

## Augmenting Classroom Reality

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**Abstract :** In a world of increasingly technology-dependent students, the English language classroom should ideally keep up with developments to keep students engaged as much as possible. Unfortunately, as is the case in Oman, funding is not always adequate to ensure students have the most up to date technology, and most institutions are still reliant on paper-based textbooks. In order to try and bridge the gap between the technology available (smartphones) and textbooks, augmented reality (AR) technology can be utilized to enhance classroom, homework, and extracurricular activities. AR involves overlaying media (videos, images etc) over the top of physical objects (posters, book pages etc) and then sharing the media. This case study involved introducing students to a freely available entry level AR app called Aurasma. Students were asked to augment their English textbooks, word walls, research project posters, and extracurricular posters. Through surveys, interviews and an analysis of time spent accessing the different media, a determination of the appropriateness of the technology for the classroom was determined. Results indicate that the use of AR has positive effects on many aspects of the English classroom. Increased student engagement, total time spent on task, interaction, and motivation were evident, along with a decrease in technology-related anxiety. As it is proving very difficult to get tablets or even laptops in classrooms in Oman, these preliminary results indicate that many positive outcomes will come from introducing students to this innovative technology.

**Keywords :** augmented reality, classroom technology, classroom innovation, engagement

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