modernenglishteacher

Bringing the latest research to your classroom

Digital library

MyCPD Tracker

Teacher Development

■ Thomas Farrell ■ Atsuko Watanabe ■ Emily Bryson ■ Alison Shepherd ■ Martina Dorn
■ Jason Anderson ■ Jeffrey Dawala Wilang ■ Steve Tulk ■ Anthea Fester ■ Brian Cooke

■ Reflective Practice ■ Online Delivery ■ Assessment ■ Teacher-Training
■ Project-based learning ■ Silent Way ■ Student retention ■ Lesson aims

Pavilion

et

www.modernenglishteacher.com

Contents

Where does VR fit in the classroom?

Flora D. Floris, Agnes K.C. Dewi, Ivania Tanoko, & Kezia G.I. Setiawati describe using VR.

Who would have thought that English language Teaching would have evolved to the stage where learners can be inside a hedgehog's house watching him blow out the candles on his birthday cake? Thanks to virtual reality (VR), this has now become the norm. VR seems here to stay and to make an impact on classrooms all over the world, at all levels, from primary to tertiary.

A virtual reality system is an interactive technology that serves as a human-

"Initially developed for flight simulators and astronaut trainings, VR technology is now widely used

Oculus Story Studio: Henry: An Overview

Oculus Story Studio: Henry is a 10-minute-VR movie narrated by Elijah Wood and directed by Ramiro Lopez Dau for *Oculus Story Studio*. It tells a story of a hedgehog named Henry who loves to hug – which is quite problematic for a hedgehog with thorny spines. As Henry celebrates his birthday, he makes a special wish which magically comes to life (Oculus VR, 2016).

- The group members will take turn to watch the VR movie.
- The VR viewer is asked to describe what he/she is watching while her/his partners are writing the description.
- More advanced students can also be asked to describe how they feel about the VR experience they are having.
- Each pair/group is asked to present or submit their writing.
- Classroom discussions should follow each pair/group's presentation/submission.

Suggested Activity 3

- After watching *Oculus Story Studio: Henry*, the students are asked to think about the continuation of the story.
- Next, in groups of 3–4, the students are asked to prepare a skit or a short role play on what they imagine happens after the last movie scene. The roles given are Henry, the turtle, the dog, and if necessary another additional character decided by the students or the teacher.

Suggested Activity 4

- After watching *Oculus Story Studio: Henry* and having discussion about it, the students are asked to create a poster to promote this particular VR movie.
- Advanced students can also be asked to talk about the poster they created as well as to act as a guide to their classmates that are going to experience VR *Oculus Story Studio: Henry* as something new.

Suggested Activity 5

- Traditional classroom activities such as answering some comprehension questions, writing a brief summary about the VR movie, or noting down

social skills. As they are asked to work in group and present their group work, they need to cooperate with others to come up with a good result. Discussions, arguments, and negotiations may occur to strive for the best result.

The second one is that the students learn to empathize with others. *Oculus Story Studio: Henry* invites its users to immerse in an emotional story with a cuddly hedgehog whose prickly spikes scare his friends away. The VR technology enables the viewers to feel like they are actually in Henry's world, looking around and interacting with him. The emotions of being sad, disappointed, lonely, and happy will enhance the students' emotional skills.

Conclusion

VR technology provides students with unforgettable experiences and at the same time stimulates them to develop language skills along with social and

References

Chen JC (2016) The crossroads of English language learners, task-based instruction, and 3D multi-user virtual learning in Second Life. *Computers & Education* **102** 152–171.

Christou C (2010) Virtual reality in education. In: A Tzanavari & N Tsapatsoulis *Affective, Interactive and Cognitive Methods for E-Learning Design: Creating an Optimal Education Experience* (pp228–243). Hershey, Pennsylvania: IGI Global.

Kessler G (2018) Technology and the future of language teaching. *Foreign Language Annals* **51 (I)** 205–218.

Meinhold R (2013) Virtual Reality *Salem Press Encyclopedia of Science (EBSCO Research Starters database)* [online]. Available at: http://search.ebscohost.com/login.aspx? (accessed December 2020)

Morrison R (2017) Virtual reality in the language learning classroom. *The Morning Watch: Educational and Social Analysis* **44** (1–2 Fall).

Oculus VR (2016 September 8) *Oculus Film Short "Henry" Wins an Emmy!* Oculus [online]. Available at: https://www.oculus.com/blog/oculus-film-short-henry-wins-an-emmy/ (accessed December 2020)

Flora D Floris is a senior lecturer at Petra Christian University, Indonesia. Her main interests include language teacher professional development, teaching English as an International Language, and technology-enhanced language learning.

Agnes KC Dewi is a final-year student at English Department of Petra Christian University. She loves screenplay writing.

Ivania Tanoko is a final-year-student at English Department of Petra Christian University. She has a keen interest in theatre production.

Kezia GI Setiawati is a final-year student at English Department of Petra Christian University. Her academic interest is on the area of translation.