

# Chapter 5

## An Innovative Teaching Model: The Potential of Metaverse for English Learning

**Muthmainnah Muthmainnah**

*Universitas Al Asyariah Mandar, Indonesia*

**Alex Khang**

*Global Research Institute of Technology and Engineering, USA*

**Ahmad Al Yakin**

*Universitas Al Asyariah Mandar, Indonesia*

**Ibrahim Oteir**

*Batterjee Medical College, Jeddah, Saudi Arabia*

**Abdullah Nijr Alotaibi**

*Majmaah University, Majmaah, Saudi Arabia*

### ABSTRACT

*The degree to which a virtual content layer exists between the viewer and the real world, and how the real world is augmented, can vary greatly across tools, and use cases, but is essential to all forms of virtual reality (VR). The degree of overlap with the real world, as well as the importance of location, cooperation, and mobility, can vary dramatically from one VR experience to the next. Teachers will need support in figuring out how to best utilize AI for the benefit of student learning because of the plethora of available AI options. In this chapter, the authors share the results of a poll of students, both in the field and those hoping to enter it, to learn their thoughts on VR in the classroom. To gauge participants' thoughts on VR potential in the classroom, they gave them the VR platform and had them create a VR experience on their mobile devices. In virtual classrooms, 165 students can interact with the VR and other students as avatars, ask questions, write conversations, identify vocabulary connected between VR and material, and provide suggestions for improving classroom management.*

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## **INTRODUCTION**

The use of visual aids in the classroom has improved both lecture-based and hands-on learning. Education has improved greatly because of the widespread use of media like movies, pictures, graphics, and animation-aided materials in lecture halls and laboratories.

In a similar vein, incorporating technological tools into the classroom increases productivity and ultimately benefits students' learning. It also reduces the amount of time spent in lecture and lab, making room for greater practice in the real world. But a technical breakthrough that will be even more helpful is on the horizon.

In other words, it's a type of VR hardware (VR). It's probable that new methods of teaching and learning will emerge as a result of virtual reality's varied applications and capabilities (Alam, 2022; Wang, Wu, Wang, Chi, & Wang, 2018).

Participating in a real-time, computer-generated 3D environment via a controller is essential to the concept of virtual reality. Its interface transports users to a simulated, computer-generated third space, where they can engage in real-time interaction using a wide range of control devices and their senses (Ausburn & Ausburn, 2008); Chalmers, 2022). So, this is the stuff that allows us to feel like we're really there when we're interacting with 3D computer animations and graphics. Therefore, the high degree of realism in this context allows for more effective answers to real-world situations.

In order for virtual reality (VR) to be useful in language classes, instructors must be confident and knowledgeable about the medium (such as Google Cardboard). Due to their major responsibilities in introducing VR technology to the classroom, language teachers are ideally suited to make use of VR and VR apps in their teaching.

For teachers to effectively incorporate virtual reality (VR) into their classes, they must have a deep understanding of the medium. Although the potential benefits of using virtual reality (VR) in the classroom for teaching languages are clear, doing so may prove challenging. As a result, it's crucial to foresee and address potential difficulties that language teachers may have while incorporating VR into the classroom.

As specialists in the humanities, language teachers may face skepticism and resistance when it comes to using virtual reality (VR) software. According to a report by Bacalja, (2022), digital game literacy not only presents an opportunity to help us satisfy the long-standing demand to teach English, but also to provide fresh techniques to assisting students in forming a sense of identity and place in the world.

Learning about digital games in English has been shown to help students relate to the realities of being a student, to foster the growth of both traditional and cutting-edge skill sets, to prompt critical reflection on the text's own representations, and to bolster the aesthetic dimension of textual experience.

In addition, there is a scarcity of VR-based classroom materials, and it is the responsibility of teachers to adapt potential assets to suit classroom use, which adds extra labor.

Therefore, it is important to study and improve these attitudes to achieve an agreement on which features of VR technology could be considered as an educational tool for language acquisition, and how much of an impact these features should have in the actual classroom setting.

In this light, the study's investigator is keen to collect feedback from EFL students who have used Metaverse technology in the classroom. Researchers can learn more about the possible uses of VR devices in the classroom by studying students' perspectives on the issue and what professionals in the field of language learning are doing with VR technologies.

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