Development of Multiliteracy for Teachers and 21st Century Core Competency Enhancement for Learners via Interactive Spherical Video-Based Virtually Reality (ISVVR) in EFL Contexts

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Short Abstract:

In this panel discussion, the presenter will share two of her recent research studies on VR. The first study will explore the multiliteracy development of pre-service EFL teachers while the second study will focus on the progress made by EFL learners in terms of their five core competencies as a result of engaging both groups in SVVR digital content creation. Theories, detailed instructional designs, and implications will also be introduced in this talk.

Key words: multiliteracy, core competency, SVVR, pre-service teachers, EFL

Extended Abstract:

While an increasing number of studies have documented how language learners engage in—and benefit from—a wide range of multimodal practices, research on multimodal experiences and the development of language teachers is still in its infancy, leaving teachers feeling unprepared to incorporate multimodal practices into their classrooms (Yi & Angay-Growder, 2016). This qualitative study is significant, as it offers opportunities for such emerging technologies to be introduced to, and practiced by, pre-service teachers; further, it explores the professional development of such teachers regarding multimodal perspectives and their perceptions toward adopting SVVR for language teaching. The presenter will provide insights into the impact of engaging pre-service English teachers in SVVR digital material production on their multiliteracy development as well as relating the perceptions of these teachers with regard to this SVVR hands-on experience, while additionally offering recommendations for its practical use.

The significance of the second study lies in the VR production experiences of EFL

learners, and the corresponding development of those 21st Century competencies necessary to today's teaching and learning, such as creativity and innovation, critical thinking and problem solving, communication, collaboration, and computer-information literacy (Hsiao et al., 2017; Wang et al., 2019) by creating a technology-rich authentic learning context during the COVID-19 pandemic. Given that many studies have employed pre-produced VR artifacts for their participants, and that affordance of VR creation to foster these competencies have been investigated even less extensively, this research plays a unique role compared to past research. The presenters will provide detailed instructional designs, guidance and implications for instructors seeking to replicate a hands-on, 'learning-by-doing' technology-oriented curriculum with the aim of strengthening 21st Century core competencies.

Wen-chi Vivian Wu is a distinguished professor of the Department of Foreign Languages at Asia University and a consult of Department of Medical Research in China Medical University in Taiwan. She has published extensively on CALL and educational technology related SSCI journals, with research interests focusing on VR/AR, flipped classrooms, PBL, MALL, and robotics learning. She has highly cited SSCI articles on topics including flipped instruction and learner motivation. Dr. Wu is a founding member of English Scholars Beyond Borders Association (ESBBS) while also plays an important role for several prestigious international journals for many years, including the editorial board member of the CALL Journal (SSCI) and Research and Practice in Technology Enhanced Learning (Scopus), senior advisor of Asian EFL Journal (Scopus), and associate editor of Asian ESP Journal (Scopus).