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Virtual reality in language learning: a systematic review and implications for research and practice

Antigoni Parmaxi ✉ iD

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ABSTRACT

The increasing popularity of Virtual Reality (VR) has provoked scholars' and educators' interest to explore its potential as a learning environment for various fields of education. Along this line, several literature reviews have analysed and synthesised the educational use of VR; however, scholar activity is lacking a recent review of VR on a specific field of interest such as language learning. Thus this paper delineates the contour of scholarly literature on VR as an emerging technology in language teaching and learning. Using 17 high-impact journals and conferences in the fields of Computer-Assisted Language Learning and Educational Technology as a source, 26 scholarly manuscripts were retrieved from 2015 to 2018, analysed and synthesised under the following foci: (a) technologies used, language learning settings and duration of

educational activities; (b) benefits and limitations from using VR as an educational tool in the language classroom; (c) future research directions regarding the educational use of VR based on the reviewed literature. This paper argues that VR is an invaluable tool in the language classrooms but entails challenges regarding its technical configuration, as well as its pedagogical grounding. The study concludes with some discussion and implications for researchers and practitioners.

Q **KEYWORDS:** Virtual reality   VR   pedagogy   immersive VR   language learning   twenty-first century skills   computer-assisted language learning

Disclosure statement

No potential conflict of interest was reported by the author(s).

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Antigoni Parmaxi is a Postdoctoral Research Associate at the Cyprus Interaction Lab, Department of Multimedia and Graphic Arts of the Cyprus University of Technology

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