

# The Asian ESP Journal

February 2021  
Volume 17 Issue 2





Published by ELE Publishing  
(Division of the TESOL Asia Group)

TESOL Asia Group is wholly owned by SITE SKILL TRAINING Pty Ltd (Australia)

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying or otherwise, without the prior written permission of ELE Publishing or the Chief Editor of Asian ESP.

**No unauthorized photocopying**

Publisher: ELE Publishing

Managing Editor of ELE Publishing: Dr. John Adamson

Chief Editor: Ramon Medriano, Jr.

Production Editor: Eva Guzman

ISSN. 2206-0979



## Table of Contents

<b>Foreword .....</b>	<b>05 - 07</b>
<b>1. Imam Yuwono, Dzul Rachman, Arbain, Andi Tenri Sempa and M. Najeri Al Syahrin.....</b>	<b>08 - 19</b>
<i>Integration of Augmented Reality on Extensive Reading Courses</i>	
<b>2. Altynay Zhaitapova, Ulserik Orynbayeva, Aida Ussenova, Aiman Kamzina, Gulsan Mamyrbekova, Ayat Rakymbayev and Ardak Sembayeva.....</b>	<b>20 - 46</b>
<i>Model of enhancing reflexive competence of the pre-service FL teachers in universities</i>	
<b>3. Iman Al-Khalidi.....</b>	<b>47 - 72</b>
<i>Using the Triple E Framework as an Instructional Design Tool for the Assessment of Technology Integration in a Variety of TESOL Contexts</i>	
<b>4. Hussein Abdo Rababah.....</b>	<b>73 - 97</b>
<i>Positive Discourse Analysis of the Prophet's Sayings (Hadith): From the Ecolinguistics Perspectives</i>	
<b>5. Mahdi R. Aben Ahmed .....</b>	<b>98 - 113</b>
<i>Teaching English for Professional Communication: Future Challenges, Developments and Implications</i>	
<b>6. Yongming Luo .....</b>	<b>114 - 132</b>
<i>Rhetorical Approaches in Sir Winston Churchill's Address to Joint Session of US Congress</i>	
<b>7. Mimouna Zitouni, Hamad Al-Traif, Bahia Zemni, Othman Saleh Mohammed and Mashael Aljasser.....</b>	<b>133 - 154</b>
<i>Utilization of YouTube to Improve the Pronunciation Skill of Saudi Learners in Translation Departments</i>	

<b>8. Mian Shah Bacha, Tribhuwan Kumar, Bakht Sheema Bibi and Mehrunnisa M. Yunus.....</b>	<b>155 - 175</b>
<i>Using English as a Lingua Franca in Pakistan: Influences and Implications in English Language Teaching (ELT)</i>	
<b>9. Mohanad Al Firas.....</b>	<b>176 - 196</b>
<i>Investigation on EFL Students' Engagement through Poll Everywhere Application during COVID-19 Phase in Gulf University</i>	
<b>10. Rasib Mahmood, Akhter Habib Shah and Iftikhar Alam .....</b>	<b>197 - 209</b>
<i>Effect of Literary Discourse on Academic Writing Skills: An Overview of ESL Classroom</i>	
<b>11. Sakher Alazzam, Tengku Sepora and Debbita Tan .....</b>	<b>210 - 230</b>
<i>Analysis of Jordanian EFL Students' Expression of Disagreement via Speech Acts</i>	
<b>12. Ismat Jabeen, Ansa Hameed and Akhtar Habib Shah .....</b>	<b>231 - 248</b>
<i>Operative Use of Sentence Connectors in English Writing Skills: An Experimental Study based on the Scaffolding Technique</i>	
<b>13. Mohamed Benhima, Shouket Ahmad Tilwani, Muhammad Asif and Ayesha Aslam .....</b>	<b>249 - 272</b>
<i>The Factors behind Studying English for Academic Purposes</i>	
<b>14. Qasim Abbas Dhayef and Rasha Tareq Awad Al-Zubaidi.....</b>	<b>273 - 289</b>
<i>Multimodal Critical Discourse Analysis of Woman Representation in Iraqi Social Media Platforms</i>	
<b>15. Haifa Mohammad Nassar and Farooq A. AlTameemy .....</b>	<b>290 - 311</b>
<i>The Impact of Written Peer Feedback on the Writing Skills of EFL University Students in Yemen</i>	



## Foreword

Welcome to the first issue of Asian ESP Journal this 2021. In this issue, we present 15 papers from different parts of the world that discuss trends and issues in ESL and EFL pedagogy especially in the area of English for Specific Purposes.

In the first paper, Imam Yuwono, Dzul Rachman, Arbain, Andi Tenri Sempa and M. Najeri Al Syahrin investigated the effects of the integration of augmented reality in the extensive reading courses in Indonesia and found that it brought more fun in the learning process. Also, it was found that student reception of AR is related to their familiarity of the platform.

The paper, Model of enhancing reflexive competence of the pre-service FL teachers in universities analyzed the component of the reflexive competence of pre-service foreign language teachers. Altynay Zhaitapova, Ulserik Orynbayeva, Aida Ussenova, Aiman Kamzina, Gulsan Mamyrbekova, Ayat Rakymbayev and Ardak Sembayeva further suggested the introduction of the presented model in the pedagogical processes for these teachers.

The third paper on Using the Triple E Framework as an Instructional Design Tool for the Assessment of Technology Integration in a Variety of TESOL Contexts, Iman Al-Khalidi investigated how teachers assess instructional practices using the Triple E framework of Kolb. It was further revealed the value of the framework as a reliable instrument in evaluating technology integration practices of teachers in the TESOL classroom.

The paper on Positive Discourse Analysis of the Prophet's Sayings (Hadith): From the Ecolinguistics Perspectives, Hussein Abdo Rababah studied samples of Hadiths to undergo Positive Discourse Analysis from the ecolinguistics perspectives. It was revealed that these sayings promote positive behavior and indirectly encourage people to have positive behavior towards the environment.

Due to rapid globalization, teachers need to introduce concepts and theories that can help students adapt to these changes. In the research done by Mahdi R. Aben Ahmed, professional communication should always include local cultural traditions and religious instructions as they are vital in successful communication in a multicultural environment.

In the Rhetorical Approaches in Sir Winston Churchill's Address to Joint Session of US Congress, Yongming Luo analyzed the rhetorical approaches used in this specific speech and found that Churchill observed power and ideology in his speech and his being a statesman is obvious in the language on strategies of war and governance.

Pronunciation mastery is one of the challenges in a foreign language classroom and there are numerous studies pertaining to the best practices in teaching pronunciation. Mimouna Zitouni, Hamad Al-Traif, Bahia Zemni, Othman Saleh Mohammed and Mashael Aljasser in their paper investigated how YouTube can be a tool in the development of pronunciation in translation classes.

In the paper of Mian Shah Bacha, Tribhuwan Kumar, Bakht Sheema Bibi and Mehrunnisa M. Yunus entitled, Using English as a Lingua Franca in Pakistan: Influences and Implications in English Language Teaching (ELT), they explored how Pakistan uses English as its Lingua Franca and it was revealed that English is still being taught from a traditional perspective.

Mohanad Al Firas in his paper, Investigation on EFL Students' Engagement through Poll Everywhere Application during COVID-19 Phase in Gulf University, investigated the impact of Poll Everywhere on student engagement. It was revealed that students are more inclined to open questions and that the response system has the potential to engage students in higher education learning.

In Rasib Mahmood, Akhter Habib Shah and Iftikhar Alam's paper entitled, Effect of Literary Discourse on Academic Writing Skills: An Overview of ESL Classroom, they investigated the role of literary discourse in developing the writing skills of ESL students. It was further revealed that literary discourse develops use of dramatic devices in academic writing and enhances literary taste in language use.

The paper, Analysis of Jordanian EFL Students' Expression of Disagreement via Speech Acts explored how Jordanian students use the different types of disagreement strategies in their EFL

classroom. Sakher Alazzam, Tengku Sepora and Debbita Tan found out that Jordanian students likely to use aggravating and mitigating tactics to express disagreement.

Ismat Jabeen, Ansa Hameed and Akhtar Habib Shah mentioned that writing is regarded as the most intricate skill to acquire when learning a second or foreign language. In their investigation, they found out that if appropriate scaffolding is being provided to students, writing skills can be developed better.

In the paper, The Factors behind Studying English for Academic Purposes, Mohamed Benhima, Shouket Ahmad Tilwani, Muhammad Asif and Ayesha Aslam explored the status of English for Academic Purposes among Moroccan ELLs and they found that students study English due to extrinsic motivational factors and most would like to study English because they want to go abroad.

In the paper, Multimodal Critical Discourse Analysis of Woman Representation in Iraqi Social Media Platforms, Qasim Abbas Dhayef and Rasha Tareq Awad Al-Zubaidi studied how Iraqi women are represented in social media platforms. It was found out that there is negative representation of women in the areas of beauty, commodity and women antagonism.

In the last paper, The Impact of Written Peer Feedback on the Writing Skills of EFL University Students in Yemen, Haifa Mohammad Nassar and Farooq A. AlTameemy investigated the effect of written peer feedback on students' writing skills and they found out that it is indeed a tool that EFL teachers need to consider in their writing subjects.



## Integration of Augmented Reality on Extensive Reading Courses

Imam Yuwono<sup>1</sup> Dzul Rachman<sup>2</sup>, Arbain<sup>3</sup>, Andi Tenri Somba<sup>4</sup>, M. Najeri Al Syahrin<sup>5</sup>

<sup>1,4,5</sup>Universitas Lambung Mangkurat, Indonesia

<sup>2</sup> Universitas Muhammadiyah Kalimantan Timur. Jalan Ir. H. Juanda No 15 Samarinda, Indonesia

<sup>3</sup> Universitas Widyagama Mahakam Samarinda

\* Corresponding Author. E-mail: [imam.plb@ulm.ac.id](mailto:imam.plb@ulm.ac.id)

### Biodata:

**Imam Yuwono** is an associate professor at the Faculty of Teacher Training and Education at Universitas Lambung Mangkurat, Banjarmasin Indonesia. Completed his master's degree at the Universitas Pendidikan Indonesia (UPI) Bandung and completed his PhD at Universitas Negeri Jakarta in 2016. The main focus of research is in the field of inclusive education. He is available at [imam.plb@ulm.ac.id](mailto:imam.plb@ulm.ac.id).

**Dzul Rachman** is a lecturer and researcher at the Faculty of Teacher Training and Education at Universitas Muhammadiyah Kalimantan Timur (UMKT), Samarinda- Indonesia. Completed Master's degree in English Education at Mulawarman University. He has the dedication and is capable of conducting qualitative research that has the potential to generate practical outcomes related to education with years of experience. His studies mostly focus on the use of technology in education, ICT in higher education, and teachers' learning and professional development of educators. He can be reached at [dr650@umkt.ac.id](mailto:dr650@umkt.ac.id).

**Arbain** is a lecturer in English Language Program, Universitas Widya Gama Mahakam Samarinda, Indonesia. Currently, he is a doctoral candidate in translation studies at Sebelas



Maret University, Surakarta Indonesia. He teaches translation, English language curriculum, and discourse analysis. He can be reached at [baintigers@gmail.com](mailto:baintigers@gmail.com).

**Andi Tenri Somp**a is a lecturer and researcher at the Faculty of Social and Political Sciences, Lambung Mangkurat University (ULM), Banjarmasin, Indonesia. Completed Masters degree at Airlangga University and a Doctoral Program at the University of Indonesia. The main focus of research is in the fields of politics, elections, and development administration. She is available at [tenri@ulm.ac.id](mailto:tenri@ulm.ac.id).

**M Najeri Al Syahrin** work at the Social and Politics Science Faculty, Universitas Lambung Mangkurat (ULM), Banjarmasin, Indonesia. M Najeri Al Syahrin qualifying fields are International Relations and Political Affairs. Currently also a Researcher of ASEAN Studies Centre in ULM. Has experienced as a permanent lecturer in International Relations Department at Universitas Muhammadiyah Kalimantan Timur (UMKT), Samarinda- Indonesia. Besides, he was also a Lecturer Assistant in the International Relations Department at Universitas Muhammadiyah Yogyakarta in 2015. He can be reached at [najeri.syahrin@ulm.ac.id](mailto:najeri.syahrin@ulm.ac.id)

### **Abstract**

Augmented reality can be interpreted as a connection between conventional educational instruments and digital innovations that have a positive effect on user efficiency. The research has two main objectives, to determine the effect of Augmented Reality and examine the student's voice toward AR in extensive reading. This study was conducted in a combination of quantitative and qualitative methods. The instruments administered in this research were reading tests and interviews. There are positive impacts and significant changes from the usage of augmented reality, which increases in the post-test results of students. Concerning the interview result of the exploration, AR innovation has specific favorable circumstances, as indicated by the students. Future research should look into how to best design AR experiences for the extensive reading course in higher education for readers.

**Keyword:** *Augmented reality; Extensive reading; Higher Education*

### **Introduction**

Reading comprehension is obtained by combining previous knowledge and new knowledge of the author. Therefore, reading courses are not limited to this ability. For any adult, as they grow

through education and in other areas of life, it is an important capacity. There have been numerous meanings of the idea of reading over the ages. Palani (2012) mentions the movement of reading incorporates seeing, seeing, getting, vocalizing, and intellectually developing, and These are cultivated by consolidated use of the ears, eyes, and brain. According to Bloom (1979), A significant connection has been found between the ability of learners to understand reading and their academic success in other courses. In this context, however, it is obvious that students with high readability continue to be useful both in academic and professional contexts. Reading comprehension skills acquisition is crucial for primary and secondary school-age children. The absence of these skills is an essential problem faced in many Indonesian learning courses and urges undergraduates to study exclusively at primary and secondary schools. Based on 2018 data, the PISA data indicated a score of 371 points for the reading comprehension abilities of our country (Pisa Report, 2018). Further to the advancement of data innovation, digitalized instruction gives students an increasingly bright and progressively prosperous learning condition, which can enhance the drawbacks of conventional teaching. (Sung et al., 2019; Budiharso & Arbain, 2019; Kijpooonphol & Phumchanin, 2018).

Some research presents a tremendous change in the progress of teaching and learning exercises. Since English, as a foreign language, requires innovative teaching strategies, devices, and media, English teaching in Indonesia has numerous challenges. In an extensive reading class, where undergraduates are present, this applies. Each student, while other students listen, was assigned to read a book, record it orally, and listen and make a note about it. Therefore, it generated enjoyable learning and allowed students to learn how to engage orally with the analysis and look good at assessing other students.

Moreover, researchers have endeavored to consolidate intellectual capacities into the sight and sound substance for informative purposes to empower educators to give learning assignments, direction, and criticism in an immersive learning mode for students. Immersive digital books are computed learning materials, executed PCs, cell phones, or personal computers (Schugar, Smith, and Schugar, 2013). Innovation can assist students with extreme reading fluency difficulties; accordingly, educators should know the appropriate uses of technology instruction to assist students (IDA, 2018; Alieto et al., 2020; Ruegg & Naganuma, 2019).

Augmented reality is one of the evolving technologies of interest that is important in educational contexts. Augmented Reality (AR) refers to technology incorporating real-world experiences with interactive context-based knowledge (Azuma, 1997). Besides, AR provides virtual data, and information in the real world can be activated when Quick response (QR) codes are scanned (Dunleavy, Dede, & Mitchell, 2009; Balintag & Wilang, 2020; Sukenasa et

al., 2020). A few late works of literature have assessed understudy learning with Augmented reality, examined the AR affordances and comprehensive AR training circumstances and difficulties (Billinghurst et al., 2014; Diegmann et al., 2015; Chen et al., 2017). Billinghurst (2014) claims that AR supports collaboration on multiple levels. Diegmann (2015) has been identified 14 different AR benefits which indicate that specific directions are more likely to lead to such benefits, such as increased motivation, for AR applications. Furthermore, Chen (2017) Examines developments and the vision for the future and prospects for more study for instructive environments in AR. Regarding the existing resources, AR applications permit that specifically instructing or learning settings can be performed by the student all alone, subsequently saving the educator's time spent on repeating explanations.

There have been several AR analysis studies conducted in recent years. Although, for AR, there was only a small amount based on reading skills. This study set out to give a review of the literature relating to the utilization of AR in reading skills. The investigation inspected the effect of books on the word learning and review procedures of eight pre-school children, assisted by AR technologies (Dibrova, 2016; Huynh & Yen Tran, 2018; Suleiman Alfallaj, 2020). Some investigations found that students using AR applications improved their reading, understanding, tuning, and talking skills compared to undergraduates who learned how to use conventional education (Hsieh and Lee, 2008; Vate-U-Lan, 2012; Alharbi, 2020). An investigation by Cakir et al. (2015) discovered college students who introduced English vocabulary to figure out how to utilize AR innovation performed better and demonstrated increasing degrees of motivation. In the context of these literature studies, AR innovation can see as an extension between old-style instruction apparatuses and media advances, which decidedly influences student performance. In the advanced education of Indonesia, some AR encounters have performed as of now, yet they have not produced any pedantic material in the language in the tertiary degree of Indonesia.

The study aims to determine the effect of the increased reality and examine the voice of the student to AR in an extensive reading. The augmented reality is still in its early stages; little research has been carried out in this area. Empirical research into the effect of AR technologies on extensive reading is, therefore, imperative.

## **Research Design**

This study conducted a combination of quantitative and qualitative methods. Based on Miles and Huberman in Dornyei (2010), "Engage blended models. We have tried to make the goodness of evading polarization, polemics, and life at the boundaries. Quantitative and

qualitative inquiry can bolster and illuminate one another. The quantitative was held by leading a review utilizing the test. The qualitative represented by the interview to get the information". The researcher used the quasi-experimental approach in this analysis, with the one group design pretest and posttest performed at a comprehensive reading level. According to Creswell (2012), "quasi-experiments include assignment of participants to groups but not the random assignment. The demographics of the student groups differed between 18 and 23 years. They totaled 49, composed of 28 males and 21 females. The amount of time the participants had been studying English for 7-10 years. With a shorter period, University had pre-learned English as a separate preparatory class.

The instruments administered in this research were tests and interviews. An instrument is a device for estimating, watching, or recording quantitative information (Creswell, 2012). Creswell also claimed that the researchers are using instruments to assess performance, analyze individual ability, observe behavior, establish an individual's psychological profile, or interview a participant. A reading comprehension test was conducted to evaluate students' reading comprehension. The test material has framed using twelve reading comprehension passages with the genre of biography selected from a website [www.mreader.org](http://www.mreader.org).

In order to document the perspective of students on comprehensive reading in-depth, face to face interview with seven respondents from the entire class was conducted. The interview was carried out via voice recording. The questions cover motivation to read extensively, how to manage extensive reading, and perceived improvement in English learning. The interview was held toward the end of the implementation period. In this segment, the information investigation procedures called Flow Activities by Milles and Huberman were used to break down the substance of the meeting.

## **Findings**

The first aim of the study was to significantly affect the increased reality for extensive reading of AR technology. Based on the t-test results, the pretest mean is 67.67. As for the Posttest value, it got an average of 80.94. According to the results,  $67.67 < 80.94$  Posttest, it can be concluded that there are differences between Pretest and Posttest in the average test results, which means that the use of AR has a positive impact in extensive reading.

Table 1. Descriptive Statistic.

<b>Paired Samples Statistics</b>						
		<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Std. Mean</b>	<b>Error</b>
<b>Pair 1</b>	<b>pretest</b>	67.67	49	9.97	1.424	
	<b>posttest</b>	80.49	49	8.181	1.169	

The results in this table show that the relationship between the pretest and posttest variables. Based on these results, it is found that the correlation coefficient is equal to the significance (Sig.). The value of Sig.  $0.001 < \text{probability } 0.05$ , it can be said that there is a relationship between the use of AR to the results of the post-test students. This is also supported by the results of the Paired Samples Test and Pearson Correlation.

Table 2. Results of T-test

		<b>pretest</b>	<b>posttest</b>
<b>pretest</b>	<b>Pearson Correlation</b>	1	.449**
	<b>Sig. (2-tailed)</b>		0.001
	<b>N</b>	49	49
<b>posttest</b>	<b>Pearson Correlation</b>	.449**	1
	<b>Sig. (2-tailed)</b>	0.001	
	<b>N</b>	49	49

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the Sig (2-tailed) value,  $0.001 < 0.05$ , it reveals a significant correlation between AR use and student post-test results. The table also shows the calculated r-value, which is equal to 0.449. Then the results of comparison with the value of r table obtained are as follows;  $r \text{ count } 0.449 > 0.281 \text{ r table}$ . The conclusion that can obtain is that there are positive impacts and significant changes from the usage of AR after the pretest was done, which increases in the posttest results of students. So, the use of Augmented reality is considered useful in teaching the extensive reading course.

The second objective of the research was to discover the perspective of the students in comprehensive reading on the use of augmented reality. Semi-structured interviews were carried out with seven students of different genders. Most students said that it is more

entertaining to read extensively with AR technology than the traditional method and to better understand the text.

" Each week, AR technology made me learn the idea better in the passage. It was cheerful and entertaining." (ST 3)

" It allows me to recall the flow between knowledge and concept " (ST 6)

"I can concentrate better on using this AR than reading a book." (ST 2)

" The extensive reading course is better taught. The multimodal AR is better than the simple way" (ST 5)

The more important part of the students accepted, different findings indicated that their reading could be improved by reading exercises with AR improvements. A few perspectives of the student about this are expressed below.

"Yea. I would not want to take more history than I had to, but Augmented reality would make it less terrible." (ST 1)

"Yes, I would be more likely to pick AR than non-AR in Extensive reading." (ST 7)

'I have learned a few terminologies from the text and video AR, and my vocabulary has expanded as a result.' (ST 3)

Several students proposed potential issues that could be experienced during the execution procedure.

"It is hard to keep the Augmented reality in the correct position." (ST 1)

"I notice that I need to keep up the image focused, however. it is fine!" (ST 7)

"The video is buffering, and this is a bit of irritating yet. I can proceed." (ST 3)

"Once in a while, I lose the sound. It is anything but difficult to recover it." (ST 4)

Student suggestions for some potential use of Augmented reality in other courses.

"I would like this application to be used in the cross-culture understanding courses" (ST 6)

" This software in the future in other courses such as writing and listening comprehension "(ST 4)

## **Discussion**

This research aimed to reveal the reading comprehension of tertiary students who in reading activities use augmented reality (AR) technologies and their opinion on this technology. First, it was discovered that students using AR technology demonstrated higher standards of reading comprehension reading scores. In line with the result of a calculation, the t-test indicates that

there are positive impacts and significant changes from the usage of AR after the pretest, which increases in the posttest results of students. Numerous studies have reported that students have expanded their language capacities in various viewpoints from extensive reading (Yamashita, 2013), with got benefits spreading from responsive aptitudes to gainful abilities (Elley and Mangubhai, 1983). The revealed gains incorporate general language capability (Iwahori, 2008), new knowledge of vocabulary (Poulshock, 2010; Yamamoto, 2011), listening capacity (e.g., Elley and Mangubhai, 1983), reading aptitudes (Nakanishi, 2014).

Concerning the interview result of the exploration, AR innovation has specific favorable circumstances, as indicated by the students. They consider it is engaging and amusing to utilize AR in an extensive reading course. Nation (2009) argues that extensive reading could be a wellspring of satisfaction and fill in as a wellspring of significance centered information and familiarity advancement.

Additionally, it also promotes understanding, is interesting, helps retain knowledge, and enhances extensive reading comprehension. It is assumed that anything looks fine for these applications to be used in exercises, considering the beneficial characteristics of AR applications. Other advantages of AR technology highlighted in research studies include incentives for interactions that are not open to people in real life (Wojciechowski & Cellary, 2013; Wu, Lee, Chang & Liang, 2013); increased involvement of students (Wojciechowski & Cellary, 2013); entertainment learning (Yoon, Elinich, Wang, Steinmeier & Tucker, 2012); increased levels of motivation and attention (Billinghurst, 2002; Yuen, Yaoyuneyong & Johnson, 2011). This study has potential limitations.

With related recommendations for further studies, there are some limitations to the current analysis. First, the study used a quasi-experimental one-group design that contrasted the performance before and after the intervention of the same group, as it was difficult for researchers to conduct the study using a quasi-experimental design that compared experimental and control conditions to achieve high internal validity. The second limitation of this research has been the treatment's limited length. Since the course was intense for two months, it can be argued that more time is required for this analysis to rigorously express the real success of the students in comprehensive reading. Future studies, however, will examine how the results of this study could change if the study was performed over a longer period and more time is allocated to track students' progress in reading. The third was the sample size; significant relationships from data are hard to find.

## **Conclusion**

The finding and discussion revealed that Virtual Reality had been used effectively in educational programs in the English language, while not all students were able to do that well due to their familiarity with the platform. In conclusion, technology-based learning is meant to bring more dedication and fun to the learning process, especially those who study English as a foreign language as learners in this regard will need to incorporate new teaching styles, new technologies and facilities that suit their characteristics, mainly because most families now own smart devices. Future research should look into how to best design AR experiences for the extensive reading course in higher education for readers.

## **Pedagogical Implication**

In the AR interface, educators or educational designers who want to build AR learning environments should be taken into consideration to minimise concentration and confidence driving factors. However it is expected that AR developments will decline as students become more aware of their presentation. Taking for example the design of AR books to draw attention and to continuously attract interest in learning materials, this study suggests that enhanced knowledge forms include the questions or suggestions needed for book content. In addition to coping with extended subjects, students must also pay attention Read the paper book and review accurate questions or suggestions material. Therefore, in AR books, students are more likely to engage with learning materials regularly. In addition to promoting focus, questions or guidance may also be addressed to increase student motivation in progress.

## **References**

- Alieto, E., Abequibel, B., & Ricohermoso, C. (2020). An Investigation on Digital and Print Reading Attitudes: Samples from Filipino Preservice Teachers from a Non-metropolitan-based University. *Asian EFL Journal*, 27(43), 278–311. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85096061906&partnerID=40&md5=7a81c318b90521e7c4414d4ffca66b8b>
- Ab Aziz, N. A., Ab Aziz, K., Paul, A., Yusof, A. M., & Noor, N. S. M. (2012). Providing augmented reality-based education for students with attention deficit hyperactive disorder via cloud computing: Its advantages. *Advanced communication technology (ICACT), 2012 14th international conference on* (pp. 577–581). IEEE.
- Azuma, R. T. (1997). *A survey of augmented reality*. *Presence: Teleoperators & Virtual Environments*, 6(4), 355-385.



- Balintag, C. M., & Wilang, J. D. (2020). QR Codes Utilization in EFL Classroom: Affective Language Learning Attributes in Writing. *Script Journal: Journal of Linguistics and English Teaching*, 5(1), 1–13. <https://doi.org/10.24903/sj.v5i1.425>
- Billinghurst, M. (2002). Augmented reality in education. *New Horizons for Learning*, 12(5).
- Bloom, S. B. (1979). *Human qualities and learning at school*. İstanbul. Ministry of National Education Publications.
- Budiharso, T., & Arbain. (2019). Teaching practice: Immersion program for teacher development profession. In *Asian EFL Journal* (Vol. 26, Issue 6.2, pp. 270–291). <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85078543752&partnerID=40&md5=98cdef8cfb7dfacae313c735695d56de>
- Cakir, R., Solak, E., & Tan, S. S. (2015). Effect of teaching English vocabulary with augmented reality technologies on student's performances. *Gazi Journal of Education Sciences*, 1(1), 45–58.
- Chen, P., Liu, X., Cheng, W., & Huang, R. (2017). A review of using Augmented Reality in Education from 2011 to 2016. In *Innovations in Smart Learning* (pp. 13-18). Springer Singapore.
- Diegmann, P., Schmidt-Kraepelin, M., Van den Eynden, S., & Basten, D. (2015). *Benefits of Augmented Reality in Educational Environments - A Systematic Literature Review*. *Wirtschafts informatik*, 3(6), 1542-1556.
- Dibrova, A. (2016). *AR books and pre-school children's engagement* Degree Thesis Sweden: Malmö University.
- Dunleavy, M., Dede, C., & Mitchell, R. (2009). Affordances and limitations of immersive, participatory augmented reality simulations for teaching and learning. *Journal of Science Education and Technology*, 18(1), 7–22, Springer Netherlands.
- Forgo, S. (2013). *New Media, New Media literacy, new methods in education*. Educational Media (ICEM), 2013 IEEE 63rd annual conference international council for IEEE.
- Han-Yu Sung, Gwo-Jen Hwang, Chin-Yu Chen & Wen-Xiu Liu (2019) A contextual learning model for developing interactive e-books to improve students' performances of learning the Analects of Confucius, *Interactive Learning Environments*, DOI: 10.1080/10494820.2019.1664595
- Hsieh, M. C., & Lee, J. S. (2008). AR marker capacity increasing for kindergarten English learning. *International Multiconference of Engineering Sand Computer Scientists*, 663–666.

- Huynh, T. G., & Yen Tran, V. M. (2018). Using intensive technology in teaching English for environmental engineering: A case study at Danang university of science and technology, the university of Danang, Vietnam. *Asian ESP Journal*, 14(4), 93–111. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85057045174&partnerID=40&md5=42d842dec327e0426e9d0c6b4e5acca4>
- Kijjpoonphol, W., & Phumchanin, W. (2018). A comparison between traditional and gamified teaching methods for phrasal verb: A case of grade 10 students. *TESOL International Journal*, 13(3), 56–65. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85059520049&partnerID=40&md5=5065f2be79702d2a644fb10a1da65d5d>
- Li, Y. (2010, August). Augmented reality for remote education. *Advanced computer theory and engineering (ICACTE)*, 2010 3rd international conference on Vol. 3, (pp. V3–V187). IEEE.
- M. Billingham, A. Clark, and G. Lee. *A Survey of Augmented Reality*. *Foundations and Trends in Human-Computer Interaction*, vol. 8, no. 2-3, pp. 73–272, 2014. DOI: 10.1561/11000000049
- O'Brien, H. L., & Toms, E. G. (2005). Engagement as a process in computer-mediated environments. North Carolina: Paper presented at ASISveT, Charlotte.
- Palani, K. K. (2012). Promoting reading habits and creating a literate society. *Researchers World*, 3(2), 9094.
- Pisa Report (2015). PISA 2015 National report. Retrieved from <https://www.compareyourcountry.org/pisa/country/IDN?lg=en>
- Ruegg, R., & Naganuma, N. (2019). Development of reading skills in an eap programme: A longitudinal study. *Asian ESP Journal*, 15(1), 39–61. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85068433678&partnerID=40&md5=4816c91ef30c29e7fb0d37b992a11a0f>
- Schugar, H. R., Smith, C. A., & Schugar, J. T. (2013). Teaching with interactive picture e-books in grades K-6. *The Reading Teacher*, 66(8), 615–624.
- Sukenasa, N. P. P. P., Shih, J.-L., & Surjono, H. D. (2020). Using Technology-Mediated Board Game on Young Learners. *Script Journal: Journal of Linguistics and English Teaching*, 5(2), 136–148. <https://doi.org/10.24903/sj.v5i2.507>
- Suleiman Alfallaj, F. S. (2020). Technology in Saudi EFL Undergraduate Classrooms: Learning Tool or Weapon of Distraction? *Asian ESP Journal*, 16(4), 97–115. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85091429045&partnerID=40&md5=bd0959cf9365f1a090180c67b9a5f5b8>

- Sumadio, D. D., & Rambli, D. R. A. (2010). Preliminary evaluation of user acceptance of the augmented reality use for education—proceedings of the second international conference on computer engineering and applications (pp. 461–465).
- Vate-U-Lan, P. (2012). An augmented reality 3d pop-up book: The development of a multimedia project for English language teaching. *Multimedia and Expo (ICME), 2012 IEEE international conference on* (pp. 890–895). IEEE.
- Wojciechowski, R., & Cellary, W. (2013). Evaluation of learners' attitudes toward learning in ARIES augmented reality environments. *Computers & Education, 68*, 570–585.
- Wu, H. K., Lee, S. W. Y., Chang, H. Y., & Liang, J. C. (2013). Current status, opportunities, and challenges of augmented reality in education. *Computers & Education, 62*, 41–49.
- Yoon, S. A., Elinich, K., Wang, J., Steinmeier, C., & Tucker, S. (2012). Using augmented reality and knowledge-building scaffolds to improve learning in a science museum. *International Journal of Computer-Supported Collaborative Learning, 7*(4), 519.
- Yuen, S. C. Y., Yaoyuneyong, G., & Johnson, E. (2011). Augmented reality: An overview and five directions for AR in education. *Journal of Educational Technology Development and Exchange (JETDE), 4*(1), 11.

