ENGLISH LANGUAGE IN PUBLIC SCHOOLS: AUGMENTED REALITY APPLICATIONS AND SOCIAL LANGUAGE PRACTICES

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ABSTRACT

The teaching of English language, historically centered on structural paradigms, faces challenges with the rise of digital technologies in social interactions. Augmented Reality, by integrating virtual elements into real environments, offers transformative potential. In this regard, the present work explores the integration of augmented reality in English language classes. Based on lesson plans from teachers of Sergipe, data from a teacher training course conducted in 2021 are analyzed through Freeman's Teacher Research (1998). Results highlight the potential of augmented reality in public English language teaching, emphasizing the importance of teacher training courses in the effective implementation of educational technologies.

Keywords: augmented reality, English language, social language practices, Sergipe.

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LÍNGUA INGLESA NA ESCOLA PÚBLICA: APLICATIVOS DE REALIDADE AUMENTADA E PRÁTICAS SOCIAIS DE LINGUAGEM

RESUMO

O ensino de inglês, historicamente centrado em paradigmas estruturais, enfrenta desafios com a ascensão das tecnologias digitais nas interações sociais. A realidade aumentada, ao integrar elementos virtuais a ambientes reais, oferece potencial transformador. Nesse sentido, o presente trabalho explora a integração da realidade aumentada em aulas de língua inglesa. Com base em planos de professores de Sergipe, dados de um curso de formação de professores, realizado em 2021, são analisados por meio da Pesquisa-Docente de Freeman (1998). Resultados destacam o potencial da realidade aumentada no ensino público de inglês, ressaltando a importância de cursos de formação de professores na eficaz implementação de tecnologias educacionais.

Palavras-chave: realidade aumentada, inglês, práticas sociais de linguagem, Sergipe.

LENGUA INGLESA EN LA ESCUELA PÚBLICA: APLICACIONES DE REALIDAD AUMENTADA Y PRÁCTICAS SOCIALES DEL LENGUAJE

RESUMEN

La enseñanza de la lengua inglesa, históricamente centrada en paradigmas estructurales, enfrenta desafíos con el auge de las tecnologías digitales en las interacciones sociales. La realidad aumentada, al integrar elementos virtuales en entornos reales, ofrece un potencial transformador. A este respecto, el presente Trabajo explora la integración de la realidad aumentada en clases de lengua inglesa. Basándose en los planes de los profesores de Sergipe, se analizan datos de un curso de formación de profesores realizado en 2021 mediante la Investigación Docente de Freeman (1998). Los resultados destacan el potencial de la realidad aumentada en la enseñanza pública del inglés, subrayando la importancia de cursos de formación de profesores en la eficaz implementación de tecnologías educativas.

Palabras clave: realidad aumentada, inglés, prácticas sociales del lenguaje, Sergipe.

1. INTRODUCTION

The teaching-learning process of foreign languages, with a particular emphasis on the English language, has been historically conceived by structural paradigms. These paradigms involve pedagogical approaches focused exclusively on grammatical constructs, isolated lexical elements, and educational methodologies centered around translation practices (Berger, 2005). In Brazil, notwithstanding the historical neglect of foreign language teaching, notably in the context of English (Celani & Collins, 2003), laws and educational directives (Brazil, 1996, 1998, 2006, 2018), including the National Education Guidelines and Bases Law (LDB 9.394/96) and more recently, the National Common Curricular Base (BNCC), have advocated for language teaching that extends beyond mere linguistic structures to encompass social language practices.

Through language as social practice, human beings communicate, (de)construct meanings and significances, act in the world, and build their identities as agentive subjects (Jordão, 2016; Pires, 2011). These definitions of language have often been neglected in foreign language classes, sidelining social language practices and critical approaches to language.

One of the possibilities to overcome the historical complexities in English language teaching-learning is when students and teachers engage in real communication situations. In this sense, providing authentic environments based on students' current interests can be an alternative to learning the language through involvement in social language practices. The process of language acquisition within immersive settings, notably those employing augmented reality, affords an active pedagogical approach, thereby aiding in the mastery of pertinent skills (Liu, Dede, Huang & Richards, 2017). The integration of augmented reality technology within educational settings creates an environment conducive to engaging with intricate narratives and authentic scenarios in a multimodal way. Not only does this approach facilitate a comprehensive understanding of the language, but it also encourages expression through diverse modes of communication.

Augmented reality, similar to virtual reality, is perceived by the majority of the population as a futuristic technology, significantly distant from present-day realities. This technology involves superimposing virtual objects onto real-world spaces via mobile devices. Despite this virtual superimposition, users remain grounded in the physical world when utilizing augmented reality (Craig, 2013). Consequently, the presence of augmented reality is evident across various sectors of contemporary society, including healthcare, fashion, and entertainment, such as in the game Pokémon Go and social media filters.

Data from the Regional Center for Studies on the Development of the Information Society under the auspices of UNESCO, known as *Cetic.br,* indicate the expansion of access, use, and appropriation of information and communication technologies in Brazilian public and private schools. Focusing on using these resources by students and teachers in teaching and learning activities, the number of urban school students with internet access through mobile phones reached 98% in the year 2020 (Cetic.br, 2020). Based on these facts, it has become increasingly difficult to conceive language teaching as a social practice dissociated from internet use and smartphones. The inherent omniscience and omni-

presence in the technological expansion of telephony and computers point to profound cultural transformations, evident in large-scale mobility, which is known as ubiquitous communication (Santaella, 2013). This phenomenon results in the emergence of new types of readers and learners who understand not only graphically written texts but also sounds, videos, images, gestures, facial expressions, etc.

Furthermore, the teaching of foreign languages has traditionally been enriched by various technologies, such as CDs, movies, and music. Consequently, the integration of augmented reality will follow a similar trajectory. Augmented reality will have an impact on human life comparable to that of electricity, eventually becoming indispensable (Peddie, 2017). Technologies, especially digital ones, have transformed social contexts and everyday life, resulting in new socio-culturally nuanced literacy practices (Nascimento, Santos & Silveira, 2019). From this perspective, it is evident that students' social practices have been altered by these new literacies, necessitating the integration of digital technologies, especially augmented reality, into English language classes

Although some studies on teaching the English language using augmented reality have been published in Brazil (Borges Júnior, 2011; Oliveira et al., 2016), their focus tends to reinforce historically established English language teaching practices, such as the teaching of grammatical structures and translation. Additionally, there is a scarcity of research conducted specifically within public school contexts, and those that have been implemented do not explore the potential for promoting social language practices through the use of augmented reality. According to Paiva (2019, p. 18, our translation), "we have not yet appropriated augmented reality for language teaching." Thus, the potential of this technology remains largely unexplored in foreign language teaching, especially in public schools and with an emphasis on social language practices.

However, for the use of augmented reality in schools to be truly effective and to strengthen its relationship with language as a social practice, it is crucial to offer teachers continuous training[1] courses to enhance their pedagogical practices. Given the constant changes in the educational landscape, these courses provide valuable opportunities for discussion and knowledge exchange among teachers, promoting engagement with innovative and inclusive practices that can be adapted to each teacher's specific context.

From this perspective, the results of this article emerged from data collected during the research project "Augmented Reality in English Language Teaching in Public Schools: Research Action and International Cooperation (Part II)." It is worth noting that this international cooperation proposal between the Federal University of Sergipe, the Department of Education, Sports, and Culture of Sergipe in Brazil, and the University of Miami in the United States was approved[2] and funded by the FAPITEC-SEDUC 02/2020 call for proposals.

The aforementioned project aimed to deconstruct the traditional top-down cultural relationship where the university produces knowledge to transmit to public school teachers. It involved multiple contexts,

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1 In Brazil, the term "training" is not used in the context of teacher education in universities because it carries a behaviorist connotation. However, we have adopted this term in English as it is the most used term in this language.

2 The project was approved by the Research Ethics Committee of the Federal University of Sergipe (UFS). Protocol number: 4.387.436.

ranging from students and teachers in the state public education system to undergraduate and graduate students and educators in the field of Educational Technology. The project was developed over three phases: i) a training of trainers' course in the first semester of 2021[3]; ii) a teacher training course in the second semester of 2021; and iii) an analysis of the training courses and an investigation of the development of classes in state public schools.

This study focuses on analyzing the lesson plans developed by English language teachers from the state school system of Sergipe during the last two meetings of the teacher training course. Additionally, it aims to explore the social language practices underlying the integration of virtual information into real-world visualizations materialized in applications within the English language lesson plans.

The methodology adopted in this study is based on Teacher Research proposed by Freeman (1998), which involves stages of naming, grouping, finding relationships, and displaying. Data collection was conducted through recordings of the course, which were subsequently transcribed and analyzed to identify the social language practices underlying the integration of augmented reality in English language teaching.

Preliminary results indicate that augmented reality can transform English language teaching, providing richer and more interactive learning experiences and contributing to the democratization of knowledge and the digital inclusion of students. However, the implementation of augmented reality faces structural challenges, such as the need for adequate infrastructure and continuous teacher training.

2 METHODOLOGIES

To achieve the objective of this study, the analysis and characterization of the course recordings and lesson plans were conducted following the Teacher Research framework proposed by Freeman (1998), adhering to the essential stages of analysis: naming, grouping, finding relationships, and displaying. The methodological approach employed in the development of this article assumes that classroom activities are shaped by practice and subject to modifications by the teachers. These adjustments occur as a result of their individual experiences and the specific context in which they operate. Teacher Research aims to make this personal knowledge public.

In this context, the research is not limited to an isolated act but represents a continuous commitment to analyzing what is happening or may happen in the classroom, resulting in a deeper understanding of these aspects. This process contributes to the formation of a "professional disciplinary community" (Freeman, 1998, p. 11). Therefore, this type of investigative approach is a way to constantly engage in understanding the classroom environment and the events that occur within it.

For this study, data collection was carried out through recordings made via the Google Meet platform during the training course. However, considering that the lesson plans developed by the participating teachers are the focus of this article, only the last two meetings of the aforementioned course were

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3   A master's thesis by Oliveira (2024) addresses the training of trainers.

analyzed. Based on this method, data analysis was conducted through four essential activities: naming, grouping, finding relationships, and displaying data.

The initial stage (naming) involves assigning names to the collected data using codes that can derive from both external categories, such as the research objectives, and the data itself. At this stage, participants' words are summarized, preferably using nominal phrases or short sentences. Additionally, codes based on the data itself can be created.

In the second activity of the analysis, called grouping, the codes are organized into categories. These groupings, like the naming stage, can be derived from the data or predefined. Thus, groups can emerge as similarities or connections between the codes are identified, originating directly from the data. Predefined groups, on the other hand, are external to the data and can be determined based on the research objectives or guiding questions. The decision on which approach to use varies according to the study's objectives. In this research, for example, the grouping approach was based directly on the data, that is, from the connections between the codes.

By performing the grouping, it is possible to identify relationships, which constitute the third step of the analysis. This stage involves recognizing recurring patterns among the groups, that is, understanding how these groups are similar or contrast. Some codes may stand out for not fitting well with other codes and being classified as outliers. However, they are still relevant since "they can reveal where the interpretation is incomplete or fragile and how it needs to be adjusted" (Freeman, 1998, p. 100).

Regarding the final step, this is when the need arises to visualize the emerging interpretation as a whole. This process involves displaying the data and observing the results tangibly, understanding how the parts relate as a coherent whole (Freeman, 1998). The presentation of the data can reflect both the products of the analysis, such as maps illustrating the meanings constructed in the interpretation, and the processes of the analysis, as these sketches can be adjusted to redirect the course. Therefore, they remain susceptible to modifications and revisions.

3 TEACHER TRAINING COURSE

The teacher training course was developed based on discussions held during the teacher trainers' training course (the first phase of the project), focusing on the use of augmented reality in English language teaching in public schools and targeting public school teachers in Sergipe. Thus, the course was designed to demonstrate how augmented reality (Peddie, 2017) can be integrated into the classroom in an accessible and practical manner, and to value the local context and culture of the teachers and their students (Celani, 2006; Kumaravadivelu, 2012), deconstructing the notion of training courses as mere providers of solutions.

Due to the need for social distancing caused by the COVID-19 pandemic, the course meetings were held remotely via the Google Meet platform from September 25th to November 27th, 2021, consisting of eight sessions that took place on Saturdays. Additionally, the course included participation from UFS

professors, master's and doctoral students from the postgraduate program in education at UFS, undergraduate research initiation students, public school teachers from Sergipe (the course's target audience), and a guest teacher. The table below briefly describes the development of the course meetings.

Table 1: Summary of the teacher training course

Day of the meeting	Summary of the meeting
1st Meeting (25/09/2021)	During this session, a detailed explanation of the course was provided, followed by the presentation of the participants. There was also a brief introduction to the concept of augmented reality and a discussion on the differences between augmented reality and virtual reality.
2nd Meeting (02/10/2021)	This meeting addressed the history of technology in education. Participants discussed language concepts and their applications in the classroom. Additionally, they were introduced to the concepts of the Internet of Things and augmented reality, exploring their definitions, examples, and uses.
3rd Meeting (09/10/2021)	During the third meeting, the concepts of augmented, virtual, and mixed reality were explored in depth, highlighting their differences and practical applications. The discussion also covered the use of augmented reality in schools and the topic of gamification.
4th Meeting (16/10/2021)	In this session, practical examples of using augmented reality in English language classes were presented, and various applications that could be used by teachers were suggested, including the Albloom app.
5th Meeting (23/10/2021)	The fifth meeting was dedicated to reviewing the discussions from previous sessions. Participants analyzed a case study and created activity proposals, which were then shared with the group.
6th Meeting (30/10/2021)	In the sixth meeting, different perspectives of reality were discussed. Teachers participated in an activity involving the problematization of realities with students using augmented reality and shared their proposals.
7th Meeting (06/112021)	The seventh meeting addressed the integration of augmented reality in the classroom and the exploration of the metaverse. Participants worked on constructing lesson plans, which were shared at the end of the meeting.
8th Meeting (11/27/2021)	Finally, in the eighth meeting, teachers presented their individual lesson plans, developed to be applied in their respective classrooms. Each presentation was conducted according to the schedule allocated to each teacher.

Source: Prepared by the authors

Regarding the conduction of the teacher training course meetings, an alternating system was maintained, involving the participation of one to three facilitators per meeting. The objective was to deconstruct the notion of vertical knowledge transmission, whether from the university to the school or from the more graduated to the less graduated (Freire, 1968), and to promote collaborative knowledge, where there are no hierarchies between the different types of knowledge (Rancière, 2002). Thus, all trainers, including undergraduate and graduate students, public school teachers from Sergipe, and university professors, had the opportunity to conduct the meetings. It is important to highlight that the final meeting differed from the others as it did not have a fixed facilitator. Instead, it was structured as a dialogue between a public-school teacher from Sergipe and the trainers, focusing on discussing the individual lesson plan developed as an activity proposal.

4 RESULTS AND DISCUSSIONS

Research involving digital technologies in English language teaching is a relatively new field compared to other research areas. For an in-depth study in this area, teachers need to detach themselves from some ideals of traditional pedagogy and be willing to always learn new things. Being open to the new/emerging was one of the purposes of the teacher training course, as well as introducing public school English teachers in Sergipe to augmented reality, the applications that can be used, the relevance of using this digital technology, and the underlying social language practices.

In the final meeting of the teacher training course, held on November 27, 2021, seven lesson plans developed by public school teachers in Sergipe were presented, all of which included proposals for the effective integration of augmented reality in English language classes. However, beyond integration, it was necessary to reflect on the purposes of using such technology(ies). Therefore, the teachers emphasized their objectives, justification for using augmented reality, local context, content, resources, theme, and other pedagogical procedures.

For ethical reasons, the names of course participants and schools were replaced by pseudonyms. The decision to maintain the names of the cities where the schools are located was made to consider the local context, as this information is relevant for the analysis.

Table 2: Teachers' pseudonyms, themes and grammatical contents

Teacher(s)	Chosen Theme(s)	Grammatical Content(s)
Teacher Joker DC Comics State School (Aracaju-SE)	Diversity	Modal Verbs
Teacher Captain America Quilombola Marvel State School (Brejo Grande-SE)	Afro-Brazilian food; African Ancestry	Lexical repertoire
Teacher Mystique 21st Century Fox Center of Excellence (Canindé de São Francisco-SE)	Eating habits	Frequency adverbs; Imperative form
Teacher Helena Pixar State School (Carira-SE)	Persuasion resources in advertising texts	Adjectives
Teacher Daphne Warner Bros. State School (Lagarto-SE)	Students' routines and household habits; Gender issues and task stereotypes	Simple Present; Frequency adverbs
Teacher Cinderella Disney State School (Tobias Barreto- SE)	Students' routines; Gender inequality	Simple Present
Teacher Anastasia Dreamworks Center of Excellence (Aracaju-SE)	Globalization	Lexical repertoire

Source: Prepared by the authors

The first lesson plan presented in the final meeting was developed by teacher Joker, from DC Comics State School (Aracaju-SE). The lesson, planned for a 9th-grade class, had diversity as its theme, and modal verbs as its grammatical content. It had three learning objectives: (i) to discuss identity representations and dominant ideologies of the center at the expense of others historically marginalized, silenced, and whose discourses were also excluded; (ii) to problematize the subject represented by Da Vinci's Vitruvian Man; (iii) to use augmented reality through reinterpretations of the Vitruvian Man.

Regarding the use of augmented reality, Teacher Joker presented proposals utilizing 3D glasses, the Alboom augmented reality app, and QR codes. Additionally, considering the local context of the students and the school, located in a neighborhood viewed by many as peripheral, the teacher planned, for the final activity, to present reinterpretations of the Vitruvian Man (trans, black, indigenous people, etc.) to deconstruct the centrality of the colonial male subject model and to problematize, together with the students, the decolonial transformations they represent (Mizan, 2018).

The second lesson plan, proposed by teacher Captain America, from Quilombola Marvel State School (Brejo Grande-SE), presented a lesson on Afro-Brazilian foods for a 6th-grade class. According to the teacher, Afro-Brazilian culture was very important for the local culture of the school and students. Thus, the plan aimed to build a lexical repertoire related to cultural themes through the use of the English language in the classroom.

In addition to Afro-Brazilian dishes, the lesson addressed the importance of African ancestry in Brazil and how it is present in daily life. The teacher selected video, music, posters with printed images, smartphones, and augmented reality glasses as teaching resources. The use of augmented reality was expected to promote greater interaction and engagement from students, as advocated by Liu et al. (2021).

The lesson plan developed by teacher Mystique (Canindé de São Francisco-SE) highlighted the importance of incorporating augmented reality to make lessons more interactive and engaging. The lesson plan integrated resources such as online quizzes, short videos, and the Alboom AR app to enrich the learning experience for students. Learning objectives included discussing healthy eating habits, the importance of a balanced diet, and using frequency adverbs and the imperative form in English. Proposed activities ranged from taking quizzes to reading informative texts and creating digital content by students.

The development of this lesson plan also considered the local context and culture of the students (Canagarajah, 2005; Kumaravadivelu, 2012). In this specific case, the students have three daily meals at the 21st Century Fox Center of Excellence, reflecting the relevance of discussing healthy eating habits. Not only does the practical and contextualized approach aim to teach English, but it also raises students' awareness of the importance of healthy and balanced eating. Thus, the lesson plan promotes the development of linguistic skills while also encouraging the adoption of dietary practices that contribute to students' health and well-being.

The lesson plan by teacher Helena (Carira-SE) was carefully designed for 9th-grade students, focusing on three main knowledge areas: reading strategies, persuasion resources, and adjectives. The primary objective of the lesson is to identify and debate the persuasion resources used in advertising texts, expanding students' vocabulary and understanding of convincing elements through word choice identification, color and image usage, and font size, also exploring virtual environments for building English proficiency.

The resources needed for this lesson are diverse and integrate augmented reality technology within the local context. Among the listed materials, the internet, smartphones, and 3D glasses stand out, allowing for greater immersion of students in virtual content, making learning more dynamic and interactive. Additionally, colored pens, poster boards, and printouts are essential for practical and visual activities, facilitating the understanding of theoretical concepts. This combination of digital and analog technologies aims to provide a rich and stimulating learning environment, preparing students for the contemporary demands of communication and information consumption.

The fifth lesson plan presented by teacher Daphne from Warner Bros. State School (Lagarto-SE) was intended for the 1st stage of Youth and Adult Education in High School (EJAEM), focusing on the introduction and practice of the Simple Present and adverbs of frequency through the study of students' routines and domestic habits, also addressing gender issues and stereotypes. The purpose of this lesson is to enable students to construct coherent sentences about their daily routines while fostering a critical discussion on gender roles and stereotypes present in society. The outlined objectives include recognizing the importance of the Simple Present in describing everyday actions, identifying gender stereotypes, and discussing power dynamics in household chores.

For the implementation of this lesson plan, the teacher employs a variety of technological and methodological resources. The use of the Abloom app, which employs cards with images representing daily actions, is an example of how augmented Reality technology can be integrated into English language teaching. Additionally, the use of slides to present text examples with routines, typed exercises with routine sentences, and fill-in-the-blank activities with adverbs are important resources mentioned in the plan. This immersive environment (Liu et al., 2017) makes learning more interactive and engaging while also helping to connect educational content to the local context, promoting a broader and more critical understanding of reality.

Teacher Cinderella's lesson plan was the fifth to be presented. The aforementioned plan was designed for 1st-year high school and EJA/EM students at Disney State School (Tobias Barreto-SE), focusing on the review of the Simple Present in the English subject. The main objective of the lesson is to allow students to share and compare their routines with those of their peers and others, using the Simple Present. The issue addressed is gender inequality, questioning the roles assigned to men and women. This provides students with the opportunity to reflect on relevant social issues while practicing their communicative competences (Canale, 1983).
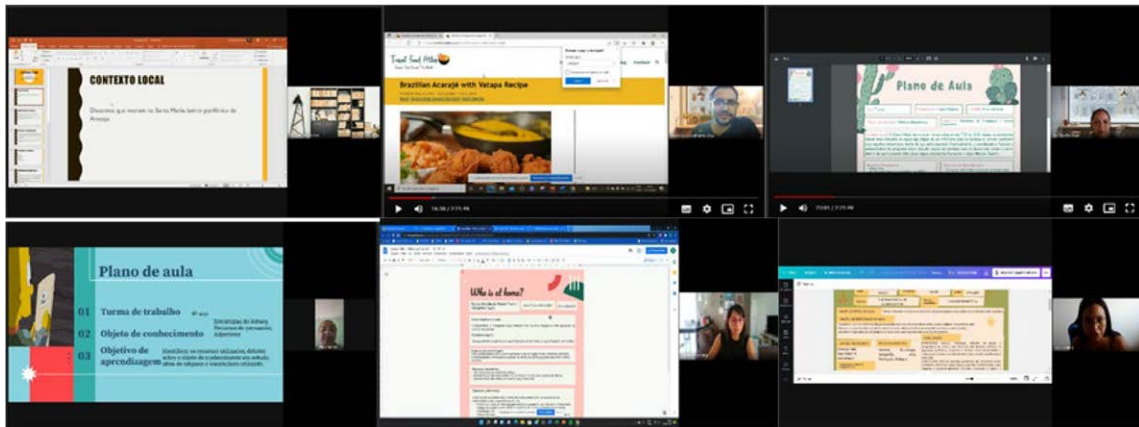
Several resources incorporating augmented reality technology were selected for the development of this lesson plan. Virtual reality glasses were among the listed materials, which offered immersive experience for students (Liu et al., 2017), allowing them to experience different routines and family contexts. Additionally, the lesson included the presentation of videos on family routines, such as scenes from "The Incredibles" and TikTok content, as well as videos with the theme "stay-at-home dad." These audiovisual resources are fundamental for contextualizing the use of English language in a practical and meaningful way, engaging students and facilitating learning through a modern and interactive approach. Moreover, the inclusion of culture and the local context is essential, as it allows students to identify with the content and reflect on their own reality, promoting deeper and more connected learning.

The last lesson plan, developed by teacher Anastasia from the Center of Excellence Dreamworks (Aracaju-SE), was designed for 2nd-year high school students with the theme "The Many Faces of Globalization" in the English subject. The general objective is to critically reflect on the phenomenon of globalization and its effects on contemporary society. The specific objectives include enabling the understanding of the various dimensions of globalization (social, cultural, economic) and discussing

its impacts at the global and local levels, relating them to students' experiences. This plan also aims to identify aspects of resistance at the local level, providing a critical and contextualized view.

For the proposed activities, the teacher selected several technological resources, including smartphones, the Albloom app, and word cloud creation tools like Wordcloud. These resources allow the integration of augmented reality technology, enriching the learning experience. Interdisciplinarity is a crucial aspect of this plan, involving subjects such as History, Portuguese, and Biology, reflecting the importance of a holistic approach. Research conducted by Redondo, Cózar-Gutiérrez, González-Calero and Sánchez Ruiz (2020) supports this approach, highlighting that the use of augmented reality and digital resources promotes greater student engagement, a deeper understanding of content, and connections to both local and global contexts. Considering the cultural and global context is essential to making learning relevant and meaningful, enabling students to recognize and analyze the complex dynamics of globalization in their own lives and communities.

Image 1: Screenshots highlight the teachers presenting their lesson plans during the final meeting

Source: Authors' personal collections

It is worth noting that in all lesson plans, augmented reality was used with specific purposes and objectives. Additionally, other resources introduced in the teacher training course were incorporated into all lesson plans, such as smartphones, virtual reality glasses, QR codes, and augmented reality applications like Alboom, which was featured in five of the seven plans presented.

An important common choice in all the lesson plans was to address themes related to the students in their social and local contexts (Celani, 2006). In this regard, "social interaction should work to make instructional communication beneficial" (Lui et al., 2018, p. 57), i.e., learning as a social situation helps clarify that cognitive aspects should be considered in the lesson plan, along with social interaction and the context in which students are embedded.

According to research by Redondo et al. (2020, p. 148), "the conclusion is that AR seems to have the potential to be an interesting and powerful tool in the field of education." Comparing their research to this study, we can conclude that the introduction of technological resources such as augmented reality

represents new possibilities in the field of education, as they provide interactive experiences that foster new teaching and learning processes. Furthermore, students would have the opportunity to learn from a multimodal perspective, considering the globalized world we live in and the multimodal experiences, especially through digital means, that are increasingly present in students' lives.

The lessons planned by the participating teachers consider that the adoption of augmented reality and immersive environments aids learning by making the learner the protagonist of their education. Immersive environments "represent an active approach to learning and are intended to facilitate better and deeper learning of competencies relevant to success in today's complex and interconnected world" (Liu et al., 2018, p. 71). From these ideas, we can conclude that these active approaches spark students' interest, aid in understanding the globalized and interconnected world we live in, and prioritize an interactive education where students are agents of knowledge and actively participate in the learning process.

Language is shaped by interactions and collaborations among people (Bakhtin, 2006). In this matter, the diversity of voices and perspectives in language, highlights how meaning is constructed in a dialogic process. Thus, considering that augmented reality in schools provides an interactive form of learning, it is possible to relate it to the perception of language as a social practice defended by the author. This technology, in addition to allowing students to interact with virtual content in a real environment, also enables knowledge to be contextualized and more meaningful, allowing students to explore different angles and views on a specific topic and encouraging critical reflection and appreciation of the diversity of interpretations.

Therefore, it can be concluded that there is a growing need for contextualized lessons with greater interactions provided by augmented reality. Augmented reality applications and other digital technologies in the classroom offer a means of interaction through language, playing a crucial role as a social practice for students, allowing them to navigate the social and cultural relationships in which they are embedded.

5 CONCLUSIONS

In conclusion, the use of augmented reality in teaching English in the state schools of Sergipe shows significant potential to transform how students learn and interact with the language. It provides students with the opportunity to explore authentic use of English in real and multimodal contexts, such as shopping in a market, daily interactions, or virtual tourism. Not only does this make learning more relevant, but it also enhances the understanding of the language as a critical and functional communication tool.

From the analyzed lesson plans, it became evident that the actions and social practices present in the lessons had a noticeable impact. Orality and discussion took a more prominent role, giving students the chance to interact socially and understand the language as an instrument of communication, (re) construction, and transformation of meanings. Thus, grammar and vocabulary became one of the focal points, but not the sole elements addressed in English lessons in basic education.

Moreover, discussions held during the course led to the conclusion that the use of digital technologies, especially in teaching English, can enhance students' skills and stimulate their interest, improving their relationship with the English language. The motivation to learn a new language stems from two sets of attitudes: personal interest in the language and the existence of instrumental motivation (Gardner & Lambert, 1994). Therefore, it can be said that augmented reality combines these two attitudes in a single learning environment, resulting in an immersive and multimodal experience for students.

However, it is important to highlight that the successful implementation of augmented reality in English teaching requires careful considerations. It is essential to ensure equitable access to technology and adequate school infrastructure for students. Additionally, teachers must continuously engage in professional development, learning about new digital technologies and exploring specific tools to ensure that the use of digital technologies does not solely serve the principle of entertainment devoid of a critical and questioning stance.

Finally, the results indicate that the implementation of augmented reality has the potential to promote active construction of linguistic knowledge by enabling immersion in real contexts and practical application of learning in English teaching in the state schools of Sergipe. This provides a dynamic, interactive, and contextualized approach. This technology not only has the capacity to spark students' interest but also to empower them as active participants in their own learning process. In doing so, augmented reality emerges as a valuable tool for educational advancement, enabling students to develop linguistic skills, communicative competencies, and socio-emotional abilities, all of which are essential in a globalized and constantly evolving world.

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