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Abstract

This literature review examines how virtual reality (VR) language learning simulations could assist traditional language classes, those with access constraints, and the global economy. Many areas could benefit from a qualitative study, including but not limited to foreign language anxiety, the Common European Framework of Reference for Languages (CEFR), self-evaluation, goal setting, progress monitoring, gamification, teacher perceptions, student-developed templates, metaphors, cultural sensitivity, visual aids, and the validity of the CEFR.

Keywords: English language teaching, language teaching, language journal, journal education, Innovation, teacher teaching

Introduction

Virtual reality foreign language learning simulations have several drawbacks (Liqun, 2023, pp. 434–445). Classroom language learning may benefit from VR. Students may practise their language skills by ordering lunch or negotiating a business deal without travelling. Second, limited-access language learners may benefit from VR language learning simulations. Virtual language practice may help rural residents or those with mobility issues. Finally, the widespread use of VR language learning simulations might impact the worldwide economy. Globalisation requires multilingual labour. VR language learning simulations may help more people gain these skills, enhancing worker competitiveness and international collaboration. Virtual reality foreign language learning simulations may affect education, accessibility, and economic growth. In the book ("Pluricentric Languages and Language Education: Pedagogical Implications and Innovative Approaches to Language Teaching," 2023, p. 241), Pluricentric languages have various standard variants among nations, and "Pluricentric Languages and Language Education" aims to solve this issue. Cultural norms, regional variations, and individual characteristics complicate language learning. After reading this book, educators are encouraged to value their students' use of a wide range of language varieties. There are situations when only the standard varieties, dialects, and registers will do. Teachers of foreign languages are responsible for preparing their pupils to negotiate these linguistic differences effectively. Studies compare pluricentric languages' standard varieties, dialects, and registers with those of other languages. An analysis of the present practises and theories behind teaching foreign language skills. Linguistic factors cause pluricentric language students' problems. They are creating and refining methods and resources for teaching languages from a pluralistic perspective. Efficacious policies and practises for language learners are the focus of study into pluricentric languages and language education.

Qualitative research may study online language learners' viewpoints, attitudes, and experiences. Language-learning techniques exist (Stickler & Hampel, 2023, p. 17). Interviews, observations, and surveys may illuminate online language learning's social and cultural environment. They may study language learners' motives, expectations, and qualities to create and operate online language learning courses. Qualitative online language learning

research is needed. First, it may improve online language learning by discovering the best methods for different learners. Second, it may illuminate language learning's intricacy and inspire new models. Qualitative research may bridge the gap between online language learning research and practises by giving evidence-based course design and delivery suggestions. Language instructors and course designers may benefit. The qualitative study may disclose online language learners' attitudes. Subsequently may help online language learning.

Language learners spend time. Education includes classes, practises, resources, and language use. Learners' language beliefs, aspirations, and abilities may impact investment. Motives differ. Curiosity, social pressure, and language may affect this. Success, feedback, and progress motivate. Research should investigate investment and motivation independently and together to explain language learning results: study investment, motivation, and individual, cultural, and environmental influences. Classroom, online, and immersive language learning may assess investment and motivation. Investigations may assist educators and policymakers (Darvin & Norton, 2023, pp. 29-40). Gamification may motivate and engage mobile-assisted language learners, but developers should prioritise language learning methodologies, personalisation, and social elements to boost learning results. Studying gamification and its effectiveness is relevant today (Shortt et al., 2023, pp. 517-554).

Boredom in foreign language learning means losing motivation. Unchallenging or repetitive activities, a lack of relevance or meaningfulness, or common language learning self-efficacy may cause it. Foreign language weariness must evaluate subjectively and objectively. Boredom, mood, and learning disengagement are subjective. Boredom may affect heart rate and skin conductance. Foreign language learning dissatisfaction may be studied. Language, motivation, personality, task difficulty, and instructional design may be antecedents. Language, academics, and dropout rates may deteriorate. Social support, autonomy, and perceived learning control may reduce boredom. Understanding foreign language learning ennui improves language interventions (Li et al., 2023, pp. 223-249). Self-assessment is helpful for students of foreign languages because it allows them to take stock of their progress, identify areas for improvement, and set meaningful goals. Foreign language learning and teaching might benefit from self-evaluation. In the first place, students may gauge their language skills and need via self-evaluation. By self-evaluations, students and instructors may better tailor instruction to individual needs. Learners gain independence and responsibility via self-evaluation. Self-evaluation can motivate students to set goals and actively participate in their education. Finally, evaluating one's performance is beneficial, suggested (Butler, 2023, pp. 1-15).

Language learning is challenging. To master a foreign language, students must practise. Movies, novels, and podcasts promote fluency and comprehension. Language learning requires self-evaluation. Assessing linguistic strengths and weaknesses helps students improve. Self-evaluation helps students set goals and monitor progress. Students must self-evaluate. Teachers may help pupils self-evaluate and provide verbal feedback. Self-evaluation may help language learners develop.

I. ORIGINAL RESEARCH ARTICLE

A. Spanish teachers' perceptions about their positive impact on their students to maintain their interest

The implications of teachers' perceptions about their positive impact on their students to maintain their interest are significant. When teachers believe they can make a positive difference in their student's lives, they are more likely to be motivated and engaged in their teaching, leading to better student outcomes (Pratt, 2023, pp. 1-11).

Furthermore, when teachers are aware of their impact on their students' interests, they can better tailor their teaching methods to meet their student's needs and interests, leading to more engaged and motivated students being more likely to stay interested in their studies.

Overall, teachers who positively perceive their impact on their students are likely to be more effective in their teaching, which can profoundly impact their student's academic and personal success.

Teachers' views may significantly influence their students' interests and motivation, and this influence can be studied using several different study methodologies—a few examples of potential frameworks.

- Longitudinal studies: Longitudinal studies involve following a group of participants to examine changes in their attitudes, behaviours, and outcomes. A longitudinal study could examine the relationship between teachers' perceptions of their impact on students and student interest and motivation changes over time.
- Experimental studies: Experimental studies involve manipulating variables to see the effect on the outcome of interest. In this case, an experimental design is beneficial to manipulate teachers' perceptions of their impact on students and see if it significantly affects students' interest and motivation.
- Mixed-methods studies: Mixed-methods studies combine quantitative and qualitative research methods to understand a phenomenon better. A mixed-methods study could examine the quantitative relationship between teachers' perceptions and students' interest and motivation, as well as the qualitative experiences and perceptions of teachers and students.
- Case studies involve an in-depth examination of a particular case or group of cases. In this case, a case study could be conducted on a particular school or teacher to explore their perceptions of their impact on students and the resulting impact on student interest and motivation.

Ultimately, the chosen research model would depend on the research questions and then analyse the population and available resources.

B. Improving persuasive speaking skills using **a student-developed template in an online learning environment**

Using a student-developed template for improving persuasive speaking skills in an online learning environment has several implications and potential research models for future action. Here are a few potential directions (Mabini, 2023, pp. 12–22):

Effectiveness of the template: One possible research model could be to evaluate the effectiveness of the student-developed template in improving persuasive speaking skills could involve conducting a controlled experiment where one group of students uses the template while another group does not and then comparing the two groups' performance on persuasive speaking tasks. The results of such a study could shed light on the effectiveness of the template and whether it should be adopted more widely.

Impact of the online learning environment: Another potential area of research could be to investigate the impact of the online learning environment on persuasive speaking skills could involve comparing the performance of students who learn in a traditional classroom setting versus those who learn online or examining how technology and digital tools affect students' ability to deliver persuasive speeches.

Student agency and empowerment: A third area of research could be to explore how the process of developing the template empowers students and enhances their sense of agency in the learning process could involve conducting interviews or surveys with students to gain insight into their experience of creating the template and examine how the process affects their motivation, engagement, and confidence.

Overall, using a student-developed template for improving persuasive speaking skills in an online learning environment can be a practical approach to enhancing student learning and engagement. Further research in this area could provide valuable insights into the effectiveness of this approach and the impact of the online learning environment on students' ability to develop these.

An example of a potential research model for investigating the effectiveness of a student-developed template for improving persuasive speaking skills in an online learning environment:

- Research Question: Does using a student-developed template improve persuasive speaking skills in an online learning environment?
- Methodology:
- Participants: Recruiting participants from an online course or program focused on public speaking or communication. The study could include students of different ages and backgrounds with a range of prior experience in public speaking.
- Design: The study could use a randomised controlled design after assigning a random sample to a treatment or control group. The treatment group would use the student-developed template to prepare their persuasive speeches, while the control group would prepare their speeches without the template.
- Measures: The study could use multiple measures to assess the effectiveness of the template. These could include:
    - Pre- and post-assessments of persuasive speaking skills using a standardised rubric
    - Self-reported measures of motivation, engagement, and confidence
    - Feedback from peers and instructors on the quality of the speeches
    - Procedure: Participants in the treatment and control groups would receive the same instruction and resources for preparing persuasive speeches. However, the treatment group would receive the student-developed template to guide their preparation. Both groups would deliver their speeches in front of the class or on video, assessing their performances using the standardised rubric.
    - Analysis: The data collected from the assessments and surveys will be analysed using appropriate statistical methods to determine whether the student-developed template significantly improved persuasive speaking skills.

II. REVIEW ARTICLE

i. Metaphor as a cognitive facilitator in L2 vocabulary acquisition

Metaphors can be helpful cognitive tools for facilitating the acquisition of a second language (L2) because they allow learners to connect new vocabulary to pre-existing

knowledge and concepts in their native language (L1). This process, known as cognitive transfer, can help learners better understand and remember new vocabulary (Yim, 2023, pp. 23-28).

One implication of using metaphors in L2 vocabulary acquisition is that teachers should encourage learners to create and use their metaphors to personalise and internalise new vocabulary can be done through brainstorming and discussion, where learners are encouraged to connect new vocabulary and familiar concepts.

Another implication is that teachers should be mindful of cultural differences and avoid using metaphors that may be unfamiliar or confusing to learners from different linguistic or cultural backgrounds. Teachers can also use visual aids, such as pictures or diagrams, to reinforce the meaning of metaphors and make them more accessible to learners.

Future research on the use of metaphors in L2 vocabulary acquisition could explore the effectiveness of different types of metaphors (e.g. visual, auditory, conceptual), the impact of cultural differences on metaphor comprehension, and the role of individual differences in metaphor use and comprehension. This research could also examine how metaphors in L2 vocabulary acquisition vary across different proficiency levels and language learning contexts.

ii. "It makes my whole body hurt": Foreign language anxiety through the ages

Foreign language anxiety (FLA) refers to the stress, anxiety, and fear experienced by individuals when using or learning a foreign language. It can manifest in different ways, including physical symptoms such as headaches and stomachaches, as well as psychological symptoms such as self-doubt and fear of embarrassment (Bassetti, 2023, pp. 29-33).

history function to document FLA, and researchers have studied its causes and effects in various contexts. For example, researchers have looked at FLA in language classrooms, workplace settings, and social situations.

The implications of FLA are significant, as it can affect individuals' motivation, performance, and overall experience of using or learning a foreign language. For language learners, FLA can lead to avoidance behaviours and hinder progress in language acquisition. FLA can negatively impact communication and limit career opportunities for individuals using a foreign language in professional settings.

To study FLA, researchers use various methods, including surveys, interviews, and physiological measures. They may also investigate the effectiveness of different interventions to reduce FLA, such as exposure or cognitive-behavioural therapy.

Moving forward, researchers may continue to explore the causes and effects of FLA, as well as the effectiveness of interventions aimed at reducing FLA. They may also examine how FLA interacts with other factors, such as culture, personality, and language proficiency, to understand the complex nature of FLA better. A deeper understanding of FLA could lead to more effective language teaching and learning strategies and improved communication in multilingual contexts.

iii. Review on the validity of China's Standards of English Language Ability

China's Standards of English Language Ability (CSE) is a set of guidelines developed by the Chinese Ministry of Education to standardise English language proficiency levels for Chinese students. The validity of CSE has been debated among researchers and educators (Wang & Chen, 2023, pp. 34-38).

Some researchers have questioned the validity of CSE, arguing that it focuses too much on grammar and vocabulary knowledge rather than on communicative competence. Others have pointed out that the standards are not aligned with international language proficiency

standards, such as the Common European Framework of Reference for Languages (CEFR) and do not consider Chinese learners' specific needs and contexts.

The implications of this debate are significant, and using CSE as the basis for English language teaching and assessment in China. If the standards are invalid, Chinese students may not develop the language skills they need to communicate effectively in English.

To address this issue, researchers could conduct further studies to evaluate the validity of CSE by examining its alignment with international standards, analysing its impact on English language teaching and learning in China, and investigating its effectiveness in assessing English language proficiency.

In addition, researchers could explore alternative approaches to assessing English language proficiency and the need to align with the needs of Chinese learners, and the demands of international communication could involve developing new assessment tools, adapting existing ones, and exploring new teaching methods that prioritise communicative competence over grammar and vocabulary knowledge.

Overall, the validity of CSE is an important issue that requires further research and attention from educators, policymakers, and researchers in English language teaching and assessment.

Compared to the two study studies, the writers have different views. The first article discusses teachers' perceptions of their positive impact on students. In contrast, the second proposes a research model to test a student-created persuasive speaking template in an online learning environment.

The first piece argues that instructors' assessments of their effect influence students' interests and motivation. They imply that instructors who favourably evaluate their influence on pupils are more successful, which may significantly affect their students' academic and personal success. They also provide methods for studying how instructors' opinions and student interests and motivation vary.

The second study argues that employing a student-created template for persuasive speaking in an online learning environment may improve student learning and engagement. Researchers suggest a study approach to assess the template's efficacy and the online learning environment's influence on students' persuasive speaking abilities.

Both articles suggest research topics. The first article offers several study methods to investigate the relationship between teachers' perceptions and student interest and motivation. In contrast, the second article suggests studying whether the online learning environment affects persuasive speaking skills and how the template-creation process empowers students and enhances their sense of agency in the learning process.

Both publications conclude that language learning and instruction must be better understood and that further study is required to identify successful ways.

Language acquisition is complex, and pupils must practise to become proficient. Movies, books, and podcasts improve fluency and understanding. Self-evaluation helps students examine their language skills and develop objectives. Verbal input from teachers aids in self-evaluation. Self-evaluation helps language learners become self-aware, create goals, and measure progress. Teachers who see their beneficial influence on students' interests may teach better and get more significant results. Depending on the study topics, population, and resources, this field may utilise longitudinal, experimental, mixed-methods, or case studies. Using a student-created persuasive speaking template in an online learning environment may empower students and increase their feeling of agency. Future studies might assess the

template's efficacy, the influence of online learning on persuasive speaking abilities, and how the template-creation process empowers students.

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