Chapter 7
Characterization of English Through Augmented Reality

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ABSTRACT

Children who begin to learn English usually associate words with images and sounds; this facilitates the assimilation of knowledge and increases their educational interest. This premise grounded this research using augmented reality-based applications designed for people who want to learn English vocabulary. The set of useful terms for students to learn are put together in various categories such as animals, colors, and things. The vocabulary is stored in a database in different formats that are text, 3D image, and audio, which are associated with items containing a vocabulary that represents abstract entities and that are necessary to complement the learning of the English language. The words are associated with the images and with the corresponding audio in order that the students learn to read, write, listen, and consequently, to pronounce the words. This research is projected for more promising applications based on the multi-lingual teaching process.

INTRODUCTION

Globalization has resulted in the daily life require people who have as a basic knowledge of several languages to enter a world so competitive in terms of work, economic and cultural, to mention some aspects, this is the reason why learning different languages is one of the activities that are becoming more frequent in elementary schools.

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Characterization of English Through Augmented Reality

From that perspective, educational technology has been constantly working to offer different language learning tools, which should be used from basic education in order to take advantage of the powerful cognitive system that children have at that age. Technological tools for learning the English language should consist of a series of skills that enable people to communicate effectively and diverse educational contexts have been developed whose characteristics promote learning; that is why they are required to generate educational contexts whose implementation characteristics are not enormous costs, rather than tools that are easy to manage and implement, but above all that their cost is measured in low monetary terms, in counterpart with the educational benefits it may provide that must be high.

Technological development has shown many advances in support of teaching-learning strategies. This progress is overcome by more efficient technologies whose mission is to help students and teachers in their educational process. Educational technologies are embedded with various devices and media, they have been making use of the Internet, mobile devices, the cybernetic cloud and various technological objects to support in a more efficient way the task of teaching and learning; however, augmented reality has emerged as a technology that also supports educational environments, but within its most salient features it is how it helps to make abstract educational content easier for students to understand.

Derived from the above premises, it is necessary to generate educational contexts whose characteristics help to learn and to build their knowledge and it has been observed that the Augmented Reality has been an ideal complement for diverse educational applications and for the teaching of English is also useful. Its basic characteristics define it as a technology through which the visualization of the real environment is increased by elements or objects generated by a computer (Rabbi and S. Ullah, 2013).

The English language is used as a means of communication in different parts of the world, so it is necessary for children to learn that language with the prospect that when they need it, it is easier to enter into a globalized context. To complement this task, technological tools are needed to help students easily acquire English language learning and augmented reality technology is being proposed for use by students studying preschool or primary levels, including for any a person who wishes to learn an English vocabulary in order to develop more tools that complement the teaching process of the English language, which is inexpensive and that encapsulates suitable characteristics for students to learn using different learning styles during the process of teaching children, with the background that they require like games or activities that really motivate them to want to learn.
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