



RESEARCH ARTICLE

Immersive learning: A virtual reality teaching model for enhancing english speaking skills

Panda Aditi Ambarish*, Kaushik Trivedi

Abstract

Speaking abilities are an essential component of communicating effectively and expressing oneself personally. They are significant in various contexts, such as social, professional, and intellectual. In addition to establishing stronger interpersonal relationships, improving confidence, and contributing to success in collaborative contexts, proficient in speaking can present their views clearly and concisely, participate in meaningful conversations, and convince others. It is necessary to have good speaking abilities to communicate effectively across cultural boundaries and develop one's profession in today's globalized society. An innovative virtual reality (VR) teaching paradigm is presented in this study to enhance the English-speaking abilities of students who are enrolled in professional programs. This virtual reality (VR) model mimics actual communication settings by immersing students in realistic and engaging worlds. This model also allows students to engage in active practice, receive quick feedback, and feel emotionally engaged. This paradigm emphasizes individualized, context-based conversation practice to enhance fluency, pronunciation, and self-assurance in speaking languages.

Keywords: Virtual reality, English speaking skills, Immersive learning, Interactive environments, Educational technology.

Introduction

English is of utmost significance in our cutting-edge period, mainly because it is the global lingua franca. Because English has become a prerequisite for employment in modern businesses, it is of the utmost importance. Communicating well in English increases employability in various fields, including information technology, finance, and marketing. Learning English is crucial for professional and personal growth since it is perceived as a powerful tool that connects people, ideas, and opportunities in this day of technological supremacy. For several reasons, one is the ability to form meaningful relationships. Fluency in more than one language is essential.

Faculty of Humanities, Charotar University of Science and Technology, Anand, Gujarat, India.

***Corresponding Author:** Author, Faculty of Humanities, Charotar University of Science and Technology, Anand, Gujarat, India, E-Mail: pandaaditi9998@gmail.com

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Someone with excellent verbal communication skills may express a person's needs, wants, and opinions effectively.

Furthermore, it assists in forming more potent connections and comprehension within personal relationships and enhances self-confidence and self-esteem.

Additionally, it helps achieve professional success on the job by improving one's capacity to communicate ideas, convince people, negotiate, and manage teams. This skill is essential for achieving professional success. There is a strong correlation between effective communication and job growth.

Additionally, having public speaking abilities may build confidence and guarantee that messages are appropriately transmitted while maintaining involvement from the audience. Whether in a leadership position, debate, or casual discussion, being well-versed in English may significantly enhance your ability to inspire and influence others. To succeed in social, personal, and professional contexts, as well as in one's growth, one must possess the capacity to communicate effectively and clearly.

The use of technology in the classroom should be substantial. To help students use technology to improve their language abilities, teachers should show them how to incorporate it into the curriculum as a supplemental tool. Data collected in 2003 by Murphy, McNamara, and

DePasquae The extensive use of technology has profoundly affected the delivery of English language instruction. It gives choices for making classrooms more interactive and productive for both students and teachers. 2013 Patel (Patel) The introduction of novel approaches to English language instruction. To cater to the skill-based requirements of the students, the English language teaching industry has undergone some changes in terms of the methods, strategies, and approaches that have been utilized up to this point. Many studies are now being conducted to develop innovative approaches to teaching the English language, particularly for improving speaking ability.

In school systems worldwide, digital skills are increasingly included in the curriculum and assessments. F. Romero, *et al.* 2017, cited in In point of fact, more and more tools are becoming available. Physical educators are beginning to study how these technologies might be utilized in different physical education environments. Wyant, J., and Baek, 2019, On the other hand, there has been an enormous increase in the study and lobbying for incorporation (Krause, J.M., 2017). It is critical to study the potential of the most recent digital innovations to shape physical Education in innovative and forward-thinking ways (K.M., 2017). As an additional point, some studies have found positive results on the effect of technology use in real-world environments on a variety of characteristics, including the understanding and cognitive drive of pupils (2014 publication by Legrain, P.; Gillet, N.; Gernigon, C.; and Lafreniere, N).

Education has been revolutionized due to the use of technology in classrooms, which has increased accessibility and participatory learning. On the other hand, the teaching tools now being utilized in schools come with some drawbacks that must be overlooked. Having an excessive dependence on digital devices can lead to distractions since it may be tempting for students to engage in activities that are not instructive in the classroom, such as using social media. Computer-assisted language learning (CALL) and mobile-assisted language learning (MALL) are two of the most recent methods introduced to Indian schools. The number of classes that made use of both technologies dramatically increased. Both technologies have considerable support among Indian educators and students. However, they also come with many problems that hinder classroom instruction.

Limitations of CALL and MALL

Regarding the pupils, there was no mention of any categorization or particular criteria; everyone was considered equal as learners (2014). According to Morales, there is also a problem with the method since the architecture of the programs permits students to become proficient in reading, writing, and listening but not speaking, which is one of the four abilities included in the curriculum. In recent years, many apps have been developed to enhance the listening

capabilities of bots; however, these applications are not intended to be of any practical use. Only the correctness of a user's speech may be evaluated by them; they cannot determine whether or not the person is suitable. According to Lai and Kritsonis (2006), Warshauer can be referenced.

When it comes to integrating current technology into teaching and learning to make learning more accessible, educational institutions confront challenges. Additionally, there are some limits connected with mobile technologies that need to be taken into consideration. In addition to mobile devices' technological and physical qualities, there are worries over mental and physical health, difficulty maintaining information privacy, and the likelihood of disruptions in learning or immoral activity. Many school administrators believe that mobile phones are detrimental to successful learning because of their potential interruptions in ringtones, emails, messages, and tweets the Research of Trilling and Fadel (2009). Also, there are many problems with using mobile devices in the classroom, as O'Bannon and Thomas (2015) point out. Unauthorized access to materials, cyberbullying, interruptions, and cheating are all examples of these difficulties.

Regarding distractions for students, using cell phones causes problems besides the one mentioned earlier. (2015): Beland, L., and Murphy, R. Murphy 2016 report by Chartrand, R. Grant, M., and Gikas, J. Published in 2013 Weinberger A. (2012) and Gehlen-Baum V. (2012), as well as Gong, Z. (2012). 2015 publication by Lindaman and Nolan. Students are not paying attention to their studies because they are occupying their time with activities such as surfing the web or speaking with their pals across the internet. Similarly, Viberg, O., & Grönlund, A. (2013) stated that the pedagogical limitations include lack of attention and work interruption while using mobile devices. Grimshaw, J., Cardoso, W., & Collins, L. (2017) also aroused concerns about potential cheating, which may also impact teachers' decision to allow mobile use in the classroom.

Introduction to VR

The two new technologies that are making their debut are augmented reality (A.A.R.) and virtual reality (VR.), and they are particularly gaining attention in Education. Aznar Díaz, I., together with "*et al.*" (2018) Specifically, Bacca *et al.* (2014) Only in recent times has it become possible to conceive of virtual reality VR as a result of the inherent power of computers, which enable real-time computer-generated images and real-time interaction between users and virtual worlds. We can interact with this virtual environment and take action in real time by utilizing headsets. The year 2018 (Craig W.R.) When it comes to virtual reality (VR), a person can be physically present in a lecture room and be transported to an entirely different environment through the exhibited audiovisuals. This is possible because VR allows

for immersive experiences. J. Fombona, M. Pascual Sevillano, and M. Gonzalez Videgaray published their findings in 2017. Virtual reality VR has applications in various industries. When it comes to teaching and learning, the most crucial advantage of this tool is that it allows for the recreation and exploration of a wide variety of locations, whether actual or imagined, to investigate a wide range of phenomena. (2009) According to Fox, J., Arena, D., and Bailenson, J.N., Virtual reality VR generates a wholly virtualized environment at no additional cost. Eye contact, hand and body gestures, and voice are only some of the numerous modes of engagement that virtual reality communication platforms provide (Alnagrat. A., Ismail. R. C., & Idrus. S. Z. S., 2022). However, many more modes of interaction are available."

Several studies that have been conducted on the application of virtual reality VR in the field of Education have yielded positive outcomes. These outcomes include a more extended time spent on tasks (Huang, Rauch, & Liaw, 2010), amusement (Apostolellis & Bowman, 2014), stimulation (Cheung *et al.*, 2013) (Jacobson *et al.*, 2005), and in-depth learning and long-term memory retention (Rizzo *et al.*, 2006). Furthermore, according to Kaminska *et al.* 2019, 82 percent of students stated that learning through virtual reality was substantially more interactive than reading books or listening to lectures incorporating overhead graphics or images.

Considering the high success rate and favorable discoveries in virtual reality research conducted worldwide, virtual reality might be implemented in classrooms in India, particularly for English language learners (E.LE.LE.L.L.). Virtual reality VR might further revolutionize learning since it can make abstract concepts physical, accommodating a range of learning preferences. Students cannot be entirely engaged in the learning process since the technologies currently used in classrooms cannot create immersive experiences or interact with students. Virtual reality VR could solve this problem. Virtual reality VR delivers immersive interactive settings that can increase excellent learning and retention of knowledge, allowing students to be more meaningfully involved in the content they are presented with. When applied to real-world circumstances, simulation can help fill in gaps. Education is made more exciting and accessible to a more extensive range of students through virtual reality, which converts passive learning into active discovery. It is possible to implement virtual reality VR in the classroom as a new technique for teaching English since the content may be adapted to meet the individual student's requirements. Teachers can do a need analysis, develop the materials per the findings, and track the students' progress. VR. Headsets will be necessary to implement virtual reality in Indian schools.

VR. Teaching Model

Benefits of using VR. in Improving Speaking Skills

- *Immersive Environment for Practice*

VR. Provides a realistic and immersive setting, which allows learners to practice their speaking skills in scenarios that are supposed to be real life. Hands-on practice of speaking in the environment, like purchasing goods from a store or presenting a presentation, can be provided to students without the pressure of a real audience.

- *Reduced Anxiety and Fear*

Learners often experience feelings of intimidation when they are required to speak in front of other people. The virtual reality VR environment offers them a secure environment where they may develop their self-assurance by repeatedly practicing in a supervised environment, which ultimately helps them feel less anxious and fearful.

- *Personalized and Interactive Feedback*

Virtual reality systems can offer real-time feedback on pronunciation, tone, and fluency. Learners can enhance their speaking patterns, particularly within the areas of articulation of the language, intonation, and tempo, as shown by the feedback.

- *Simulated Conversations with Virtual Characters*

The students are allowed to interact with virtual characters, allowing them to have one-on-one conversations within a virtual reality environment. In addition, this is helpful in taking turns and reacting in an engaged manner to various speaking settings.

Enhanced engagement

Because it is interactive, virtual reality makes learning more appealing and compelling than traditional procedures. Motivating individuals and facilitating more consistent practice are both supported by its features.

Cultural Context and Real-Life Exposure

Virtual reality VR may be used to replicate various cultural situations, enabling students to experience accents, slang, and other real-life cultural subtleties. These opportunities are vital for acquiring competence in successful communication in a particular environment.

Performance Tracking

The virtual reality education model includes a number of distinctive aspects that make it possible to monitor students' development over time. To make measurable changes in speaking abilities, it is necessary to differentiate between areas of strength and lacking regions.

Role-Playing Scenarios

To increase their speaking flexibility, learners may select

several roles and practice speaking in various circumstances, such as job interviews, public speaking, and informal conversations.

- *Safe environment for mistakes*

Making errors is a normal part of learning. Making errors is a normal part of the learning process. Students are encouraged to take chances and improve their speaking skills in a controlled setting because they may cause errors in virtual reality without fear of rejection or condemnation.

Conclusion

With its many benefits that traditional techniques cannot match, the introduction of Virtual Reality VR into English classes signifies a paradigm change in how language teaching approaches. VR can change the way Education is delivered as technology develops. English has to be taught using a system that considers cultural awareness, contextual use, practical applications, and linguistic competency because it is a global language. Virtual reality VR is a powerful instrument in contemporary language teaching because of its immersive and interactive qualities, which provide a unique platform to accomplish these learning objectives.

The potential of virtual reality VR to create immersive environments where students may practice language skills in real-life circumstances is one of the technology's most notable benefits for English classes. In contrast to conventional approaches, which frequently emphasize theoretical knowledge and memorization, virtual reality allows students to interact with native speakers and explore a variety of cultural contexts that closely resemble real-world scenarios. This degree of immersion helps students develop their confidence in using English in real-world situations in addition to their language proficiency.

Moreover, VR can accommodate various learning requirements and styles by providing learners with individualized and flexible learning experiences. Practicing often in a relaxed setting, students may use focused virtual reality activities to enhance specific language learning skills, including listening comprehension or pronunciation. Virtual reality may replicate elements of traditional classroom settings, such as accents, dialects, and conversational scenarios, to introduce pupils to the rich diversity of the English language.

Regardless of their initial skill level, students may advance at their own pace, demonstrating VR's versatility and leading to long-term learning objectives. One practical approach to enhance language learning is using virtual reality VR in English classrooms. By offering immersive, interactive, and personalized learning experiences, virtual reality may fill the gaps left by traditional teaching approaches, resulting in more effective language acquisition and increased student engagement. It may be possible to realize the full potential of

virtual reality education in the digital age by implementing a well-planned model linked with the existing curriculum and reinforced by inclusive practices and teacher training as educational institutions and instructors continue to research and adopt cutting-edge teaching methodologies, virtual reality VR is an effective engine for revolutionizing language instruction in the future.

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Conflict of Interest

At this moment, the authors state that they don't have any financial or personal endowments that can be construed as a conflict of interest in conducting and publishing this research. This research didn't receive any patronage, and the authors have no monetary interests, affiliations, or connections with organizations or entities that could influence the research.

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