

عنوان مقاله:

Virtual Reality (VR) Assistive Technology Among EFL Learners With Expressive Language Disorder (ELD): Effectiveness, Feasibility, and Risks

محل انتشار:

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خلاصه مقاله:

Rooted in Assistive Technology Theory (AST), this qualitative study examined Virtual Reality (VR) as an assistive technology among EFL learners with Expressive Language Disorder (ELD) concerning its effectiveness, feasibility, and risks. Following a purposive sampling, ۱۸ Iranian pre-intermediate EFL learners with mild to moderate levels of ELD were selected and experienced a fully-immersive VR learning environment through Virtual-Reality Head-Mounted Displays (VR-HMDs) in which a series of learning nuggets focusing on speaking skills were VR-authored for ۲۰ seventy-minute sessions. The data were thematically analyzed by Max Weber Qualitative Data Analysis (MAXQDA). The findings showed the factors constituting VR assistive technology concerning (A) effectiveness (ICT literacy, prejudgments, technophobia or technostress, motivation, and quality of VR equipment); (B) feasibility (academic infrastructure, equipment price, customization features, types of content or context, and training), and (C) risks (various VR-induced physical and mental symptoms). The outcomes may benefit TEFL, assistive and educational technology, and therapeutic education

کلمات کلیدی:

EFL learners, expressive language disorder, virtual reality

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