

Development of virtual and augmented reality apps for language teaching: a case study

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1 Language teaching

Technological advances in recent decades and their increasing accessibility pose a constant challenge to teachers. This paper is based on our experience of using digital tools in language teaching, with a particular focus on German as a foreign language.



2 Technologies

The paper illustrates how we have responded to digital trends in education by gradually incorporating technological resources to facilitate students' acquisition of language knowledge and skills.



3 VR - AR

In addition, the need to integrate such resources without having specific programming skills and without depending on the support of information technology (IT) staff encouraged us to explore and use development tools, turning us from technology users into developers of our own virtual (VR) and augmented reality (AR) apps.



4 Apps

In this context, a case study of 72 university students is presented. The study analyses and compares the educational and motivational potential of the two apps developed by the authors using CoSpaces and ARTutor. The research instrument used was a questionnaire based on the technology acceptance model by Davis (1989), and the results were statistically analysed using SPSS V27.



5 Results

The results of the Wilcoxon test show the suitability and great potential of the developed apps, with no significant differences between them in terms of usefulness or motivational potential. The long-term use of these apps will allow us to analyse their impact compared to other resources, leading to the design of possible improvements.

