Preparing teachers to teach the English language with Augmented Reality through Online: a look at technology skills and the role of teacher autonomy

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ABSTRACT

This paper summarizes research-based practice for an exclusive training program for in-service English language teachers in Yogyakarta. The program aims to reveal their design material skills, technology needs to teach language online, and the role of teacher autonomy. The technology includes designing Augmented Reality (AR) and PowerPoint, Video editing, and Zoom to teach AR-based material. The training program consists of nine workshop sessions, two micro-teaching sessions, and one evaluation session. The participants are 37 in-service teachers from junior and senior high schools and Islamic junior and senior high schools. The result reveals three aspects: first, they can develop and design AR-based activities that expose their high interest in creating new 3D objects based on micro English language skills. The second result reveals their learning needs of technology skills, such as AR, PPT, Video making, and using Zoom, which is varied considering their prior technology skills. The third one is teacher autonomy, which is fascinating due to their eagerness to search and try four AR apps, and it also pushes to the different level of role in teaching due to the online mode of delivery. Teachers are no longer the single source and model for students.

Kata Kunci: *Online language teaching, AR, Skills, Teacher Autonomy*