Chapter 8
Second or Foreign Language Learning With Augmented Reality

Aubrey Statti
The Chicago School of Professional Psychology, USA

Kelly Torres
The Chicago School of Professional Psychology, USA

ABSTRACT
The following chapter will discuss the impact of technology use and mobile learning, specifically augmented reality (AR), in the process of learning a second or foreign language, namely English and Spanish. The chapter will begin with an overview of AR and then include a discussion of the theoretical framework, language learning contexts, as well as AR tools and applications in the process of second or foreign language learning. An overview of the benefits of AR in language learning will also be included, as well as an introduction to AR applications and specific AR systems, platforms, and case studies in language learning. The research will also provide a discussion of the challenges of using AR in language learning contexts, including specific attention to challenges with AR and learning, AR and language learning, and mobile learning as a whole. The chapter will conclude with final thoughts from the authors in terms of potential areas of AR development that are in need of further attention.

DOI: 10.4018/978-1-5225-5243-7.ch008

Copyright © 2018, IGI Global. Copying or distributing in print or electronic forms without written permission of IGI Global is prohibited.
INTRODUCTION

The advancement of wireless applications in addition to the wide-spread use and popularity of mobile devices have contributed to the development of technological opportunities and advantages in learning (Ho, Hseigh, Sun, & Chen, 2017). Research indicates that while in the past the role of technology was still under evaluation, presently the case for the inclusion of technology in the classroom has been clearly made and therefore technology in learning is here to stay (Hoopingarner, 2009). As Holden and Sykes (2011) best stated: “in moving forward, it has been come increasingly necessary to redefine what it means for our students to learn and do, as well as simultaneously find new ways of trying to understand when and how this transformation takes place” (pp. 2-3). Additionally, as Godwin-Jones (2011) explained, “learning becomes more real and permanent when tied to learners’ lives outside the academic environment. Mobile devices are a great way to achieve that goal” (p. 8).

The following chapter will discuss the impact of technology use and mobile learning, specifically augmented reality (AR), in the process of learning a second or foreign language, namely English and Spanish. The chapter will begin with an overview of AR and then include a discussion of the theoretical framework, language learning contexts, as well as AR tools and applications in the process of second or foreign language learning. An overview of the benefits of AR in language learning will also be included, as well as an introduction to AR applications and specific AR systems, platforms, and case studies in language learning. The research will also provide a discussion of the challenges of using AR in language learning contexts, including specific attention to challenges with AR and learning, AR and language learning, and mobile learning as a whole. The chapter will conclude with final thoughts from the authors in terms of potential areas of AR development that are in need of further attention.

Overview of AR Technology

With the current advancement of various technology tools and applications used in the field of education, an emphasis has been placed in the engagement of the learner through these platforms. Mobile learning (m-learning) utilizes mobile computing technologies, such as phones and tablets, in order to enhance the learning experience anytime and anywhere (P.L. Liu, 2014; T.Y. Liu, 2009). Augmented reality (AR is a specific tool of engagement through mobile learning that is currently trending in education and therefore in need of more research and review.
The Flipped Model in an Advanced Placement United States History Course
www.igi-global.com/chapter/the-flipped-model-in-an-advanced-placement-united-states-history-course/174719?camid=4v1a

Beyond Button Smashing: Utilizing Minecraft and Other Video Games as Synchronous Learning Tools for Science Learning
www.igi-global.com/chapter/beyond-button-smashing/225752?camid=4v1a