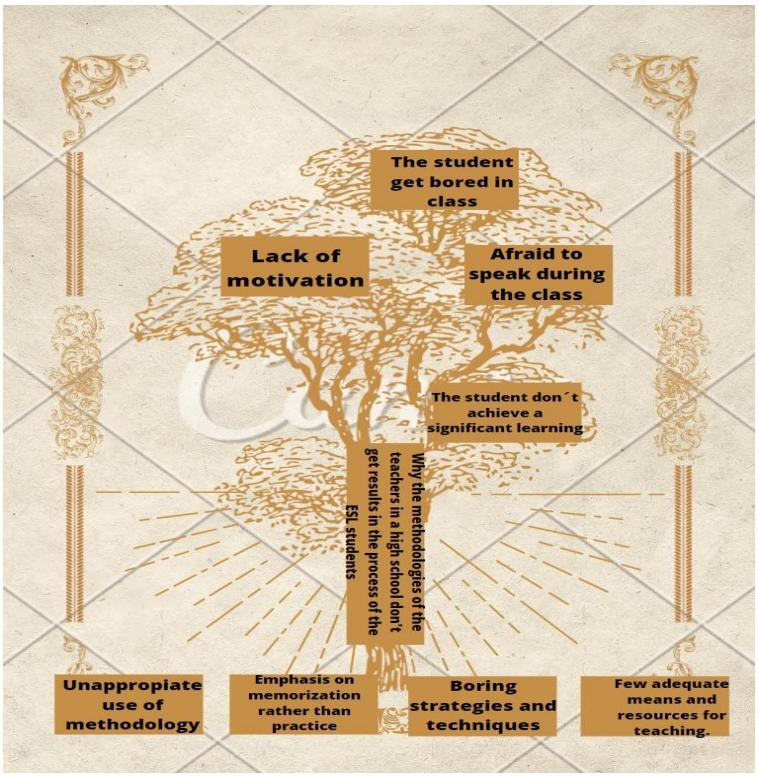

10. ANNEXES

Data:

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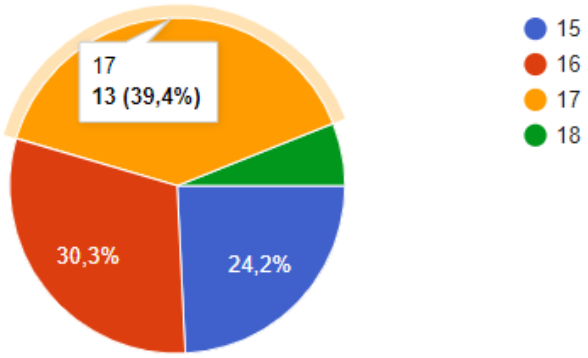
Section 1: Demographic Information

Age:

33 respuestas



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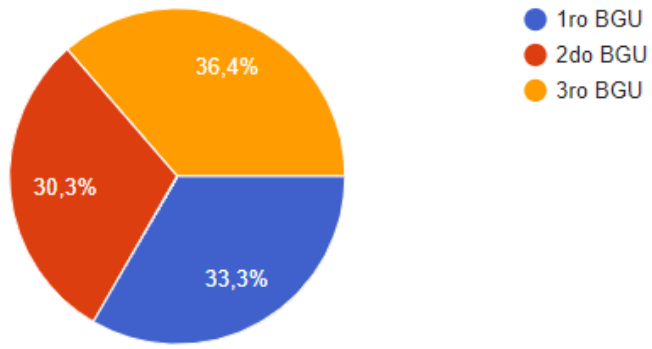
Grade:

33 respuestas



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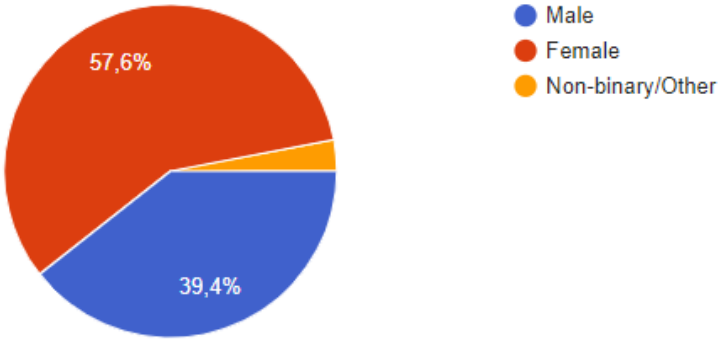
Gender:

33 respuestas



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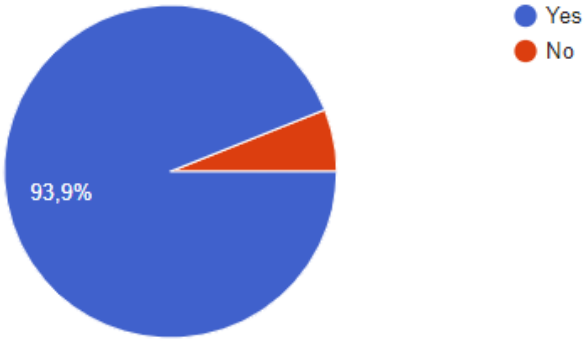
Section 2: Experience with VR in Education

1. Have you ever used technology in an educational setting before?

33 respuestas



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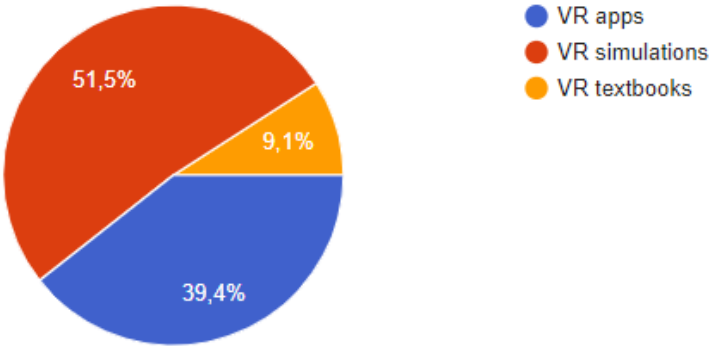
2. If yes, please specify the type of VR experiences you have had

33 respuestas



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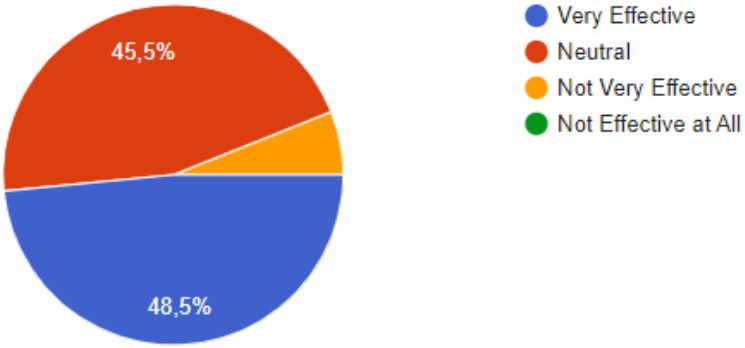
Section 3: Perception and Impact of VR in Classroom Education

3. How would you rate the overall effectiveness of VR in enhancing the learning experience in the classroom?

33 respuestas



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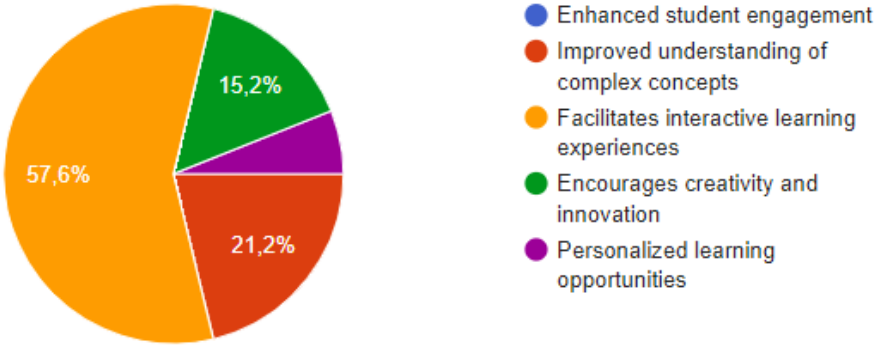
4. In your opinion, what are the primary benefits of using VR in classroom education?

33 respuestas



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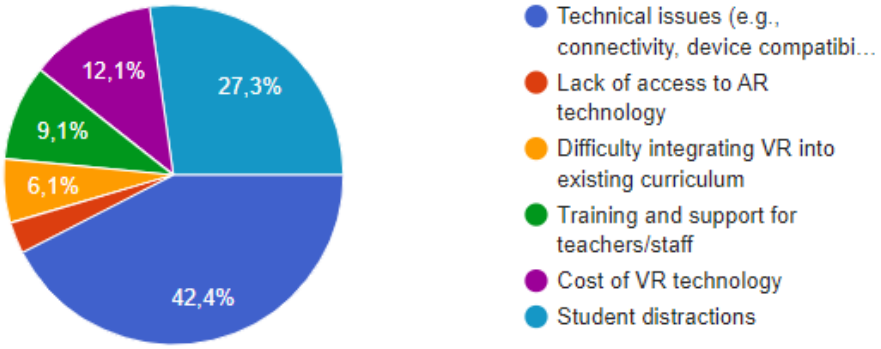
5. What challenges or limitations have you encountered when using VR in the classroom? (Select all that apply)

33 respuestas



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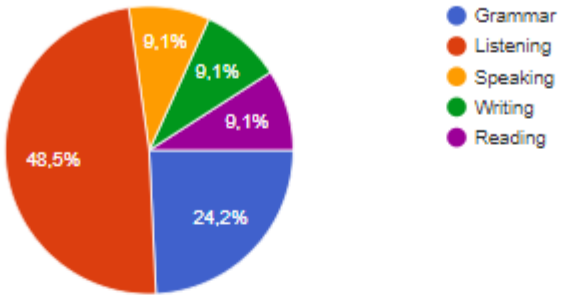
6. In your opinion, which language skill is improved using VR?

33 respuestas



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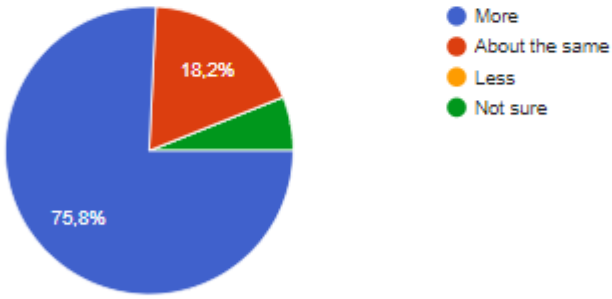
Section 4: Future Considerations and Recommendations

7. Would you prefer more or less use of VR technology in your classroom?

33 respuestas



Thank you for your valuable input and time. Your perspectives and experiences will contribute significantly to the exploration of virtual reality technology's impact on EFL teenage learners' speaking, cultural understanding, and overall learning experiences. Your insights will be integral to the development of my thesis research.

Transcription of the interview to Denny Zambrazo -English teacher at Franz DC School

As an English teacher with eight years of experience in Ecuador and an additional 10 years of teaching in the United States, I bring a wealth of expertise and cultural insight to my classroom. My diverse background has mentioned my teaching approach me to incorporate a variety of instructional strategies to meet the needs of diverse populations Whether in Ecuador or the United States of America, my passion for English education remains unwavering as I strive to empower my students with the language skills, they need to succeed and increasingly interconnected world. My name is Denny. I am an English teacher with over 18 years of experience, currently teaching, and well I haven't had direct experience with virtual reality technology and language learning. I am familiar with its potential applications and have explored its benefits and various educational contacts. In my opinion, virtual reality technology can be valuable in enhancing EFL teenagers' learners' speaking skills by providing an interactive experience. I can help improve pronunciation by offering real-life scenarios for students speaking in different contacts. Virtual reality. Simulations can also promote fancy banking, spontaneous conversation, and facilitating role-playing exercises immersive nature of virtual reality environments can students confidence by providing a safe space to practice speaking without fear of judgment, virtual reality technology has the potential to contribute significantly to EFL teenager learners' understanding of different cultures by providing impressive cultural experiences through virtual reality simulation students can explore foreign countries interact with native speakers and engage in culture activities enhancing their cultural, cultural awareness, and empathy. Reality can help create virtual reality, realistic, cultural environments that allow students to explain the traditions, customs, and lifestyles of people from different cultures. Virtual technology offers teenage learners. Learning experiments and numerous benefits can make language learning more engaging and interactive by providing immersive, interactive contact, virtual technology, and also cater to different learning styles and preferences, allowing students to learn at their own pace and their preferred learning environment however challenges, such as a Casa virtual reality, equipment, technical limitations, and the need for teacher training Should be addressed ensure effective implementation effectively virtual reality technology into EFL teenager learners

language, learning curriculum and essential to provide training and support for teachers develop high quality virtual reality content to language, learning objective and equitable access to virtual reality virtual reality technology for all students additionally for future research focus on exploring the long-term effects of Virtual reality, technology and learning language learning outcomes and investigating ways to harness its potential for language acquisition overall virtual reality technology holds promise as a powerful tour tool for enhancing language, learning experiences and fostering and cultural understanding among EFL teen learners.

Evidences

2nd year high school students trying out the language lab app on the virtual reality goggles

Students testing the controls of the Virtual reality glasses of Meta quest 2

2nd year high school students trying out the language lab app on the virtual reality goggles

3rd year high school students trying out the language lab app on the virtual reality goggles

1st year high school students trying out the language lab app on the virtual reality goggles