

APPENDICES

APPENDIX A

The IOC Value for the Questionnaire 1's Items to Investigate the Effects of the AR technology on Vietnamese EFL Undergraduate Students' Speaking Skills in English for Tourism and Hospitality.

INFORMATION OF VALIDATORS:

No.	Name	Academic Title	Affiliation
1	Asso. Prof. Nguyen Huynh Trang Email: trangnh@ueh.edu.vn	Program Director	University of Economics Ho Chi Minh City, Vietnam
2	Dr. Vo Doan Tho Email: doantho@ueh.edu.vn	Program Director	University of Economics Ho Chi Minh City, Vietnam
3	Dr. Nguyen Thanh Luan Email: luan.nguyenthanh@westernsydney.edu.vn	Senior Lecturer	Western Sidney University, Australia
4	Prof. Robert Godwin Jones Email: rgjones@vcu.edu	Foreign Language Liaison	Virginia Commonwealth University, USA

1. The Questionnaire 1 to Measure the Readiness and Expectation Level:

(The Questionnaire utilizes the same Likert's scale for all items: (1) Strongly disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly agree))

Items	Statements	Themes		Mean	Experts' opinions/ comments
1	I have access to a smartphone.	Access to Technology	Students' readiness to AR technology	0.75	It seems that this question is redundant
2	I have internet access on my smartphone.			1.0	
3	I usually surf the web using my smartphone.			1.0	
4	I depend on the university's Wi-Fi to access the internet.			0.75	What is the aim of this item?
5	I have internet access when I'm outside the university.			0.75	What is the aim of this item?
6	I subscribe to a personal internet plan on my smartphone.			1.0	
7	I have knowledge regarding Augmented Reality (AR) technology.	Attitudes Towards AR in Learning		1.0	
8	I have heard of learning using AR technology.			1.0	
9	Learning using AR technology is of interest to me.			1.0	
10	I would like to learn this course with AR technology.			1.0	
11	Learning using Mobile AR application will be interesting.			1.0	I am afraid that item 9 and 11 will make

Items	Statements	Themes		Mean	Experts' opinions/ comments
					the respondents get confused
12	I am capable of using Mobile AR application in learning.	Learning Capability with Mobile AR application		1.0	
13	Training is needed to understand how to use Mobile AR application in learning.			1.0	
14	I can understand better when learning using Mobile AR application.			0.75	Understand what?
15	I can visualize better when learning using Mobile AR application.			1.0	
16	I can learn independently using Mobile AR application.			1.0	
17	I can learn with my classmates using Mobile AR application.			1.0	
18	The classroom activity will be more active with Mobile AR application.			1.0	
19	I will be excited to learn using AR technology.			1.0	
20	Learning using AR technology will be beneficial.	Perceived Benefits of AR in Learning	Students' expectancy to AR technology in Learning	0.75	Beneficial to whom?
21	I believe that AR-enhanced learning experiences will make the learning process more engaging and enjoyable.			1.0	
22	Learning using AR technology will improve the interactive level between peers and lecturers.			0.75	I am afraid "the interactive level" is unclear
23	Learning with AR technology will significantly enhance my understanding of ESP concepts.			1.0	
24	I think that AR technology can improve my problem-solving skills within ESP contexts.			1.0	
25	I expect that integrating AR technology into the curriculum will enhance the overall quality of education.			1.0	
26	I believe that AR technology can provide me with a more personalized and tailored learning experience.			1.0	

-The end-

APPENDIX B

The IOC Value for the Questionnaire 2's Items to Investigate the Effects of AR Technology Lessons on Vietnamese EFL Undergraduate Students' Speaking Skills in English for Tourism and Hospitality.

1. The Questionnaire 2 to Measure the Acceptance Level:

(The Questionnaire utilizes the same Likert's scale for all items: (1) Strongly disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly agree))

Items	Statements	Experts' opinions		
				Comments
1	The use of this AR system can enhance my learning and performance in this course.	Perceived Usefulness	0.75	Why learning and performance? Speaking Skills?
2	Implementing the AR system during classes can enhance my understanding of complex concepts.		1.0	
3	I believe the AR system is a valuable tool for learning.		1.0	
4	My academic performance can improve through the use of AR technology.		0.75	I think the phrase "my academic performance" is unclear. Speaking performance? Which aspects of speaking?
5	I find the AR system is easy to navigate and operate.	Perceived Ease of Use	1.0	
6	Learning how to use the AR system presents no difficulties for me.		1.0	
7	Instructions for using the AR system are clear and comprehensible.		1.0	
8	Using the AR system is an enjoyable experience.	Perceived Enjoyment	0.75	
9	I derive satisfaction from using the AR system.		1.0	
10	I believe that the AR system combines learning and enjoyment effectively.		1.0	
11	The integration of AR technology in learning makes the educational experience more engaging.	Attitudes and acceptance to AR	0.75	
12	I did not experience boredom while using the AR system.		1.0	
13	I support the idea of utilizing AR systems in the classroom setting.		1.0	
14	I am enthusiastic about embracing new technology.		0.75	This item should be linked to the objective of the questionnaire
15	AR technology enhances the achievement of course learning objectives.		1.0	
16	I feel at ease when using AR for learning in this course.		1.0	

Items	Statements	Experts' opinions		
				Comments
17	AR technology promotes more active classroom participation.		0.75	Indicate in this course
18	Group work becomes more intriguing when augmented by AR.		1.0	
19	Learning through AR offers flexibility during the learning process.		1.0	
20	AR technology is beneficial for enhancing the course content.		1.0	
21	AR aids in visualizing course elements effectively.		1.0	
22	AR enhances the understanding of sequential processes in tourism and hospitality.		1.0	
23	I would recommend AR technology to my peers for learning in this course.		0.75	Which peers??
24	In the future, I am inclined to use AR systems if the opportunity arises.	Intention to use	0.75	
25	I am interested in using AR systems to study other subjects.		1.0	

-The end-

APPENDIX C

VALIDATION FORM FOR PRE- AND POST- SPEAKING TEST PAPERS (MOCK IELTS SPEAKING TESTS)

This is an English for Tourism and Hospitality course. The speaking test papers have been developed to assess students' language proficiency and their understanding of key concepts related to traveling, tourism, and hospitality. The format mirrors that of the IELTS examination, with each test comprising three parts: an introduction and interview (Part 1) (3-4 minutes), a long turn or speech on a given topic (Part 2) (2-3 minutes), and a discussion on broader aspects of the topic (Part 3) (4-5 minutes). The papers are used for both Pre- and Post- Speaking Tests. Each student will be assigned a random Speaking Cue Card and perform their oral examination.

Please kindly read the Speaking Test Papers and fill out the Validation Form below:

Validation Form for Pre- and Post- Speaking Test Papers

Directions: Please read each Speaking Test Paper on the Evaluation Form and then tick (✓) in the rating box that describes your opinions about each Speaking Test Paper. The criteria for rating are as follows.

Description

- + 1: The paper is appropriate and relevant to the Course and Learning Outcomes
- 0: The paper seems irrelevant to the Course and Learning Outcomes
- 1: The paper is not appropriate and not relevant to the Course and Learning Outcomes

** Note: Please kindly find the Course Description and the Learning Outcomes at the end of this form.*

Test papers	Experts' opinions	
	Mean	Comments
<p style="text-align: center;">Speaking Test 1: Tourism Destinations</p> <p>Part 1: Introduction and Interview:</p> <ul style="list-style-type: none"> - What kind of places do you enjoy visiting when you travel? - Do you prefer traveling to historical sites or natural landscapes? <p>Part 2: Cue Card:</p> <p>Describe a memorable trip you have taken to a tourist destination. You should say:</p> <ul style="list-style-type: none"> - Where you went - What you did there - Why you found the trip memorable <p>Part 3: Discussion:</p> <ul style="list-style-type: none"> - How can a country promote its less popular tourist destinations? - What role do local communities play in attracting tourists to their areas? 	1.0	
<p style="text-align: center;">Speaking Test 2: Cultural Experiences</p> <p>Part 1: Introduction and Interview:</p> <ul style="list-style-type: none"> - How do you usually experience the culture of a new place when you travel? - What benefits can travelers gain from engaging with local cultures? <p>Part 2: Cue Card:</p>	1.0	

Test papers	Experts' opinions	
	Mean	Comments
<p>Describe a cultural event or festival you have attended while traveling. You should say:</p> <ul style="list-style-type: none"> - What the event was - Where and when it took place - Why you found it interesting <p>Part 3: Discussion:</p> <ul style="list-style-type: none"> - How can cultural events and festivals contribute to the local economy? - In what ways can cultural tourism impact the preservation of traditional practices? 		
<p align="center">Speaking Test 3: Hospitality Services</p> <p>Part 1: Introduction and Interview:</p> <ul style="list-style-type: none"> - What factors do you consider when choosing accommodation for your travels? - How important is good customer service in the hospitality industry? <p>Part 2: Cue Card:</p> <p>Describe a hotel or resort you have stayed at during your travels. You should say:</p> <ul style="list-style-type: none"> - Where it was located - What facilities and services it offered - Why you chose to stay there <p>Part 3: Discussion:</p> <ul style="list-style-type: none"> - How do hotels and resorts contribute to the overall tourism experience of a destination? - What challenges do hospitality businesses face in meeting the diverse needs of their guests? 	1.0	
<p align="center">Speaking Test 4: Sustainable Tourism</p> <p>Part 1: Introduction and Interview:</p> <ul style="list-style-type: none"> - Do you think tourists should be educated about responsible tourism practices? - How can travelers minimize their impact on the environment while traveling? <p>Part 2: Cue Card:</p> <p>Discuss a travel experience where you encountered eco-friendly or sustainable practices. You should say:</p> <ul style="list-style-type: none"> - Where you traveled - What sustainable practices you observed - How these practices influenced your experience <p>Part 3: Discussion:</p> <ul style="list-style-type: none"> - What strategies can be employed to promote eco-friendly tourism? - How can governments and communities work together to ensure sustainable tourism? 	1.0	
<p align="center">Speaking Test 5: Food and Cuisine</p> <p>Part 1: Introduction and Interview:</p> <ul style="list-style-type: none"> - What role does food play in your travel experiences? - Are there any specific dishes or cuisines you like to try when you travel? <p>Part 2: Cue Card:</p> <p>Describe a memorable dining experience you had while traveling. You should say:</p> <ul style="list-style-type: none"> - Where you ate - What type of food you tried - Why this dining experience stood out to you <p>Part 3: Discussion:</p>	1.0	

Test papers	Experts' opinions	
	Mean	Comments
<ul style="list-style-type: none"> - How can local food and cuisine contribute to the cultural identity of a destination? - In what ways can culinary tourism benefit local communities? 		
<p align="center">Speaking Test 6: Adventure Tourism</p> <p>Part 1: Introduction and Interview:</p> <ul style="list-style-type: none"> - Do you enjoy participating in adventurous activities while traveling? - What kinds of adventure tourism activities are popular in your region? <p>Part 2: Cue Card:</p> <p>Describe an adventure activity you have taken part in during your travels. You should say:</p> <ul style="list-style-type: none"> - What the activity was - Where and when you did it - How you felt about the experience <p>Part 3: Discussion:</p> <ul style="list-style-type: none"> - How can adventure tourism benefit both travelers and the local economy? - What safety measures should be in place for adventure tourism? 	1.0	
<p align="center">Speaking Test 7: Cultural Exchange</p> <p>Part 1: Introduction and Interview:</p> <ul style="list-style-type: none"> - Have you ever had the opportunity to interact with local people when traveling? - What benefits can travelers gain from engaging with locals? <p>Part 2: Cue Card:</p> <p>Describe an instance when you had a meaningful conversation with a local person during your travels. You should say:</p> <ul style="list-style-type: none"> - Where this conversation took place - Who the person was - What topics you discussed <p>Part 3: Discussion:</p> <ul style="list-style-type: none"> - How can homestays or local accommodations enhance the cultural exchange between tourists and locals? - What challenges might arise in fostering genuine cultural interactions? 	1.0	
<p align="center">Speaking Test 8: Technology in Tourism</p> <p>Part 1: Introduction and Interview:</p> <ul style="list-style-type: none"> - How has technology influenced the way people travel and plan their trips? - Do you think traditional travel guides are still relevant in the age of technology? <p>Part 2: Cue Card:</p> <p>Discuss a time when technology played a significant role in enhancing your travel experience. You should say:</p> <ul style="list-style-type: none"> - What technology was used - How it impacted your trip - Why this experience was memorable <p>Part 3: Discussion:</p> <ul style="list-style-type: none"> - How can augmented reality and virtual reality enhance tourists' experiences? - What potential drawbacks could arise from relying heavily on technology in the tourism industry? 	1.0	
<p align="center">Speaking Test 9: Medical Tourism</p> <p>Part 1: Introduction and Interview:</p>	1.0	

Test papers	Experts' opinions	
	Mean	Comments
<ul style="list-style-type: none"> - Have you ever heard of medical tourism? - What factors might attract people to travel for medical purposes? <p>Part 2: Cue Card:</p> <p>Discuss a scenario where you or someone you know engaged in medical tourism. You should say:</p> <ul style="list-style-type: none"> - What medical procedure was sought - Where the procedure was performed - Why this option was chosen for medical care <p>Part 3: Discussion:</p> <ul style="list-style-type: none"> - How can medical tourism benefit both the healthcare industry and the tourism sector? - What ethical considerations should be considered when it comes to medical tourism? 		
<p style="text-align: center;">Speaking Test 10: Event Tourism</p> <p>Part 1: Introduction and Interview:</p> <ul style="list-style-type: none"> - Have you ever attended a special event or festival during your travels? - What types of events do you think attract tourists to a destination? <p>Part 2: Cue Card:</p> <p>Describe a memorable event or festival you have attended while traveling. You should say:</p> <ul style="list-style-type: none"> - What the event was - Where and when it took place <p>Part 3: Discussion:</p> <ul style="list-style-type: none"> - How can events and festivals contribute to a destination's cultural and economic growth? - What challenges might event organizers face in ensuring the success of such gatherings? 	1.0	

APPENDIX D

The IELTS Band Descriptors applied in the Students' Speaking Pre-tests and Post-tests to Investigate the Effects of the AR technology lessons on Vietnamese EFL Undergraduate Students' Speaking Skills in English for Tourism and Hospitality.

IELTS Speaking Band Descriptors (public version)				
Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	<ul style="list-style-type: none"> speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar speaks coherently with fully appropriate cohesive features develops topics fully and appropriately 	<ul style="list-style-type: none"> uses vocabulary with full flexibility and precision in all topics uses idiomatic language naturally and accurately 	<ul style="list-style-type: none"> uses a full range of structures naturally and appropriately produces consistently accurate structures apart from slips characteristic of native speaker speech 	<ul style="list-style-type: none"> uses a full range of pronunciation features with precision and subtlety sustains flexible use of features throughout is effortless to understand
8	<ul style="list-style-type: none"> speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language develops topics coherently and appropriately 	<ul style="list-style-type: none"> uses a wide vocabulary resource readily and flexibly to convey precise meaning uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies uses paraphrase effectively as required 	<ul style="list-style-type: none"> uses a wide range of structures flexibly produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors 	<ul style="list-style-type: none"> uses a wide range of pronunciation features sustains flexible use of features, with only occasional lapses is easy to understand throughout; L1 accent has minimal effect on intelligibility
7	<ul style="list-style-type: none"> speaks at length without noticeable effort or loss of coherence may demonstrate language-related hesitation at times, or some repetition and/or self-correction uses a range of connectives and discourse markers with some flexibility 	<ul style="list-style-type: none"> uses vocabulary resource flexibly to discuss a variety of topics uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices uses paraphrase effectively 	<ul style="list-style-type: none"> uses a range of complex structures with some flexibility frequently produces error-free sentences, though some grammatical mistakes persist 	<ul style="list-style-type: none"> shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
6	<ul style="list-style-type: none"> is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation uses a range of connectives and discourse markers but not always appropriately 	<ul style="list-style-type: none"> has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies generally paraphrases successfully 	<ul style="list-style-type: none"> uses a mix of simple and complex structures, but with limited flexibility may make frequent mistakes with complex structures, though these rarely cause comprehension problems 	<ul style="list-style-type: none"> uses a range of pronunciation features with mixed control shows some effective use of features but this is not sustained can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
5	<ul style="list-style-type: none"> usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going may over-use certain connectives and discourse markers produces simple speech fluently, but more complex communication causes fluency problems 	<ul style="list-style-type: none"> manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility attempts to use paraphrase but with mixed success 	<ul style="list-style-type: none"> produces basic sentence forms with reasonable accuracy uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems 	<ul style="list-style-type: none"> shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	<ul style="list-style-type: none"> cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence 	<ul style="list-style-type: none"> is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice rarely attempts paraphrase 	<ul style="list-style-type: none"> produces basic sentence forms and some correct simple sentences but subordinate structures are rare errors are frequent and may lead to misunderstanding 	<ul style="list-style-type: none"> uses a limited range of pronunciation features attempts to control features but lapses are frequent mispronunciations are frequent and cause some difficulty for the listener
3	<ul style="list-style-type: none"> speaks with long pauses has limited ability to link simple sentences gives only simple responses and is frequently unable to convey basic message 	<ul style="list-style-type: none"> uses simple vocabulary to convey personal information has insufficient vocabulary for less familiar topics 	<ul style="list-style-type: none"> attempts basic sentence forms but with limited success, or relies on apparently memorised utterances makes numerous errors except in memorised expressions 	<ul style="list-style-type: none"> shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	<ul style="list-style-type: none"> pauses lengthily before most words little communication possible 	<ul style="list-style-type: none"> only produces isolated words or memorised utterances 	<ul style="list-style-type: none"> cannot produce basic sentence forms 	<ul style="list-style-type: none"> speech is often unintelligible
1	<ul style="list-style-type: none"> no communication possible no rateable language 			
0	<ul style="list-style-type: none"> does not attend 			

APPENDIX E

The IOC Value for the Interview Questions to Investigate the Effects of the AR technology lessons on Vietnamese EFL Undergraduate Students' Speaking Skills in English for Tourism and Hospitality.

This form aims to measure the validity of the interview questions to explore their perceptions towards AR technology lessons, which was applied in an English for Tourism and Hospitality course at a university in the South of Vietnam.

EFL Students: EFL stands for English as a Foreign Language. EFL students refer to individuals who are learning the English language in an environment where English is not the primary language spoken. These students typically reside in countries where English is not widely spoken or used as the main language of communication. In the case of the present study, EFL students refer to learners at the tertiary level at a university in the South of Vietnam, who have limited exposure to English in their everyday lives and require formal instruction or dedicated language learning programs to develop their proficiency in reading, writing, speaking, and listening skills in English.

Speaking Skills: Speaking Skills refer to a learner's ability to effectively communicate and express ideas, thoughts, and emotions in the English language. These skills encompass pronunciation, fluency, vocabulary usage, grammar accuracy, and the capacity to engage in meaningful conversations, discussions, and presentations with clarity and confidence.

Augmented Reality (AR): AR is a technological advancement in which, with the use of an electronic device, such as a smartphone or laptop, digital information may be superimposed over a picture to produce an improved representation of reality. Users of AR interact with a real-world environment through computer-generated information that can include visual, audio, haptic, and olfactory components.

English for Tourism and Hospitality (ETH): is a course designed to help undergraduate students prepare for their future career in tourism and hospitality. The course focuses on developing essential academic skills, like understanding lectures and participating in seminars. It also teaches specialized language needed for success in tourism and hospitality studies. It offers systematically graded practice and advancements in the fundamental academic proficiencies required of all students, including speaking in seminars and listening to lectures. Additionally, it gives students the specialized language they need to contribute effectively in an academic setting focused on tourism and hospitality. The exercises also include listening to real lectures in the field, and all reading materials come from the same area of study. Throughout

the course, there is an emphasis on building students' vocabulary related to tourism and hospitality, enhancing their language abilities for academic success in this field.

Directions: Please read each statement on the evaluation form and then tick (✓) in the rating box that describes your opinions about each statement. The criteria for rating are as follows.

Description

+ 1: The statement is appropriate and relevant to the research's objectives

0: The statement seems irrelevant to the research's objectives

-1: The statement is not appropriate and not relevant to the research's objectives

The Interview questions are to investigate the perceptions of the Vietnamese EFL undergraduate students towards the AR technology, which was applied in an English for Tourism and Hospitality Course at a university in the South of Vietnam. The Interview questions were developed by the researcher himself based on the research objectives.

The Interview Questions to Explore Vietnamese EFL Undergraduate Students' Perceptions towards AR technology lessons in English for Tourism and Hospitality

No.	Questions	Experts' Opinions	
		Mean	Comments
1	Can you describe your overall experience with the AR technology in this English for Tourism and Hospitality course?	1.0	
2	Do you feel comfortable with the AR technology? How & why?	1.0	
3	How does the Halo AR app help improve your English speaking skills in the context of Tourism and Hospitality?	1.0	
4	Could you provide specific examples of how AR technology enhanced your language learning experience?	1.0	
5	How did you overcome these challenges, and did they impact your language learning outcomes?	1.0	
6	How do you perceive the potential application of AR technology in real-life Tourism and Hospitality contexts after completing this course?	1.0	

APPENDIX F

The Halo AR app user guide in the course of English for Tourism and Hospitality.

Halo AR App


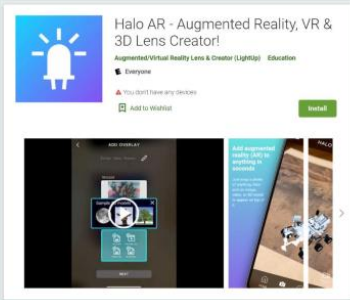
Images come to life to engage learners!
Pick an object (digital content) turn it into an augmented reality experience for your students by connecting it to your students' physical world.

The **trigger** is the **physical environment image** that "triggers" the halo (virtual object) to appear. In the example below, the **trigger** is a picture of a **book cover**.


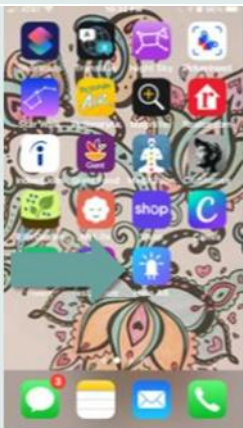
The **halo** is the **virtual digital element** we **overlay** on the physical flat surface, in this case, book cover image. In the example below, a **YouTube video** is the **halo**.

Starting Steps:

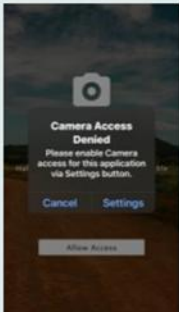
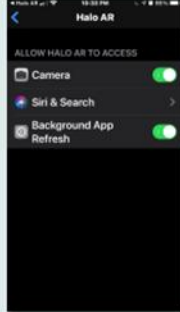
- Download & install the **Halo 3D Creator and Scanner iOS App** at either the [Google Play store](#) or the [Apple iOS App Store](#).

- After the app is downloaded and installed on your phone, you will see the Halo icon appear on your phone screen. Click on the **Halo AR icon** to open the app.

- Halo AR** will ask for permission to access your camera. Allow Halo access to your camera by clicking on **Allow Access**.

- If access to the camera is denied, the app will prompt you to go to **Settings** on your phone and **enable** the Halo app camera access.

Go to **Settings** on your camera, scroll down, look for the **Halo AR app**, click on the **app title**, and then click on the **toggle button** to allow Halo AR access to your camera.

5. You will then be prompted to create an account.

Complete the username, email address, and password fields and then select **Teacher** and click on **Create an Account**. If you already have a Halo AR account, click on **Already have an Account** at the bottom and sign in with your username or email address and your password.

6. Then, the app will be ready to scan an item. You will see a round focusing scanning sensor moving on the screen.



To try out the scanner, **scan** a \$1, \$5, or \$20 bill for an example of augmented reality using the Halo AR scanner.

7. **To create the physical environment trigger** (book cover in our example), click on **Create** at the bottom of the app.



After you click on **Create**, and then the moving scanner animation becomes a square guide.

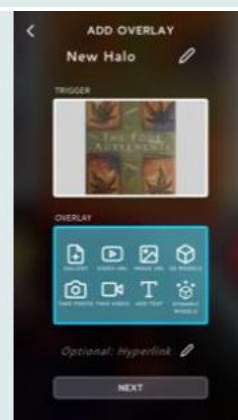
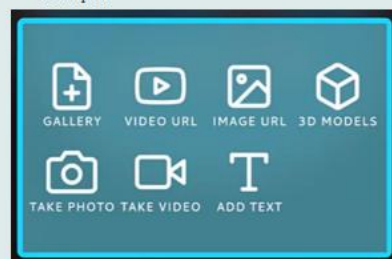


Line up your camera to take a top-down or head-on photo of the flat detailed surface you want to trigger your halo. You may **move the four corner guides** to **resize** the guides to capture your trigger image.

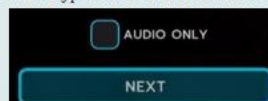
When you are ready, **click on the round camera button** to take the picture.



8. Now we will choose the Halo, the virtual digital element (in this example, a YouTube video) which will overlay on the trigger physical environment photo (book cover). I click on **Video URL** for my example.



NOTE: The halo (virtual element) can be Gallery of pictures, a video URL, an image URL, 3D models, or, you can take a photo, capture a video, or add text. You can also add an additional URL to hyperlink to a website. And, for the video, you may choose audio only.



Again, in this example, my **halo** will be a **YouTube video** of someone reading the book.

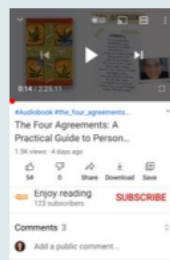
Here are 2 options with TAKE VIDEO halo virtual element:

1. You ask a student to take a video of the student talking about the book using the classroom iPad or the student's phone. The student will need to send you the video, or you can teach the student to create the Halo AR experience with the app on either the student's device (if app is installed) or the classroom iPad. Students love learning how to create AR experiences and this duty empowers them in the classroom.

OR

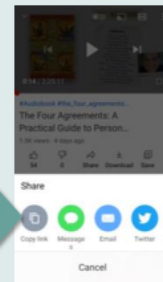
2. You take the video of the student recommending the book with the classroom iPad or your phone and then you create the Halo AR experience using the Halo AR app.

NOTE: I recommend not placing the student videos on YouTube due to student privacy reasons. If the video was posted on YouTube, the video will need to be published Public on YouTube so all may view the video. On the app to create the halo, you will choose **Take Video**. Store the video in a Google Drive or Microsoft One Drive folder and use the Share URL.

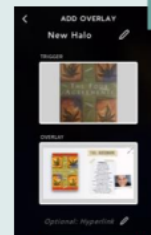
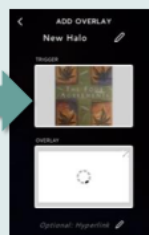


For my example, I am using a Video URL.

9. To use a YouTube video as a halo, as in this example, find the video on YouTube on my phone, click on **Share** under the video and click on **Copy link**.



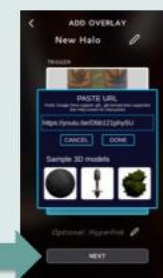
Book Cover Trigger



Video URL halo

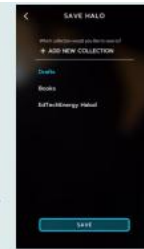


10. After I click on **Video URL**, I click in the videos URL field, the URL pastes automatically, and click on **DONE**. Then click on **NEXT**.

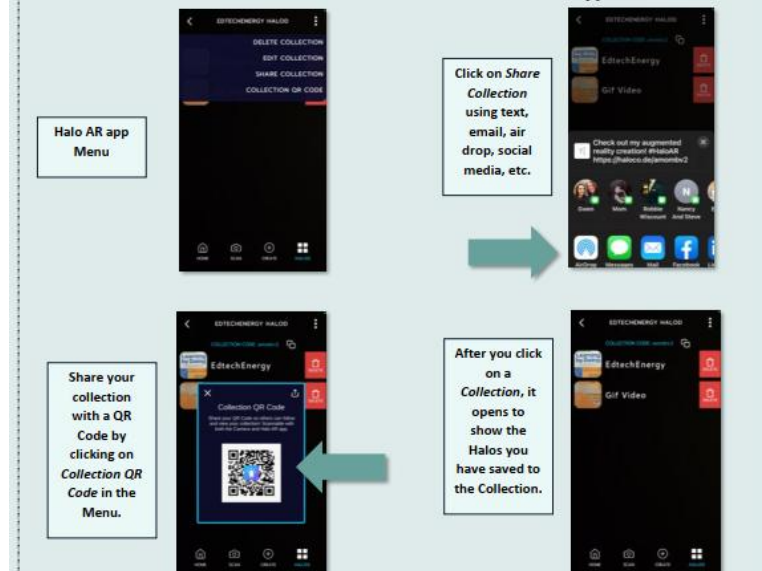


11. Wait for the overlay (halo) to load. After the halo loads, click on **NEXT**.

12. Now you can adjust the overlay with your fingers. Center the overlay over the center of the flat physical image. When the halo is positioned over the trigger the way you want it, click on **NEXT**.



13. You have the option to create Halo **Collections** and save the halos inside specific collections. To create the collection, type the name of the collection in **+ADD NEW COLLECTION**. You may choose if the collection is private, unlisted, or public. When you are done, click on **SAVE**. If the collection is already created, click on the Collection, and click on **SAVE** to save the halo inside that collection. **NOTE:** Here are different views inside the Halo AR app:



APPENDIX G

The Lesson Plans with AR technology integration to Investigate the Effects of the AR technology on Vietnamese EFL Undergraduate Students' Speaking Skills in English for Tourism and Hospitality.

LESSON PLAN UNIT 1

I. Lesson Plan Information	
Subject/Course: English for Tourism and Hospitality (ETH)	Lecturer: Ho Minh Thang
Unit 1: What is tourism?	Class: ETH001
Skill Focused: Speaking from notes	Date: Time: 7:00am
	Length of Period: 4 periods (200 minutes)
II. Objective (s)	
<p>At the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Define tourism and identify its key aspects through interactive discussions. 2. Utilize effective note-taking strategies to support structured speaking activities. 3. Engage in meaningful dialogues about tourism, using appropriate vocabulary and expressions. 4. Apply the Halo AR app to explore and present tourism-related content, enhancing their digital literacy and interactive learning experiences. 5. Demonstrate improved speaking skills by presenting their ideas clearly and confidently in an AR-enhanced environment. 	
III. Teaching Materials	
<ol style="list-style-type: none"> 1. Visual aids 2. Textbook, blank paper 3. Projector 4. Laptop, Mobile phones 5. Speaker, microphones, headphones 6. Whiteboard and markers 	

1. AR technology training (in-class) (30 minutes):

(Constructivism)

* **Objectives:** This session is to give students an overview of AR technology and its benefits for their learning, to train students on how to use the Halo AR app; and to help students apply the AR technology in the course of ETH

* **Procedures:**

- Teacher introduces the AR technology and the Halo AR app to students by showing the video of AR technology introduction & guidelines
(Link videos: <https://haloar.app/resources>)
- Students listen to their teacher and watch the guidelines for using the AR technology
- Teacher asks students to download and set up their Halo AR accounts on their smartphones (free wifi is available and sufficient for students in the classroom)
(Link download: <https://haloar.app/>)
- Students download and set up their Halo AR accounts on their smartphones
- Teacher demonstrates step-by-step practice in using the Halo AR app and asks students to scan demo videos on Halo AR sample collections.
- Students scan demo videos on Halo AR sample collections and experience the immersive environment.
- Teacher asks students to practice creating a sample collection of their own.
- Students practice creating sample collections on Halo AR app in their smartphones.
- Teacher asks students to share their QR codes in the class's Facebook group so that everyone can follow other class members' collections (as well as the teacher's) (This is a feature from Halo AR app, you have to follow others to see their collections.)
- Students create their own Halo AR QR codes and post in the class's Facebook group.
- Teacher walks around to provide help and support if needed.

LESSON PLANS

2. Leads-in (in-class) (20 minutes):

(Humanism + Sociocultural Theory)

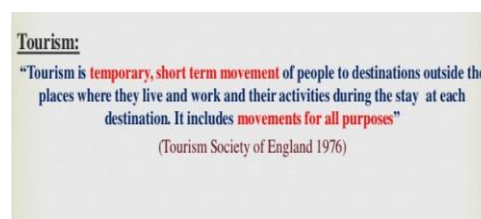
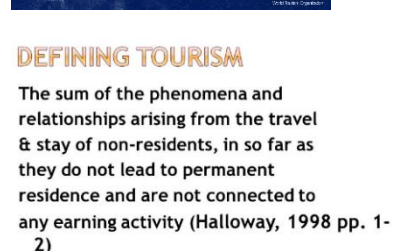
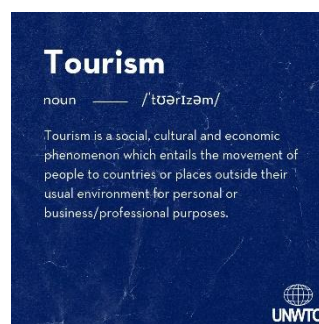
* **Objectives:** This session is to help set the stage for the topic by focusing students' attention on the theme of tourism. This allows students to start thinking about the topic and primes them for the brainstorming session. Moreover, this session helps students to use Halo AR app more confidently and competently and apply AR technology in their learning. Lastly, this session helps students apply note-taking skills to take notes and be well-prepared for their speaking session.

* **Procedures:**

- Teacher asks students “Do you love traveling? Where did you go in your recent trip?” And then show the questions on the screen with PowerPoint Slides.
- Students raise their hands to volunteer answering the questions.
- Teacher picks up 3 volunteers or 2 random students (if no volunteer) to answer the questions.
(Expected answer: Yes, I do. I went to Sapa/ Hanoi/ Danang/ Hoi An,...)
- Teacher shows the word “TOURISM” on the screen and asks students “What comes to mind when you hear the word 'tourism'?”
- Students raise their hands to volunteer answering the questions.
- Teacher asks for volunteers and picks up one student to answer
(Expected answer: Tourism means travel from one place to another place.)
- Teacher asks students to use their smartphones, to open the Halo AR app to scan 3 triggers (images), which are shown in the screen, to explore model answers (definitions of TOURISM from 3 reliable sources.) (These are from teacher's collections).
- Students use their smartphones, to open the Halo AR app to scan 3 triggers (images) to learn more about definitions of tourism.

Triggers:

AR Suggestions:



- Teacher repeats the question: "What comes to mind when you hear the word 'tourism'?" and asks 3 students to answer the question using ideas from the scanned AR images.
- Students raise their hands to volunteer answering the question.
- Teacher gives students a blank paper and asks students to take note of what their friends answer as much as possible to speak about the definition of tourism.
- Students can summarize or interpret or using ideas from the scanned AR images to answer the teacher's question
- Teacher asks 3 students to use their notes to answer the question.
- Students raise their hands to volunteer answering the question.
- Teacher listens to the students' answers, takes notes and gives feedback for each student's speaking. (note-taking skills, pronunciation, grammar, lexical resources,...)

3. Pre-speaking (in-class) (45 minutes):

(Cognitivism + Connectivism)

* **Objectives:** This session helps students guess meanings of words in context and practice them within specific contexts; enhance their vocabulary and grammar skills; engage them in practicing note-taking skills and discussing the topic. Moreover, this session engages students in practicing using AR technology to improve their speaking skills.

* **Procedures:**

- Teacher shows 6 words (promotion, check in, package, book, stay, armchair) on the screen and asks students to work in pairs to read the text on exercise A and answer the question. (page 6). (5 minutes)

1.1 Vocabulary

guessing words in context • prefixes and suffixes

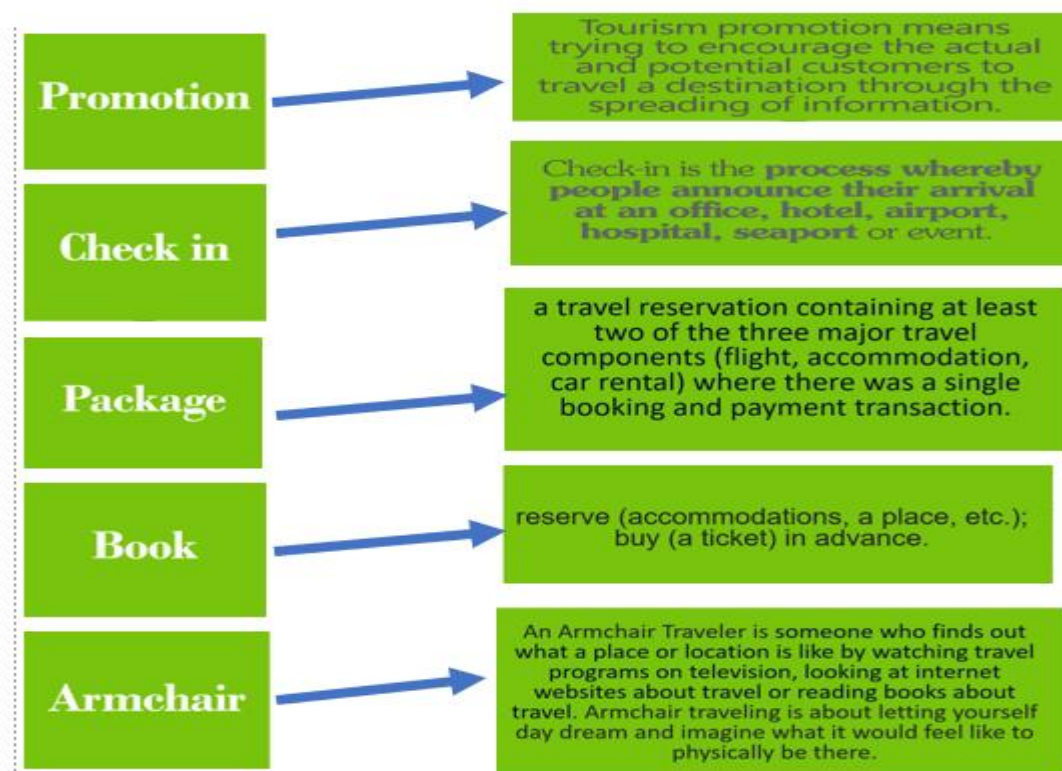
A Read the text. The red words are probably familiar to you in general English. But can you think of a different meaning for each word in tourism?

It was nearly 9.00. The letter should come today with news of her **promotion**. Head of the Africa office! She **checked in** the hall again, but there was still nothing. Suddenly, there was a ring at the front door. It must be the postman! But why had he rung the bell? Jane opened the door. The postman was holding a **package**, not a letter. Of course! It was the **book** she had ordered. At least she could **stay** in, relax in her **armchair** and read about Africa today.

- + Teacher asks students to use the Halo AR app on their smartphones and scan the triggers (images) for the meanings of the words in tourism.

Triggers:

AR Suggestions:



- + Teacher walks around and provides support if any student has difficulties in using Halo AR app to scan the triggers for supported ideas.
- + Students answer the question and elicit those words, then teacher gives feedback for their answers.
- Teacher asks students to do the exercise B together. (5 minutes)

B Complete each sentence with one of the red words from Exercise A. Change the form if necessary (e.g., change a noun into an adjective).

- 1 Who did you _____ your tickets with?
- 2 Have you seen the new _____ literature for World Break Holidays?
- 3 Many return airline fares are cheaper for periods which include a Saturday night ____
- 4 Do you want a _____ holiday or do you want to arrange accommodation and car hire separately?
- 5 He's just an _____ tourist. He never actually goes anywhere.
- 6 Which counter do we _____ in for Flight EK 004?

- After 5 minutes, the teacher asks 2 random students to write their answers on the board; then gives feedback and corrections when needed.

- Teacher introduces prefix and suffix, words in the box to the students, gives an example and then asks students to use Halo AR app to scan 2 triggers (images) for the definitions and examples of prefix, suffix.

Triggers:

AR Suggestions:



A prefix is a word part added to the beginning of a word or base word (for example, **un-**). If the prefix **un-** is added to **helpful**, the word is **unhelpful**.

Common Prefixes:

1. Un-: e.g., Unhappy, Unusual
2. Re-: e.g., Redo, Rewrite
3. Dis-: e.g., Dislike, Disagree
4. Pre-: e.g., Preview, Prearrange
5. Mis-: e.g., Misunderstand, Mislead
6. Bi-: e.g., Bilingual, Bipolar
7. Non-: e.g., Nonprofit, Nonsense
8. Anti-: e.g., Antibiotic, Antifreeze
9. Over-: e.g., Overcome, Overlook
10. Sub-: e.g., Submarine, Subtle



A suffix is a word part added to the end of a word (for example, **-ful**). If you add the suffix **-ful** to the base word, **help**, the word is **helpful**.

Common Suffixes:

1. -Ing: e.g., Running, Reading
2. -Ed: e.g., Walked, Played
3. -Full: e.g., Beautiful, Colorful
4. -Less: e.g., Careless, Fearless
5. -ly: e.g., Quickly, Happily
6. -ish: e.g., Smallish, Greenish
7. -ion: e.g., Celebration, Connection
8. -er: e.g., Faster, Taller
9. -est: e.g., Biggest, Strongest
10. -ion/-Tion: e.g., Expansion, Reaction

- Teacher walks around and provides support if any student gets difficulties in using Halo AR app to scan 2 triggers (images) for the definitions and examples of prefix, suffix.
- Teacher lets students work in pairs to complete exercise C and D (page 6).

C Study the words in box a.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What is the meaning of each prefix?
- 5 Can you think of another word with each prefix?

a

dissatisfaction intangible
international multinational overbook
reconfirm transport underpay

D Study the words in box b.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What effect do the extra letters have on the base word?
- 5 Can you think of another word with each suffix?

b

advertisement broaden
direction hospitality promotional
stressful tourism

- After the students finish the discussion, teacher randomly select 2 students to answer, and corrects their answers.
- Students raise their hands to volunteer answering the questions.
- Teacher asks students to practice all the vocabulary from Exercises A, B and C by using Halo AR app to record a 1-minute talk about related topics applying as many newly-learnt vocabulary as possible. (in 10 minutes)
- Students practice using Halo AR app to record a 1-minute talk about related topics applying as many newly-learnt vocabulary as possible. (in 10 minutes)
- Teacher walks around and provide support if any student gets difficulties in using Halo AR app to make the 1-minute videos.
- When students finish recording, teacher asks them to upload and add their 1-minute videos into their collections in Halo AR app.
- Students upload their videos in their collections and name their videos with their full names.
- Teacher shows 2 random AR videos of the students and gives comments and feedback for them.
- Teacher announces a short break (10 minutes) for the whole class.

3. While-speaking (in-class) (70 minutes):

(Constructivism + Sociocultural Theory)

* **Objectives:** This session enables students to practice speaking using the vocabulary and helpful phrases they've acquired; to practice their speaking skills and critical thinking through peer assessment. Besides, this also engage students in AR technology to improve their speaking skills by creating the AR video collections for peer feedback and corrections (when needed). Last, this session creates an immersive and personalized peer feedback and assessment via AR technology.

* **Procedures:**

- Teacher asks students to examine the illustrations on page 7 and page 10, and then organizes them into groups of 4 or 5 to prepare for their presentations. (10 mins)
- Students slowly and carefully examine the illustrations on page 7 and page 10.
- + Teacher assigns (by counting loudly) students repeatedly from number 1 to number 12; then group them in 12 groups for 12 illustrations in the book on page 7 and page 10.
- Teacher asks each group to scan the illustrations for the necessary vocabulary for the presentations using the Halo AR app to brainstorm and build up their ideas for their presentations. (15 minutes)

Triggers:

AR Suggestions:

1

$$CS = D - E$$

customer satisfaction delivery expectation



1. Reservation (noun)

- Example: The customer made a **reservation** for a deluxe room with a seaside view.

2. Feedback (noun)

- Example: We encourage guests to provide **feedback** on their experience to help us improve our service.

3. Prompt (adjective)

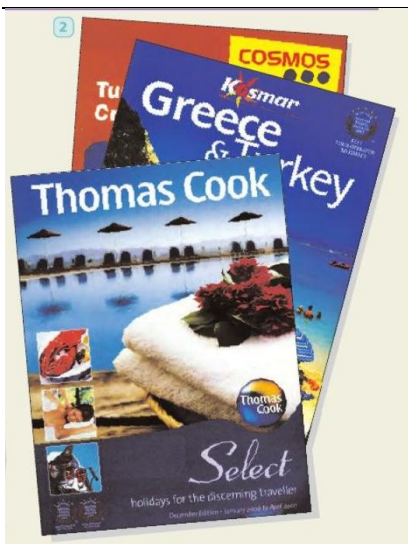
- Example: A **prompt** response to customer inquiries is essential for a positive experience.

4. Accommodation (noun)

- Example: The hotel offers various **accommodation** options to suit different preferences and budgets.

5. Expectation (noun)

- Example: Managing guest **expectations** is crucial for delivering a satisfying hospitality experience.



1. Itinerary (Noun):

- Example: "Let's explore the **itinerary** of the Thomas Cook tour to Greece; it includes visits to historical landmarks and scenic locations."

2. Brochure (Noun):

- Example: "The tour **brochure** highlights the diverse accommodation options available, ranging from cozy boutique hotels to luxurious resorts."

3. Cuisine (Noun):

- Example: "One of the enticing aspects of the Thomas Cook tour in Turkey is the opportunity to savor authentic Turkish **cuisine** at local restaurants."

4. Landmarks (Noun):

- Example: "The tour brochure showcases iconic **landmarks** such as the Blue Mosque in Istanbul and the ancient ruins of Ephesus in Turkey."

5. Leisure (Adjective):

- Example: "The tour is designed to offer a perfect blend of cultural exploration and **leisure** activities, ensuring a memorable experience for participants."



Steps to present a tour brochure

1. Introduction to the Destination
2. Understanding the Target Audience
3. Highlighting Key Attractions
4. Detailed Itinerary
5. Cultural and Culinary Experiences
6. Interactive Elements and Multimedia
7. Language Learning Opportunities
8. Promotional Strategies
9. Ensuring Accessibility and Inclusivity
10. Q&A Session and Feedback

Triggers:

AR Suggestions:

4

☐ return ☐ one way

from

to

departure date

day month

return date


day month

passengers

adult

child

infant


- 
1. Itinerary (noun):
 - Example: "Before confirming your reservation, carefully review the **itinerary** to ensure all details are accurate."
 2. Departure (noun):
 - Example: "The **departure** time for your flight to Paris is scheduled for 2:30 PM."
 3. Arrival (noun):
 - Example: "Upon **arrival** at the destination, passengers are advised to proceed to the baggage claim area."
 4. Confirmation (noun):
 - Example: "After payment, you will receive a **confirmation** email with the details of your booked flights."
 5. Seat assignment (noun):
 - Example: "During the online check-in process, you can choose your preferred **seat assignment** for the journey."

[illegible]

Steps to present the information in an airplane ticket


1. Introduction to the Ticket
2. Passenger Details
3. Flight Details
4. Seat Assignment
5. Baggage Allowance
6. Boarding Information
7. Special Services or Requests
8. Contact Information
9. Fare and Payment Details
10. Important Reminders
11. Closure



- 
1. Boarding Pass:
 - Example: "Make sure to keep your boarding pass handy; you'll need it to find your seat on the plane."
 2. Luggage:
 - Example: "Please check the weight of your luggage before heading to the airport to avoid any extra charges."
 3. Security Check:
 - Example: "Passengers are advised to arrive early to allow enough time for the security check."
 4. Gate:
 - Example: "Check the information screen for your flight's gate number before proceeding to the boarding area."
 5. Announcement:
 - Example: "Listen carefully to the announcements for any updates or changes to your flight schedule."

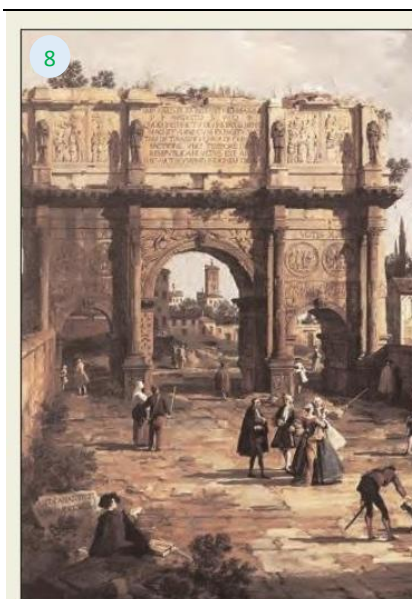
Country	Total visitors (million)	% change 06/05
1. France	79.1	4.2
2. Spain	58.5	4.5
3. USA	51.1	3.8
4. China	49.6	6.0
5. Italy	41.1	12.4
6. UK	30.7	9.3
7. Germany	23.6	9.6
8. Mexico	21.4	-2.6
9. Austria	20.3	1.5
10. Russian Federation	20.2	1.5

Source: World Tourism Organization

- 
1. Increase:
 - Example: The number of international tourists **increased** by 10% compared to the previous year.
 2. Decrease:
 - Example: Despite global uncertainties, the hotel occupancy rate **decreased** by 5% in the last quarter.
 3. Fluctuate:
 - Example: The prices of travel packages **fluctuated** throughout the year, impacting consumer choices.
 4. Contribute:
 - Example: Cultural events and festivals **contributed** significantly to the overall growth in tourist arrivals.
 5. Account for:
 - Example: Asia-Pacific countries **accounted for** 30% of the total tourist expenditure in the surveyed period.

Triggers:

AR Suggestions:



1. Archaeological Site (Noun):
- Example: "The **archaeological site** we visited last week provided valuable insights into the ancient civilization that once existed there."
2. Historical Artifact (Noun):
- Example: "Museums often showcase **historical artifacts**, allowing visitors to connect with the tangible remnants of our past."
3. Cultural Heritage (Noun):
- Example: "Preserving our **cultural heritage** is crucial for fostering a sense of identity and understanding among communities."
4. Architectural Marvel (Noun):
- Example: "The ancient temple, with its intricate carvings and towering spires, stands as an **architectural marvel** of a bygone era."
5. Restoration (Noun):
- Example: "The ongoing **restoration** of the ancient castle aims to bring back its original grandeur and offer visitors a glimpse into history."



1. Reservation:
- Example: "To secure your spot on the last-minute tour, please make a **reservation** at the front desk or through our online booking system."
2. Availability:
- Example: "Before registering for the last-minute tour, kindly check the **availability** of seats to ensure there are openings for your preferred date."
3. Excursion:
- Example: "The tour itinerary, detailing the schedule and key attractions, will be provided upon successful registration for the last-minute **excursion**."
4. Cancellation Policy:
- Example: "Before finalizing your registration, familiarize yourself with the **cancellation policy** to understand the procedures and potential fees associated with changes."
5. Payment Confirmation:
- Example: "Once you complete the registration process, please wait for a **payment confirmation** email containing details on how to settle the tour fees."

Example presentation:

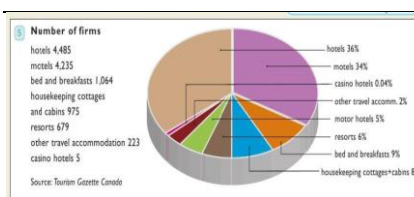
"Today, I will be presenting **different regions** in the United Kingdom, each with its unique **characteristics**. Starting with Scotland, notable for its **historic landmarks** like the Edinburgh Castle. Moving on to **culinary delights**, in coastal areas such as Brighton, you can **savor** the famous British dish, fish and chips. When considering **accommodation**, the UK offers a variety, from luxury hotels to cozy bed and breakfasts. Exploring England's **cultural heritage**, one cannot ignore its historic buildings and museums. Lastly, in Wales, nature enthusiasts can **immerse** themselves in the **breathtaking landscapes** of Snowdonia National Park. These **diverse attractions** make the UK an exciting destination for tourists interested in history, **cuisine**, and natural beauty."

Triggers:



AR Suggestions:

1. Boarding Pass (Noun):
- Example: Before joining the long queue, ensure you have your **boarding pass** ready for inspection
2. Gate (Noun):
- Example: Passengers were instructed to proceed to **gate 5**, where a long queue had already formed
3. Security Check (Noun):
- Example: The lengthy line at the **security check** moved slowly due to thorough screening procedu
4. Cabin Crew (Noun):
- Example: The **cabin crew** efficiently managed the long queue, guiding passengers to their seats.
5. Overhead Bin (Noun):
- Example: As passengers entered the plane, they stowed their carry-on luggage in the **overhead bir**



1. Engage - Ex: Tour guides often need to **engage** with tourists to provide a memorable experience.
2. Describe - Ex: Hotel staff should be able to **describe** various amenities to guests.
3. Interact - Ex: Tourism professionals should be adept at **interacting** with people from diverse cultural backgrounds.
4. Present - Ex: Employees in the hospitality industry may need to **present** information about local attraction
5. Recommend - Ex: Tour operators often **recommend** specific activities or destinations to tourists.

- Students scan the triggers for AR suggestions.
- Teacher walks around and provides support if any student gets difficulties in using Halo AR app to scan the illustrations for supported ideas.
- Teacher asks each group to record a short video clip (3-5 minutes) after working in groups to summarize their ideas to present the illustrations using Halo AR app. (15 minutes)
- Students work in groups and use Halo AR to record a short video clip (3-5 minutes).
- Teacher walks around and checks if there is any technical issues or problems with the video creating using Halo AR app. Teacher provides support and help to students or call for help from the School's IT team when needed.
- Teacher asks each group to upload and link their AR video to their Halo AR collections with their assigned illustrations as triggers.
- Students upload and link their videos to their Halo AR collections.
- Teacher gives each group 2 assessment rubric papers and explains how to use it to evaluate their friends' AR videos.
- Teacher asks all students from each group to use Halo AR app and scan 2 random triggers from 2 other groups;

- + Students then watch the AR videos and give some feedback based on provided assessment rubrics. Each group is randomly assigned 2 illustrations to evaluate 2 AR videos from 2 other groups.
- Teacher walks around and provides support if any group gets difficulties in using Halo AR app to scan and to assess their peers' AR videos.

4. Post-speaking (in-class) (20 mins):

(Behaviorism + Humanism)

* **Objectives:** This session aims to enhance student's speaking skills, reinforce learned material, and foster a more comprehensive understanding of language usage and communication. Moreover, this session also aims to assess student's familiarity with AR technology (the competency level of using Halo AR app), collect and save the collection for the peer assessment and the AR exhibition at the end of the course.

* **Procedures:**

- Teacher collects peer feedback and assessment papers from students.
- Teacher provides brief feedback to all groups. Then, reinforces the vocabulary and useful phrases.
- Teacher consolidates the definitions of tourism and emphasizes the importance of taking notes on speaking.
- Students review and ask questions about the lesson if any.
- Teacher encourages students to ask questions & answers them if any.
- Teacher asks students to submit their AR video collections on the Halo AR app by sending the links to the class's Facebook group.
- Students upload and send their collections' link to the class's Facebook group.
- Teacher wraps up the session and say goodbye to students. .

5. Session's Objectives Assessment:

During the class, the teacher walks around and checks students' engagement in topic discussion, groupwork, and the note-taking process. Besides, the teacher observes and makes sure students are able to use the Halo AR app to scan for additional support in their speaking practice. If any student has difficulties using AR technology, the teacher will provide support immediately. In the end, the teacher collects 10 AR videos related to tourism from 10 groups for an initial assessment of the students AR technology adaptation in order to adjust or provide better usage of the Halo AR app to enhance their' speaking skills. The successful production of the AR videos is proof that the objectives are met after this session.

LESSON PLAN UNIT 3

I. Lesson Plan Information	
Subject/Course: English for Tourism and Hospitality (ETH)	Lecturer: Ho Minh Thang
Unit 3: Hospitality Research	Class: ETH001
Skill Focused: Speaking	Date: Time: 7:00am
	Length of Period: 4 periods (200 minutes)

II. Objective (s)
<p>At the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe various hospitality services and their importance in the tourism industry. 2. Engage in role-playing activities to simulate customer service interactions, using appropriate expressions and professional language. 3. Apply the Halo AR app to practice and improve their customer service skills in realistic, immersive scenarios. 4. Reflect on their performance and receive constructive feedback to enhance their communicative competence and problem-solving skills. 5. Build confidence in handling diverse customer service situations through repeated practice and interactive learning.

III. Teaching Materials
<ol style="list-style-type: none"> 1. Visual aids 2. Textbook, blank paper 3. Projector 4. Laptop, Mobile phones 5. Speaker, microphones, headphones 6. Whiteboard and markers

1. Leads-in (in-class) (20 minutes):

* **Objectives:** This session is to help students learn how to correctly make stress within words related to tourism and hospitality, ask for needed information, as well as use the provided information sources to communicate with their peers.

* **Procedures:**

- Teacher provides an overview of Unit 3, "Hospitality Research," and asks students to open their course book to page 22 or follow the screen.
- Teacher greets students and introduces the topic by asking questions like, "Have you ever stayed at a hotel or dined at a restaurant where communication was key to your experience?" or "Can you share a memorable communication issue in hospitality?" and show the questions on the screen.
- Students discuss these questions with a partner or in small groups, sharing personal experiences and identifying where communication played a significant role.
- Teacher invites pairs/groups to share their thoughts with the class and records key insights on the board. Provides feedback to ensure understanding and encourages creativity in communication.
- Students participate in a class-wide discussion, sharing group insights while listening to others' contributions and noting important points.
- Teacher introduces a list of hospitality-related vocabulary and directs students to scan triggers in the Halo AR app to access The video about Market Research in Hospitality from <https://study.com/academy/lesson/video/market-research-in-hospitality-examples-impact.html>

Trigger:



AR suggestion



The video about Market Research in Hospitality from <https://study.com/academy/lesson/video/market-research-in-hospitality-examples-impact.html>

- Students use the app to watch the video, noting down the main ideas for the topic Hospitality Research in their groups
- Teacher asks pairs/groups to discuss and share the key ideas from the video.

- Teacher emphasizes the importance of understanding stress patterns for effective communication and sets the stage for the pre-speaking tasks by outlining the objectives for Unit 3.
- Students listen attentively, note down unit objectives, and prepare for upcoming activities.

2. Pre-speaking (in-class) (45 minutes):

* **Objectives:** This session helps students guess meanings of words in context and practice them within specific contexts; enhance their vocabulary and grammar skills; engage them in practicing discussing the topic and making reports. Moreover, this session engages students in practicing using AR technology to improve their speaking skills.

* **Procedures:**

- Teacher introduces Unit 3: Hospitality Research & then ask student to open their course book on page 22 or look at the screen.
- Teacher asks students to do Task A (3.1) in 5 minutes: study the 2 sentences and differentiate the meanings of the word “hospitality” in those 2 sentences.

3.1 Vocabulary

stress within words

A Study the two sentences on the right.

- 1 What is the key difference in the meaning of *hospitality* in the two sentences?
- 2 What is the relationship between the two meanings?

My parents were famous for their hospitality. People loved coming to stay for the weekend.

He works for a hospitality company. They get tickets for all the top theatre shows and sporting events in London.



The teacher then shows the questions on the screen with PowerPoint Slides. After 5 minutes, the teacher asks for 1 student to volunteer to answer the questions.

- Students raise their hands to volunteer answering the questions.
- Teacher picks up 1 volunteer or 1 random student (if no volunteer) to answer the questions.

(Expected answer: Uhm... I don't know.

Corrected answer: I think in the first sentence, the word ‘hospitality’ means friendly and courteous treatment from the parents. In the second sentence, it means the reception and entertainment for guests from a company.)

- Teacher asks students to use their smartphones, to open the Halo AR app to scan 2 triggers to learn the 2 meanings of the word “hospitality” (The triggers are from teacher’s collections).

Trigger:	AR suggestion
	<p>the act of being friendly and welcoming to guests and visitors:</p> <ul style="list-style-type: none"> • <i>The local people showed me great hospitality.</i>
	<p>the work or business of providing food and drink, entertainment, hotels, etc. for customers:</p> <ul style="list-style-type: none"> • <i>I worked in hospitality for many years, including a busy hotel in Wellington.</i> • <i>Jobs in the leisure and hospitality sector will continue to grow.</i>

- Students use their smartphones, to open the Halo AR app to scan 2 triggers to learn the 2 meanings of the word “hospitality”.
- Teacher asks students to work in pairs and do task D (3.1) in 10 minutes:

D Study the words in the blue box.

- 1 What is the relationship between all the words?
- 2 Can you see four logical groups?
- 3 Check your ideas with Figure 2 on the opposite page.
- 4 Where is the main stress in each multi-syllable word?

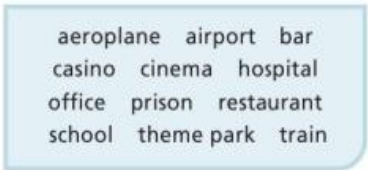

aeroplane airport bar
casino cinema hospital
office prison restaurant
school theme park train

- Students work in pairs and discuss the answers together.
 - Teacher walks around and provides support if any student gets difficulties in using Halo AR app.
 - After 10 minutes, the teacher asks for 1 student to volunteer to answer the question 1, 2 and 3.
 - Students raise their hands to volunteer answering the questions.
 - Teacher picks up 1 volunteer or 1 random student (if no volunteer) to answer the questions.
- (Expected answer: 1. They are all about the hospitality industry.


2. yes, I can. Thanks to Figure 2

4. (Correct stress)

- Teacher asks another student from other pairs to feedback and add more corrected answers if possible, for question 4.
- Teacher asks students to use their smartphones, to open the Halo AR app to scan a trigger to learn the stress for each word in the box. (The triggers are from teacher's collections).

Trigger:	AR suggestion
	 <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>The audio pronunciation of the words in the box</p> </div>

- Students apply the Halo AR app to learn the stress of the words in the box and practice repeating the pronunciation of the words correctly.
- Teacher asks students to do Task A & B (3.3) in 10 minutes, utilizing Halo AR app.

A  Listen to some stressed syllables. Identify the word below in each case. Number each word.

Example:



You hear: 1 *da* /dei/ You write:

accommodate	___	consume	___	industry	___
accommodation	<u>1</u>	entertainment	___	investment	___
association	___	equipment	___	purchase	___
casino	___	facilities	___	subsidized	___

B Where is the main stress in each multi-syllable word in Exercise A?

- 1 Mark the main stress.
- 2 Practise saying each word.


- Students use Halo AR app to scan a trigger for the audio of those words in task A, practice marking the main stress and saying each word.

Trigger:	AR suggestion
	 <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>The audio of the vocabularies</p> </div>

- After 10 minutes, the teacher asks for 1 student to volunteer to read out loud all the words in task A.
- Students raise their hands to volunteer to read out loud all the words in task A.
- Teacher picks up 1 volunteer or 1 random student (if no volunteer).
- Teacher gives feedback and corrects the wrong stress if any.
- Teacher asks students to practice all the vocabulary from Task A, D (3.1); A, B (3.3) by using Halo AR app to record a 1-minute talk about related topics applying as many newly-learnt vocabulary as possible. (in 10 minutes)
- Students practice using Halo AR app to record a 1-minute talk about related topics applying as many newly-learnt vocabulary as possible. (in 10 minutes)
- Teacher walks around and provides support if any student gets difficulties in using Halo AR app to make the 1-minute videos.
- When students finish recording, teacher asks them to upload and add their 1-minute videos into their collections in Halo AR app.
- Students upload their videos in their collections and name their videos with their full names.
- Teacher shows 2 random AR videos of the students and gives feedback.
- Teacher announces a short break (10 minutes) for the whole class.

3. While-speaking (in-class) (70 minutes):

- * **Objectives:** This session enables students to practice speaking using the vocabulary and helpful phrases they've acquired; to practice their speaking skills and critical thinking through peer assessment. Besides, this also engages students in AR technology to improve their speaking skills by creating the AR video collections for peer feedback and corrections (when needed). Last, this session creates an immersive and personalized peer feedback and assessment via AR technology.
- * **Procedures:**
 - Teacher asks students to do task C (3.3) in pairs or groups, in 15 minutes.

A  Listen to some stressed syllables. Identify the word below in each case. Number each word.

Example:

You hear: 1 da /dei/ You write:


accommodate	_____	consume	_____	industry	_____
accommodation	<u>1</u>	entertainment	_____	investment	_____
association	_____	equipment	_____	purchase	_____
casino	_____	facilities	_____	subsidized	_____

B Where is the main stress in each multi-syllable word in Exercise A?

- 1 Mark the main stress.
- 2 Practise saying each word.

C Work in pairs or groups. Define one of the words in Exercise A. The other student(s) must find and say the correct word.

- Students can use Halo AR app to scan the trigger for the definitions of those words. (The triggers are from teacher's collection)

Trigger:	AR suggestion
	1. Accommodate: To provide lodging or space for someone; to fit in with the needs or desires of others.
	2. Association: A group of people organized for a particular purpose; a connection or relationship between things.
	3. Casino: A facility or establishment where gambling activities, such as table games and slot machines, are conducted.
	4. Consume: To use up or expend something, such as food, energy, or resources; to engage in the act of eating or drinking.
	5. Entertainment: Activities or performances designed to amuse, entertain, or engage an audience, such as movies, concerts, or games.
	6. Equipment: Tools, machinery, or other items needed for a particular purpose or activity; the gear or apparatus required for a task or operation.
	7. Facilities: Buildings, structures, or amenities provided for a specific purpose or use, such as sports facilities, recreational facilities, or educational facilities.
	8. Industry: A particular branch or sector of economic activity, typically characterized by the production of goods or services; the collective businesses and organizations involved in a specific field or sector.
	9. Investment: The act of putting money, time, or resources into something with the expectation of achieving a profitable return or benefit in the future; the purchase or acquisition of assets or securities for income or appreciation.
	10. Purchase: The act of buying or acquiring something by paying money for it; the item or goods that have been bought.
	11. Subsidize: To provide financial assistance or support, typically from the government or another organization, to reduce the cost of something or to promote its production or consumption.

- Teacher walks around and provides support if any student gets difficulties in using Halo AR app or doing the task.
- Teacher asks students to do task F (3.4) using the Halo AR app in 10 minutes:

F Imagine you had to report this lecture to a student who was absent.

- 1 Study the transcript on pages 115–117. Find and underline or highlight key sections of the lecture.
- 2 Find and underline key sentences from the lecture.
- 3 Make sure you can say the sentences with good pronunciation.
- 4 Compare your ideas in groups.

- Students use Halo AR app to scan a trigger for the transcripts' audio and learn to say their own key sentences with good pronunciation.

Trigger:



AR suggestion



The audio of the transcript

- After 10 minutes, the teacher asks for 1 student to volunteer to read out loud their key sentences of the transcript.
- Students raise their hands to volunteer to read out loud their key sentences of the transcript.
- Teacher picks up 1 volunteer or 1 random student (if no volunteer).
- Teacher asks another student from other pairs to feedback and add corrected answers if possible.
- Teacher organizes students into groups of 3 or 4 to take turns reporting the lecture to their groups. Students must use their own language and are advised to use the vocabulary they learnt from Unit 3 (15 mins)
- Students slowly and carefully review the vocabulary of Unit 3.
- Teacher asks each group to scan the trigger for the necessary vocabulary for the reporting using the Halo AR app to brainstorm and build up their ideas.
- Teacher walks around and provides support if any student gets difficulties in using Halo AR app to scan the trigger for supported vocabulary and language.
- Teacher asks each group to record a short video clip (3-5 minutes) after working in groups to summarize their ideas to report the lecture using Halo AR app. (15 minutes)
- Students work in groups and use Halo AR to record a short video clip (3-5 minutes).
- Teacher walks around and checks if there is any technical issues or problems with the video creating using Halo AR app. Teacher provides support and help to students or call for help from the School's IT team when needed.
- Teacher asks each group to upload and link their AR video to their Halo AR collections with their assigned illustrations as triggers.
- Students upload and link their videos to their Halo AR collections.
- Teacher gives each group 2 assessment rubric papers and explains how to use it to evaluate their friends' AR videos.

- Teacher asks all students from each group to use Halo AR app and scan 2 random triggers from 2 other groups.
- + Students then watch the AR videos and give some feedback based on provided assessment rubrics. Each group is randomly assigned 2 illustrations to evaluate 2 AR videos from 2 other groups.
- Teacher walks around and provides support if any group gets difficulties in using Halo AR app to scan and to assess their peers' AR videos.

4. Post-speaking (in-class) (20 mins):

* **Objectives:** This session aims to enhance student's speaking skills, reinforce learned material, and foster a more comprehensive understanding of language usage and communication. Moreover, this session also aims to assess student's familiarity with AR technology (the competency level of using Halo AR app), collect and save the collection for the peer assessment and the AR exhibition at the end of the course.

* **Procedures:**

- Teacher collects peer feedback and assessment papers from students.
- Teacher provides brief feedback to all groups. Then, reinforces the vocabulary and useful phrases.
- Teacher consolidates the definitions of tourism and emphasizes the importance of taking notes on speaking.
- Students review and ask questions about the lesson if any.
- Teacher encourages students to ask questions & answers them if any.
- Teacher asks students to submit their AR video collections on the Halo AR app by sending the links to the class's Facebook group.
- Students upload and send their collections' link to the class's Facebook group.
- Teacher wraps up the session and say goodbye to students.

5. Session's Objectives Assessment:

During the class, the teacher walks around and checks students' engagement in topic discussion, groupwork, and the note-taking process. Besides, the teacher observes and makes sure students are able to use the Halo AR app to scan for additional support in their speaking practice. If any student has difficulties using AR technology, the teacher will provide support immediately. In the end, the teacher collects 12 AR videos related to tourism from 12 groups for an initial assessment of the students AR technology adaptation in order to adjust or provide better usage of the Halo AR app

to enhance their' speaking skills. The successful production of the AR videos with the teacher's instructions is proof that the objectives are met after this session.

LESSON PLAN UNIT 5

I. Lesson Plan Information	
Subject/Course: English for Tourism and Hospitality (ETH)	Lecturer: Ho Minh Thang
Unit 5: Tourism Marketing	Class: ETH001
Skill Focused: Speaking	Date: Time: 7:00am
	Length of Period: 4 periods (200 minutes)

II. Objective (s)
<p>At the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand and explain key marketing concepts and strategies within the tourism industry. 2. Develop and present persuasive marketing pitches for tourism-related products and services. 3. Utilize the Halo AR app to create engaging marketing materials that incorporate augmented reality elements. 4. Critically evaluate marketing strategies and provide feedback on peer presentations to enhance learning. 5. Build confidence in public speaking and persuasive communication through structured practice and interactive activities.

III. Teaching Materials
<ol style="list-style-type: none"> 1. Visual aids 2. Textbook, blank paper 3. Projector 4. Laptop, Mobile phones 5. Speaker, microphones, headphones 6. Whiteboard and markers

1. Leads-in (in-class) (20 minutes):

Objectives:

- To activate prior knowledge related to vocabulary in the context of tourism marketing.
- To introduce the concepts of synonyms and antonyms as tools for varied and precise language use in marketing.

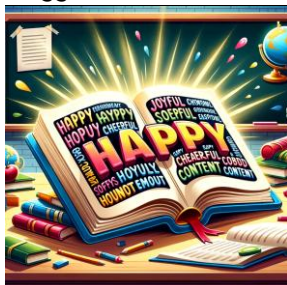
Procedures:

- Teacher introduces Unit 5: Tourism Marketing & then ask student to open their course book on page 38 or look at the screen.

Lead-In Activity: "Marketing Word Swap"

- Teacher greets the students and briefly introduces the topic of tourism marketing, then explains the importance of using varied vocabulary in marketing to make content engaging and effective.
- Teacher asks students to brainstorm and share words they might associate with "tourism marketing" (e.g., advertise, promote, attract). Write these on the whiteboard.
- Students actively participate by suggesting words related to tourism marketing.
- Teacher asks students to define synonyms and antonyms, providing examples from the brainstormed list.
- Teacher asks students to use Halo AR apps to scan the triggers and listen to the definition of synonyms and antonyms, then asks students to volunteer to speak out loud their answers.
- Students use Halo AR apps to scan the 2 triggers and listen to the definition of synonyms and antonyms, then volunteer to speak out loud their answers.

Trigger:



AR suggestion

The audio of the definition of
"synonyms"

Trigger:



AR suggestion

The audio of the definition of
“antonyms”

- Teacher walks around and provides support if any student has difficulties in using Halo AR app.
- Students volunteer to answer and give their own definitions of synonyms and antonyms.
- Teacher explains how synonyms and antonyms can help in creating more dynamic and precise marketing messages.
- Teacher ask students to work in pairs and do the tasks B and D in the course book on page 38. The tasks contain a list of key vocabulary terms from the unit along with a column for synonyms and a column for antonyms.

B Study the words in box a.

- 1 Make pairs with similar meanings.
- 2 What part of speech is each word?

a activity advertising aim business buy company
consumer customer main meet needs principal
promotion purchase requirements retail outlet
satisfy shop target task

D Study the words in box b.

- 1 Find pairs of opposites.
- 2 Add more words to make a set.
- 3 Give a name to each word set.

b careful conventional elderly female impulsive
low-income male manual married professional
single trendy wealthy young

- Students works in pairs to think of synonyms and antonyms for each term, then write their ideas on their notebook.
- Teacher asks 2 students to volunteer to show their answers by speaking out loud pairs of synonyms and antonyms.
- Students volunteer to show their answers.

- Teacher gives feedback and corrects the answers if necessary.
- Teacher wraps up the activity by highlighting a few excellent examples of synonyms and antonyms.

2. Pre-speaking (in-class) (40 minutes):

Objectives: This session helps students guess meanings of words in context and practice them within specific contexts; enhance their vocabulary and grammar skills; engage them in practicing talking about the topic and making reports. Moreover, this session engages students in practicing using AR technology to improve their speaking skills.

Procedures:

- Teacher asks students to do Task A (5.1) in 5 minutes: brainstorm and collect some information to answer the 2 questions:

A Look at the photographs on the opposite page.

- 1 Name the types of resort you see. What do they specialize in? What sort of people visit each type?
- 2 In what way are resorts different from, for instance, hotels?

The teacher then shows the questions on the screen with PowerPoint Slides. After 5 minutes, the teacher asks for 1 student to volunteer to answer the questions.



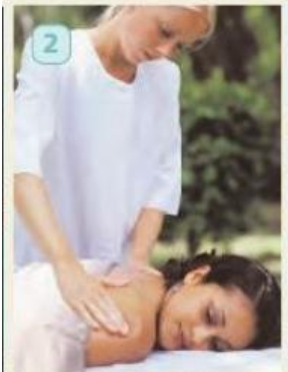

- Students raise their hands to volunteer answering the questions.
- Teacher picks up 1 volunteer or 1 random student (if no volunteer) to answer the questions.









(Expected answers: mountain, lake, snow, beach, sea.... resorts.

Corrected answers:

1. Lake Resorts: Found near lakes, these resorts specialize in water activities such as fishing, boating, and swimming. They are great for relaxing and enjoying peaceful views of the water.
2. Spa Resorts: Spa resorts specialize in health and relaxation treatments. They offer services like massages, facials, and body treatments designed to rejuvenate the mind and body. These resorts often include wellness programs such as yoga and meditation, and they might also provide nutritional guidance. Spa resorts are ideal for guests looking to unwind and indulge in self-care in a serene environment, often featuring luxurious amenities and tranquil settings.

3. Snow Resorts: Also known as ski resorts, these are usually in cold places where snow is common. They specialize in winter sports like skiing, snowboarding, and snowmobiling. People go there to enjoy the snow and cold weather activities.
 4. Mountain Resorts: These resorts are located in mountainous areas. They are perfect for people who enjoy hiking, mountain biking, and, in the winter, skiing and snowboarding. The scenery includes tall mountains and often, beautiful forests.
 5. Beach Resorts: Located along the coast by the sea, beach resorts are perfect for those who love swimming, sunbathing, and water sports like surfing or jet skiing. They offer beautiful views of the ocean and sandy beaches.
 6. Island Resorts: These resorts are located on islands and are perfect for those looking for a secluded getaway. Island resorts often offer a mix of activities similar to both beach and sea resorts, with opportunities for swimming, snorkeling, and relaxing on beautiful beaches. They also provide a chance to explore the unique flora and fauna of the island, making them ideal for nature lovers and those seeking tranquility away from the busier mainland.
- Teacher asks students to use their smartphones, to open the Halo AR app to scan 1 of 6 triggers to listen to the suggested answer and the video of the type of resorts they choose to explore.

Trigger:	AR suggestion
	 <div data-bbox="948 1312 1378 1431" style="border: 1px solid black; padding: 10px; text-align: center;"> The audio and video of the lake resorts </div>
	 <div data-bbox="948 1644 1378 1762" style="border: 1px solid black; padding: 10px; text-align: center;"> The audio and video of the spa resorts </div>

Trigger:	AR suggestion
	 <div>The audio and video of the snow resorts</div>
	 <div>The audio and video of the forest resorts</div>
	 <div>The audio and video of the beach resorts</div>
	 <div>The audio and video of the island resorts</div>

- Students use their smartphones, to open the Halo AR app to scan 1 or more triggers to listen and to learn about different types of resorts.
- Teacher walks around and provides support if any student has difficulties in using Halo AR app.
- The teacher then shows the questions on the screen with PowerPoint Slides again, then asks for 2 students to volunteer to answer the questions again.
- Students raise their hands to volunteer answering the questions.
- Teacher picks up 1 volunteer and 1 random student to answer the questions.
- Teacher gives feedback and comments to the students' answers.

3. While-speaking (in-class) (90 minutes):

Objectives: This session enables students to practice speaking using the vocabulary and helpful phrases they have acquired; to practice their speaking skills and critical thinking through peer assessment. Besides, this also engages students in AR technology to improve their speaking skills by creating the AR video collections for peer feedback and corrections (when needed). Last, this session creates an immersive and personalized peer feedback and assessment via AR technology.

Procedures:

ACTIVITY 1: 15 minutes

- Teacher asks students to work in pairs and do task E (5.1) in 15 minutes:

E Work with a partner.

- 1 Choose a resort on the opposite page. Describe its target market. Use words from box b and others.**
- 2 Your partner should guess which resort you are talking about.**

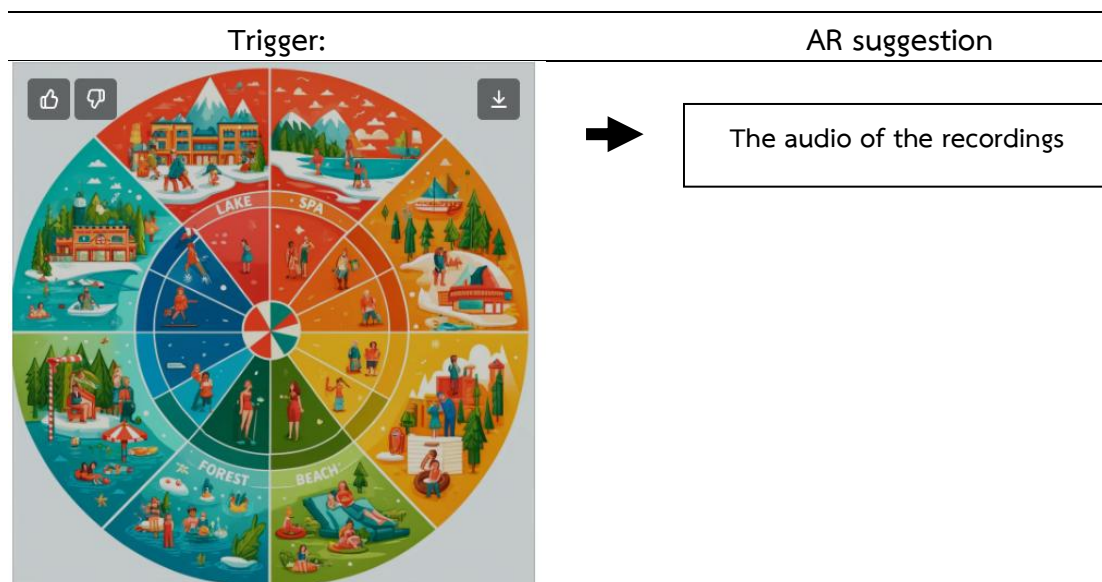
- Students work in pairs and describe their chosen resort to their partners.
- After 10 minutes, the teacher asks for 2 random students to volunteer to practice the activity in front of the class.
- Students raise their hands to volunteer practice describing their chosen resort to a new random partner.
- Teacher asks another student from other pairs to feedback and add more descriptions if possible.

ACTIVITY 2: 25 minutes

- Teacher gives each pair of students a worksheet below to do this additional task:

Types of resorts	Target markets
Lake resorts	
Spa resorts	
Snow resorts	
Forest resorts	
Beach resorts	
Island resorts	

- Teacher asks students to use their smartphones, to open the Halo AR app to scan the trigger of their chosen resort to listen again to the suggested answer for the type of resorts and its target market.



- Students use their smartphones to open the Halo AR app to scan the trigger to listen to the type of resorts and its target market.
- Teacher walks around and provides support if any student has difficulties in using Halo AR app.
- After 15 minutes, the teacher asks for 2 random students to volunteer to practice talking about a type of resort and its target market in front of the class.
- Students raise their hands to volunteer practice talking about a type of resort and its target market in front of the class.
- Teacher gives feedback and comments on the students' talks with the suggested answers below:

Types of resorts	Target markets
Lake resorts	Families, nature enthusiasts, retirees
Spa resorts	Health and wellness seekers, couples, corporate groups
Snow resorts	Winter sports enthusiasts, families, travelers from warm areas
Forest resorts	Eco-tourists, adventure seekers, families
Beach resorts	Families, young adults, honeymooners, couples
Island resorts	Luxury travelers, honeymooners, adventure seekers

- Teacher announces a short break (10 minutes) for the whole class.

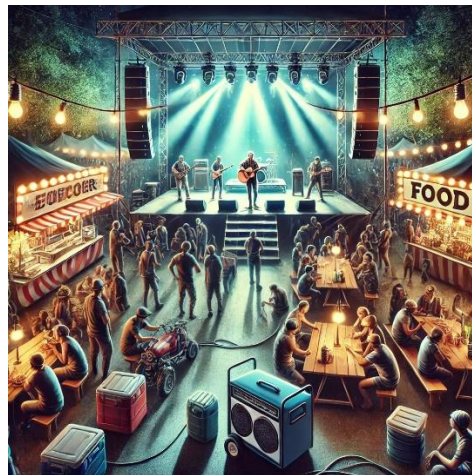
ACTIVITY 3: 25 minutes

- Teacher asks students to work in pairs & introduces the activity as below:

Problem-Solving Simulation

Objective: Develop problem-solving and critical thinking skills in an event context.

- Teacher introduces the scenario: An unexpected issue arises during a music festival.
- Teacher asks students to choose one of the 2 roles:
 - + Organizer: Responsible for overall event coordination.
 - + Vendor: Manages food and beverage stalls.
- Teacher gives clear instructions for the students to discuss potential solutions, considering the impact on attendees, vendors, and performers.
- Students must come up with a plan to resolve the issue and ensure the event continues smoothly.
- Teacher asks students to use Halo AR to scan the trigger for the example dialogue and students can navigate the virtual environment while discussing solutions, using language to describe what they see and suggest actions based on the simulated context:



Example Dialogue:

- Organizer: "We've just lost power. The main stage and food stalls are affected. How can we manage this without disappointing the attendees?"
- Vendor: "We could use portable generators for the stalls. Meanwhile, we should inform the guests and keep them engaged with acoustic performances."
- After 15 minutes, the teacher asks for 2 random students to volunteer to practice talking about the solutions in front of the class.
- Students raise their hands to volunteer practice talking about the figure in front of the class.
- Teacher gives feedback and comments on the students' speaking skills and corrects the trends in the figure if necessary.

- Teacher asks students to practice all the vocabulary from Task A, E (5.1); C, D (5.3) by using Halo AR app to record a 1-minute talk about the figure applying as many newly learnt vocabularies as possible. (in 10 minutes)
- Students practice using Halo AR app to record a 1-minute talk about the figure applying as many newly learnt vocabularies as possible.
- Teacher walks around and provides support if any student has difficulties in using Halo AR app to make the 1-minute videos.
- When students finish recording, the teacher asks them to upload and add their 1-minute videos into their collections in Halo AR app.
- Students upload their videos in their collections and name their videos with their full names.
- Teacher shows 2 random AR videos of the students and gives feedback.

ACTIVITY 4: 15 minutes

- Teacher ask students to do task E (5.4) on page 42 in 10 minutes.

E Work in groups.

- 1 Study the golf product group on the opposite page.
- 2 Discuss how you put these products on a market map. Make sure you can justify your decision.

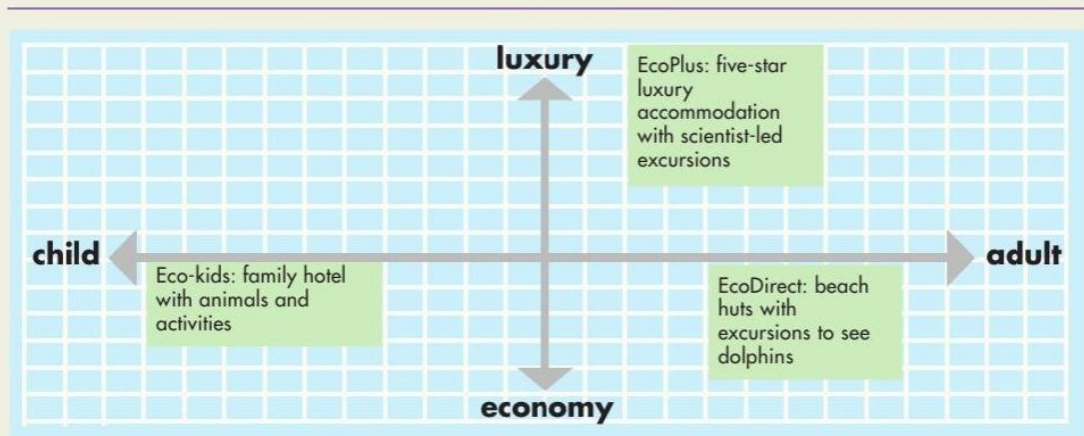
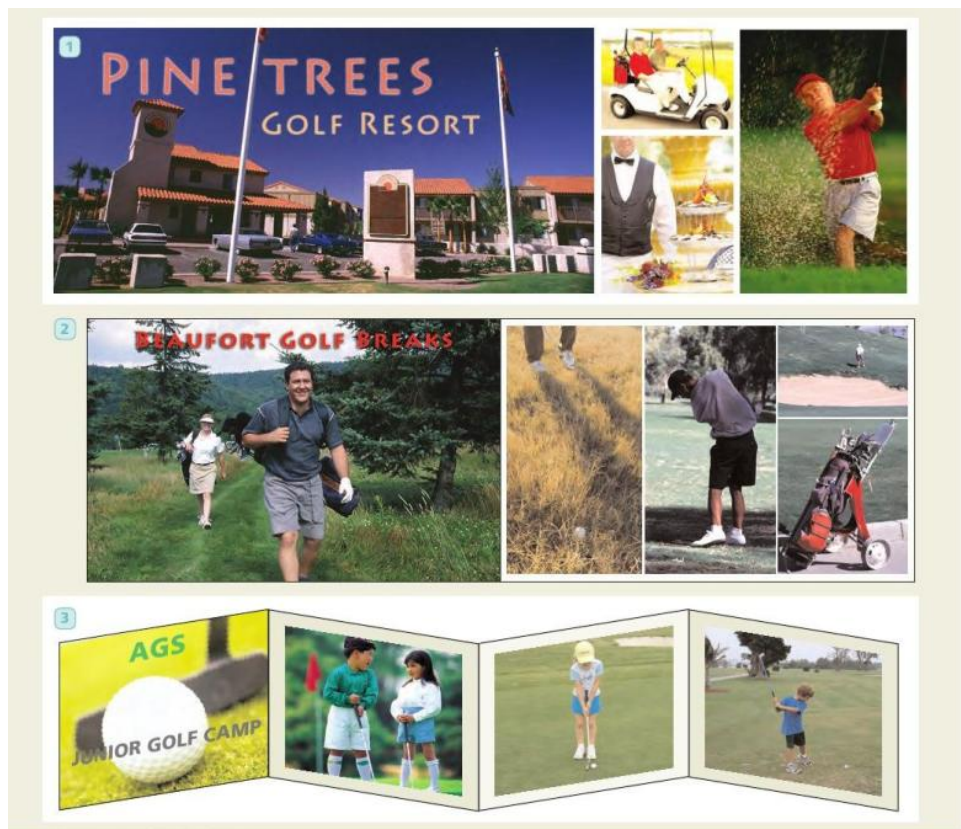


Figure 1: Market map for eco-resorts



- Students work in groups with their neighbors to do the assigned task.
- After 10 minutes, the teacher asks for 2 random students to volunteer to practice talking about their groups' choices with explanation in front of the class.
- Students raise their hands to volunteer practice talking about their groups' choices with explanation in front of the class.
- Teacher gives feedback and comments on the students' speaking skills and corrects the answers if necessary. (with answers below:

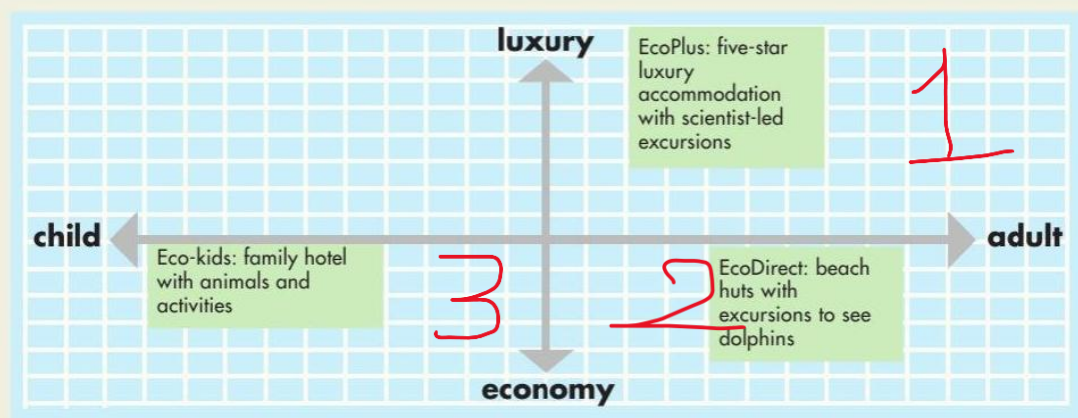


Figure 1: Market map for eco-resorts

- Teacher asks students to practice all the vocabulary from Task A, D (3.1); A, B (3.3) by using Halo AR app to record a 1-minute talk about related topics applying as many newly learnt vocabularies as possible. (in 10 minutes)
- Students practice using Halo AR app to record a 1-minute talk about related topics applying as many newly learnt vocabularies as possible. (in 10 minutes)
- Teacher walks around and provides support if any student has difficulties in using Halo AR app to make the 1-minute videos.
- When students finish recording, the teacher asks them to upload and add their 1-minute videos into their collections in Halo AR app.
- Students upload their videos in their collections and name their videos with their full names.
- Teacher shows 2 random AR videos of the students and gives feedback.

4. Post-speaking (in-class) (40 mins):

Objectives: This session aims to enhance student's speaking skills, reinforce learned material, and foster a more comprehensive understanding of language usage and communication. Moreover, this session also aims to assess student's familiarity with AR technology (the competency level of using Halo AR app), collect and save the collection for the peer assessment and the AR exhibition at the end of the course.

Procedures:

- Teacher organizes students into groups of 3 or 4 to take turns reporting the lecture to their groups. Students have to use their own language and are advised to use the vocabulary they learnt from Unit 5 (10 mins)
- Students slowly and carefully review the vocabulary of Unit 5.
- Teacher asks each group to scan the trigger for the necessary vocabulary for the reporting using the Halo AR app to brainstorm and build up their ideas.
- Teacher walks around and provides support if any student has difficulties in using Halo AR app to scan the trigger for supported vocabulary and language.
- Teacher asks each group to record a short video clip (3-5 minutes) after working in groups to summarize their ideas to report the lecture using Halo AR app. (15 minutes)
- Students work in groups and use Halo AR to record a short video clip (3-5 minutes).
- Teacher walks around and checks if there is any technical issues or problems with the video creating using Halo AR app. Teacher provides support and help to students or call for help from the School's IT team when needed.

- Teacher asks each group to upload and link their AR video to their Halo AR collections with their assigned illustrations as triggers.
- Students upload and link their videos to their Halo AR collections.
- Teacher gives each group 2 assessment rubric papers and explains how to use it to evaluate their friends' AR videos.
- Teacher asks all students from each group to use Halo AR app and scan 2 random triggers from 2 other groups.
- + Students then watch the AR videos and give some feedback based on provided assessment rubrics. Each group is randomly assigned 2 illustrations to evaluate 2 AR videos from 2 other groups.
- Teacher walks around and provides support if any group has difficulties in using Halo AR app to scan and to assess their peers' AR videos.
- Teacher collects peer feedback and assessment papers from students.
- Teacher provides brief feedback to all groups. Then, reinforces the vocabulary and useful phrases.
- Teacher consolidates the definitions of tourism and emphasizes the importance of taking notes on speaking.
- Students review and ask questions about the lesson if any.
- Teacher encourages students to ask questions & answers them if any.
- Teacher asks students to submit their AR video collections on the Halo AR app by sending the links to the class's Facebook group.
- Students upload and send their collections' link to the class's Facebook group.
- The teacher wraps up the session and say goodbye to students.

5. Session's Objectives Assessment:

During the class, the teacher walks around and checks students' engagement in topic discussion, groupwork, and the note-taking process. Besides, the teacher observes and makes sure students are able to use the Halo AR app to scan for additional support in their speaking practice. If any student has difficulties using AR technology, the teacher will provide support immediately. In the end, the teacher collects all AR videos related to tourism from all groups for an initial assessment of the students AR technology adaptation in order to adjust or provide better usage of the Halo AR app to enhance their' speaking skills. The successful production of the AR videos with the teacher's instructions is proof that the objectives are met after this session.

APPENDIX H

The Informed Consent Form of the study “The Effects of the AR technology lessons on Vietnamese EFL Undergraduate Students’ Speaking Skills in English for Tourism and Hospitality.”

INFORMED CONSENT FORM

- Investigator: Ho Minh Thang, MA in TESOL
- School of Foreign Languages, Suranaree University of Technology, Thailand

I. Introduction

You are invited to participate in an AR-based project, a research study that aims to explore the impact of Augmented Reality (AR) technology on English as a Foreign Language (EFL) students' speaking skills in an English for Tourism and Hospitality course. The study will involve using AR applications, specifically "Halo," to learn in the course of English for Tourism and Hospitality during a 9-week course. You will be provided and supported with all necessary requirements for the course from the researcher and your institutions.

II. Purpose:

The purpose of this study is to investigate the effects of AR technology on your speaking skills and to understand your perceptions of this approach in the course of English for Tourism and Hospitality as an English for Specific Purposes (ESP) context.

III. Procedures:

If you agree to participate, you will be asked to:

1. Take the training of applying AR technology in your English Language Learning (1 session)
2. Learn the course of ETH with Halo AR app on your smartphones in all classes.
3. Join the Pre- and Post - Speaking tests in the format of IELTS Speaking Tests.
4. Complete the Pre- and Post- questionnaires to provide your feedback and opinions about the AR technology.
5. Participate in a focus group interview to provide your perceptions of applying AR technology in language learning.

IV. Risks and Benefits:

Participation in this study involves minimal risks, such as the time commitment required for the course and research-related activities. However, potential benefits include improved speaking skills and the opportunity to contribute to educational research. The research findings will be shared with you in the end of the study.

V. Confidentiality:

Your responses and personal information will be kept confidential. Your data will be anonymized, and only the research team will have access to it.

VI. Voluntary Participation:

Participation in this study is entirely voluntary. You may choose not to participate or withdraw at any time without any consequences.

VII. Questions and Contact Information:

If you have any questions or concerns about the study, you may contact the investigator, Ho Minh Thang, at +84 935175984 (Zalo, Whatapps, Line), thangemtoi@ueh.edu.vn or the faculty advisor, Dr. Suksan Suppasetseree at suksan@sut.ac.th

VIII. Consent:

I have read and understood the information provided in this Informed Consent Form. I agree to participate in the research study titled " **The Effects of the AR technology on Vietnamese EFL Undergraduate Students' Speaking Skills in English for Tourism and Hospitality.**"

Participant's Name: _____

Participant's Signature: _____

Date: _____

---THE END---

APPENDIX I

The Transcribed & Translated Scripts of the Focus Group Interview in the pilot study “The Effects of AR Technology Lessons on Vietnamese EFL Undergraduate Students’ Speaking Skills in English for Tourism and Hospitality.”

Moderator:

Good morning, everyone! Thank you for joining us today for this focus group discussion. My name is Thang, and I'll be facilitating our session today. This focus group is part of a research study aimed at understanding how Augmented Reality, or AR, technology has impacted your learning experience in the English for Tourism and Hospitality course.

Before we begin, please ensure that you have all signed the consent form that was sent to you. This form covers your participation today and the recording of this session for research purposes. Everything discussed today will remain confidential and be used solely for academic research. Does anyone have any questions before we proceed?

Moderator:

Let's go over some quick ground rules to ensure our discussion is productive and respectful:

1. Please allow one person to speak at a time.
2. Feel free to share openly; there are no right or wrong answers here.
3. If you agree or disagree with something, please explain why, as detailed responses are very helpful.

Are we all okay with these guidelines?

Moderator: " We're here to chat about how you've been getting on with the AR technology in our English for Tourism and Hospitality course. Let's dive right in and kick things off with our first question."

Moderator: "Can we start off by hearing about your overall experience with the AR technology in this course? What did it feel like jumping into this new way of learning?"

Participant 1: "Uhm...I found it quite innovative. It made learning more interactive and engaging compared to traditional methods. Being able to interact with virtual environments felt like stepping into a new world of learning."

Participant 2: "Initially, I was a bit overwhelmed with the technology, but once I got the hang of it, it was really exciting. It's a unique way to learn that captures your interest much more than just reading a textbook."

Participant 3: "To me, it was a fresh approach. I felt like I was actually in a tourist spot, practicing real-life conversations. The realism added by the AR environment helped bridge the gap between theory and practice."

Moderator: "Cool, moving on-how comfy were you guys with using the AR tech? Was it a smooth ride, or were there some bumps along the way?"

Participant 4: "Yes, after a few sessions, it became quite intuitive. The hands-on experience helped build my confidence, especially since the interface was user-friendly and the instructions were clear."

Participant 5: "Hmm...I struggled a bit. I'm not very tech-savvy, but with support from peers, I managed to improve. Once I became familiar with the scanning process, it became more enjoyable."

Participant 6: "Yeah.... In my opinion, it's very comfortable. It's similar to playing a video game, which I enjoy, so I adapted quickly. The interactive element made it much more engaging than traditional learning methods."

Moderator: "Right, let's talk specifics about speaking skills now. How did using the AR tech, especially with the scanning triggers for audios and videos, help you guys improve your English in the context of Tourism and Hospitality?"

Participant 7: "Uhh....The scanning triggers are fantastic. They allow us to access audio and video that simulate real-world interactions. For example, listening to a customer complaint through an audio clip and then practicing responding appropriately was hugely beneficial."

Participant 8: "Yeah.....Using the videos helped me visualize real-life scenarios better. Watching a dialogue between a hotel manager and a guest, and then acting it out, really improved my conversational skills."

Participant 9: "For me, the opportunity to hear native speakers through these audio triggers and then practice with the video examples helped me improve my pronunciation and fluency. It was like having a tutor right there in the moment."

Moderator: "Alrighty, let's hear some standout moments or specific examples where AR tech really took your learning to another level during the course. Any particular 'wow' moments?"

Participant 10: "Wow' moments? ... uhm.... One memorable module had us scan a code to watch a video of a tour guide explaining a historical site. After the video, I had to record myself giving the tour in English. It was an immersive way to learn and apply vocabulary specific to my field."

Participant 1: "Yeah... The immersed landscapes were breathtaking. For instance, taking a photo with the immersive background of Ha Long Bay and then describing it in English to the group helped solidify my descriptive language skills."

Moderator: "It sounds like those experiences really brought the material to life. Awesome stuff! Now, shifting gears a bit-"

Moderator: "Every new tech comes with its own set of hurdles. What challenges did you face while using the AR technology, and how did you overcome them? Did these challenges impact your learning in any way?"

Participant 2: "At first, figuring out how to effectively use the scanning triggers was tricky. I needed to become more proficient with the technology. However, with practice, I became more comfortable, which directly improved my technical and language skills."

Participant 3: "To be honest, the initial technical glitches were a setback, but they taught me patience and adaptability-key skills in any learning process. Overcoming these challenges made the eventual success even more rewarding."

Moderator: "To wrap things up, after completing this course, how do you guys see the potential application of AR technology in real-life Tourism and Hospitality contexts? What's the future look like?"

Participant 4: "Uhm....I think there's tremendous potential, particularly for training. Using AR to simulate customer interactions can prepare us for real situations without the immediate pressure of actual consequences."

Participant 5: "Yeah....The realism that AR brings can greatly benefit those in hospitality by providing them with a safe space to practice and hone their language skills before facing real international tourists."

Moderator: "Fantastic insights, everyone. Thanks a ton for sharing your thoughts and experiences. Your input today has been incredibly valuable, and I appreciate your time and openness. We'll be analyzing the discussion and incorporating your perspectives into the broader study. We aim to share the findings with you once the research is complete. Thank you once again, and have a great day/evening!"

APPENDIX J

The Transcribed & Translated Scripts of the Focus Group Interview in the main study “The Effects of AR Technology Lessons on Vietnamese EFL Undergraduate Students’ Speaking Skills in English for Tourism and Hospitality.”

Focus Group Interview Script (Group 1)

Focus Group 1

Interviewer: Thank you all for joining today’s discussion about your experience using AR technology in the English for Tourism and Hospitality course. We want to hear your thoughts, so feel free to express yourselves openly. Let’s start with the first question.

1. Can you describe your overall experience with the AR technology in this English for Tourism and Hospitality course?

Student 1: Uh... well, at first, I was unsure how AR would help me improve my speaking. It looked complicated, and I was worried I wouldn’t be able to use it properly. I mean, like, when I saw the AR interface for the first time, I felt, um... kind of overwhelmed because there were so many things happening at once, you know? But, um, after a few lessons, I started getting used to it. I guess the more I interacted with it, the more natural it became. And honestly, after some time, I actually started looking forward to using AR because it made learning feel more interactive and less like a typical classroom exercise.

Student 2: Yeah, I totally agree. In the beginning, I was a bit skeptical, like... I didn’t really understand how looking at virtual objects would help me improve my English, but as we kept using it, it kind of, um... made sense. It felt like I was experiencing the situations rather than just studying them, which was pretty cool. I also found that it helped me stay focused-like, instead of zoning out during lessons, I was actually curious about what would happen next. It wasn’t just another worksheet exercise.

Student 3: Yeah, same here. I think the biggest thing was that it made learning more dynamic. Normally, I get nervous when I have to speak in front of the class, but with AR, I felt more comfortable because I was focused on the scenario, not on what other people were thinking about my English. That really helped me participate more and, uh, just practice speaking without feeling too self-conscious.

2. Do you feel comfortable with the AR technology? How & why?

Student 4: Um, well, I wouldn't say I was comfortable right away. The first time, it was like... confusing, and I wasn't sure how to navigate everything. I remember thinking, 'Oh no, this is too complicated for me.' But after a few sessions, I felt comfortable using AR. It became natural, and I started enjoying it. I guess, uh, the key thing was just practice. The more I used it, the easier it got. And the teacher's guidance really helped-I think without that, I would've taken longer to adapt.

Student 1: Yeah, exactly. I also felt unsure at first, but then, uh, as we kept using it in different activities, I got more used to it. It became, like, second nature, and I wasn't as nervous about making mistakes. I just kind of, um, focused on the task instead of worrying too much.

Student 3: I think it also helped that we worked in groups sometimes. Like, when we had to do role-plays using AR, I felt more at ease because we were figuring it out together. If I got stuck, someone would help, and that made the whole experience less stressful.

3. How does the Halo AR app help improve your English speaking skills in the context of Tourism and Hospitality?

Student 2: Oh, it definitely helped me improve my speaking skills. With AR, I had to respond quickly, just like in a real conversation. I couldn't rely on memorized phrases anymore, so it forced me to, you know, actually think in English. It was a bit challenging at first, but after a while, I noticed I was speaking more fluently.

Student 4: Yeah, totally! I also felt like it helped with pronunciation. When I was describing the AR models of tourist attractions, it was easier to recall the right words because I could see what I was talking about. And when we got feedback from our classmates or the teacher, it really helped me notice my mistakes and improve.

4. Could you provide specific examples of how AR technology enhanced your language learning experience?

Student 1: Um, one time, we did this hotel check-in simulation, and I had to interact with an AR-generated guest. It was so realistic! I had to think fast and, um, respond in a way that made sense. Normally, I'd just memorize a script,

but here, I had to adapt to what the guest was saying. That really helped with my confidence.

Student 3: Oh yeah, I remember that! I also liked the AR-guided tours. I had to describe different landmarks, and since I could see them in the AR world, it made it easier to explain things naturally. It felt like I was actually preparing for real-life work in tourism.

5. How did you overcome these challenges, and did they impact your language learning outcomes?

Student 4: At first, it was tough because, you know, there was so much happening in the AR world-looking at the environment, listening to the app, and thinking in English. I had to train myself to stay focused. But over time, I got used to it. I think what helped was just practicing a lot and taking breaks when I felt overwhelmed.

Student 2: Yeah, and I think working with classmates helped too. Like, when I was struggling with something, my friends would step in and give me advice. That made it feel less frustrating. And honestly, I think those struggles actually made me better at English because I had to find ways to work through them.

6. How do you perceive the potential application of AR technology in real-life Tourism and Hospitality contexts after completing this course?

Student 1: I think it would be really useful! I mean, we already practiced scenarios like hotel check-ins and guided tours, so if AR could be used for staff training in real hotels or travel agencies, it would be amazing. It's like a way to practice without the pressure of dealing with real customers right away.

Student 3: Yeah, I totally see it being used in training programs. I also think it would be useful for tourists themselves-like if they could use AR to get interactive travel guides that teach them basic phrases in different languages.

Student 4: And for customer service too! If AR could simulate difficult customer interactions, it would help staff practice problem-solving in a realistic but low-stress way. That could really improve service quality in the tourism industry.

Interviewer: Thank you all for sharing your thoughts! Your insights are very valuable, and it's great to hear how AR has impacted your learning experience. This concludes our focus group discussion.

Focus Group Interview Script (Group 2)

Interviewer: Thank you all for joining today's discussion about your experience using AR technology in the English for Tourism and Hospitality course. We want to hear your thoughts, so feel free to express yourselves openly. Let's start with the first question.

1. Can you describe your overall experience with the AR technology in this English for Tourism and Hospitality course?

Student 5: Uh... well, in the beginning, I wasn't sure how AR would actually help me with my speaking skills. It looked complicated, and I was afraid I wouldn't know how to use it correctly. Honestly, it felt overwhelming at first. But after a few lessons, I started feeling more confident. The more I used it, the more I understood how beneficial it was. It made learning feel more engaging, not just another set of speaking drills.

Student 6: Yeah, same for me. At first, I was skeptical-like, how would using AR be any different from normal class activities? But then, once I got into it, I saw that it was actually quite immersive. It was like being in real situations, not just role-playing in class. That made it easier to stay focused because I actually wanted to see what would happen next.

Student 7: Exactly! The best part was that it wasn't just passive learning. I felt like I was part of the experience instead of just memorizing phrases. Normally, I get nervous speaking in front of everyone, but with AR, it felt less intimidating. I was concentrating on the scenario, so I forgot about being self-conscious.

Student 8: Yeah, and the interactivity made a huge difference. It wasn't just another worksheet exercise. I was curious to see what was going to happen next, which made me actually want to participate more. It felt more like a real-world experience rather than just another classroom lesson.

2. Do you feel comfortable with the AR technology? How & why?

Student 5: Honestly, at first, no. It felt like too much to handle, and I kept thinking, 'What if I mess this up?' But after using it a few times, it became much easier. I guess familiarity was the key. The more I worked with it, the more natural it felt.

Student 6: Yeah, in the beginning, I struggled with navigating everything at once-the visuals, the speech, the tasks. But after a few lessons, it wasn't so bad. Having structured guidance and clear instructions helped a lot.

Student 7: I think working with classmates made a difference, too. Whenever I got confused, we figured things out together. That made it less stressful and more like a group learning experience instead of just me trying to figure it out alone.

Student 8: Definitely! I think the more I practiced, the more I adapted. It just took a little time to get used to everything. Once I felt comfortable, I actually started enjoying it.

3. How does the Halo AR app help improve your English speaking skills in the context of Tourism and Hospitality?

Student 5: Oh, it really helped my fluency. With AR, I had to react quickly, just like in an actual conversation. I couldn't just prepare and memorize lines-I had to think and speak naturally. That was challenging at first, but it got easier with practice.

Student 6: Yeah, and it also made pronunciation practice more engaging. When I was describing AR-generated tourist attractions, I could actually see them, which helped me remember the right words and say them more accurately.

Student 7: I think it helped build my confidence the most. Usually, I hesitate a lot, but with AR, I had to keep up with the simulation, so I stopped worrying so much about making mistakes. It forced me to focus on communicating.

Student 8: Same here! I felt like I was getting real-world practice. It wasn't just classroom speaking exercises-it actually felt like I was preparing for real-life situations in tourism.

4. Could you provide specific examples of how AR technology enhanced your language learning experience?

Student 5: One of my favorite activities was the hotel check-in scenario. I had to interact with an AR-generated guest, and it felt so real! Normally, I'd just memorize a script, but here, I had to adjust my responses depending on what the guest said. That was really helpful.

Student 6: Yeah, and the guided tour activity was great, too. Describing different landmarks while seeing them in AR made it much easier to use the right words. It helped me remember vocabulary more naturally.

Student 7: Oh, and working with classmates on AR-based role-playing made a big difference. It wasn't just reading from a script-we actually had to react and communicate naturally. That made it feel more like real-life practice.

Student 8: Definitely! Every session was different, so I never felt like I was repeating the same thing over and over again. That variety kept me engaged.

5. How did you overcome these challenges, and did they impact your language learning outcomes?

Student 5: At first, multitasking with AR was overwhelming—watching, listening, and speaking all at once was too much. But with time, I got better at handling it. I learned to focus on key elements and not get distracted by everything at once.

Student 6: For me, having support from classmates helped a lot. If I didn't understand something, I could ask, and we would figure it out together. That made it much easier to keep going.

Student 7: Repetition was key for me. The more I used AR, the less stressed I felt. Over time, I became more comfortable speaking without overthinking it.

Student 8: I think it's all about practice. At first, I was second-guessing myself a lot, but after some time, I learned to trust my instincts and just speak. That made a huge difference in my confidence.

6. How do you perceive the potential application of AR technology in real-life Tourism and Hospitality contexts after completing this course?

Student 5: I think AR could be a fantastic training tool for employees in tourism and hospitality. It allows for hands-on practice in a realistic environment without the pressure of dealing with actual customers right away.

Student 6: Yeah, I see it being useful for training tour guides or hotel staff. It could help them practice speaking with international guests in a more interactive way.

Student 7: I also think it could be great for tourists themselves. Imagine an AR app that provides live translation or cultural information—it would make travel much more accessible.

Student 8: Exactly! AR has so much potential to bridge the gap between theoretical learning and practical application. It could make training programs more engaging and effective in the tourism industry.

Interviewer: Thank you all for sharing your thoughts! Your insights are very valuable, and it's great to hear how AR has impacted your learning experience. This concludes our focus group discussion.

Focus Group Interview Script (Group 3)

Interviewer: Thank you all for participating in today's focus group discussion. We would like to hear about your experiences with AR technology in the English for Tourism and Hospitality course. Please feel free to share your honest thoughts. Let's begin with the first question.

1. Can you describe your overall experience with the AR technology in this English for Tourism and Hospitality course?

Student 1: At first, I was unsure how AR would help me improve my speaking. It looked complicated, and I was worried I wouldn't be able to use it properly. But after a few sessions, I felt comfortable using AR. It became natural, and I started enjoying it.

Student 3: Yeah, in the beginning, it was kind of overwhelming. I didn't know where to start, and I felt like I was wasting time trying to figure it out rather than focusing on speaking. But as I got used to it, I realized that it actually helped a lot in making learning more interactive.

Student 7: I felt like I was actually preparing for real-life work in tourism. The role-playing tasks and simulations made it easier to imagine what it would be like to communicate with real customers.

Student 10: Instead of just reading from a book, I had to interact with the AR environment, which made the lesson feel real and exciting. It didn't feel like a lesson-it felt like an experience.

2. Do you feel comfortable with the AR technology? How & why?

Student 5: Normally, I get nervous when I have to speak in front of the class, but with AR, I felt more comfortable because I was focused on the scenario, not on what other people were thinking about my English.

Student 8: Using AR apps for a long time might strain my eyes and make it hard to concentrate. But after getting used to it, I could balance my focus better.

Student 2: The first few times, I hesitated a lot because the tourist in the video was speaking so fast. But after a while, I got used to it, and my responses became smoother.

Student 9: When I practiced with my classmates, it helped me realize which sounds I was mispronouncing, and when they corrected me, I became more aware of how to adjust my speech.

3. How does the Halo AR app help improve your English speaking skills in the context of Tourism and Hospitality?

Student 6: With AR, I had to respond quickly, just like in a real conversation. I couldn't rely on memorized phrases anymore, and I had to think in English.

Student 4: Seeing virtual objects and locations while speaking helped me retrieve words more quickly and use them accurately. When I described the AR models of tourist attractions, it was easier to recall the right words because I could see what I was talking about.

Student 1: Instead of memorizing dialogues, I had to form sentences naturally in real-time. That pushed me to improve my fluency and confidence.

Student 10: When I was interacting with the AR-generated customer, I didn't feel like I was practicing in a classroom-I felt like I was actually in a hotel reception area handling a real situation.

4. Could you provide specific examples of how AR technology enhanced your language learning experience?

Student 7: One time, we did this hotel check-in simulation, and I had to interact with an AR-generated guest. It was so realistic! I had to think fast and respond properly, which was different from just memorizing a script.

Student 3: Practicing with my classmates helped me realize which sounds I was mispronouncing, and when they corrected me, I became more aware of how to adjust my speech.

Student 2: When I was in the AR environment, I had to think and respond quickly, just like in a real conversation. It forced me to speak naturally instead of overthinking every sentence.

Student 9: Instead of working alone, we had to collaborate to complete AR tasks. It made the learning experience feel more interactive and engaging.

5. How did you overcome these challenges, and did they impact your language learning outcomes?

Student 5: With so much happening in the AR world, my brain was trying to do too many things at once-looking at the environment, listening to the apps, and thinking in English. But I got better at managing all these things over time.

Student 8: Sometimes the app lagged, and I felt frustrated because I couldn't continue the conversation smoothly. But after adjusting to its pace, I learned to deal with unexpected pauses, just like in real-life conversations.

Student 6: I trust my friends' corrections, but sometimes, I feel like we are all making the same mistakes, so I need the teacher to confirm.

Student 4: The teacher's corrections made it clear where I needed to improve, and I could immediately practice the right way.

6. How do you perceive the potential application of AR technology in real-life Tourism and Hospitality contexts after completing this course?

Student 10: I think AR could be an excellent training tool for hospitality professionals. It allows staff to practice their speaking and interaction skills in a controlled but realistic setting.

Student 1: I see AR being really useful for tourism guides who need to give engaging and informative tours. If tourists could use AR to interact with historical sites or museums, it would make the experience much more engaging.

Student 7: In customer service, dealing with different types of people can be challenging. AR can help by simulating various customer scenarios, allowing trainees to practice handling different situations professionally.

Student 3: I think it could also help tourists themselves. If there was an AR app that provided live translations or guided experiences, it would make traveling easier for people who don't speak the local language.

Student 8: Yeah, and for employees in tourism and hospitality, AR could be a way to improve communication skills without the pressure of real-life mistakes.

Interviewer: Thank you all for your valuable insights. This discussion has provided great perspectives on how AR technology has influenced your learning experience and its potential applications in the industry. That concludes our focus group discussion.