Examining Elementary Teachers' Attitudes towards Metaverse Use in Teaching English

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Abstract: This study aims to examine elementary teachers' attitudes toward Metaverse use in teaching English. This study was conducted in the city of Ma'an in Jordan. The sample of this study consists of 50 elementary school English teachers working in public schools who were randomly selected. To achieve the purpose of this study a descriptive approach was used. The researcher conducted the research during the academic year 2022-2023. There was one tool used to collect the data. An online questionnaire was distributed to the participants. The finding revealed that teachers held neutral attitudes towards Metaverse use in teaching English. It was found that Metaverse keeps the lessons fresh and fascinating, encourages student engagement, attracts their attention, and makes learning enjoyable and engaging. It can be used to improve the student's knowledge of the English language. However, the results also showed that there are certain drawbacks to Metaverse such as privacy problems, distraction and addiction.

(**Keywords**: Attitudes, Elementary Teachers, Metaverse, Teaching English)

Introduction

It is beyond dispute that technology has advanced recently and that this has had a significant impact on human life. The majority of everyday tasks can now be accomplished online, saving a significant amount of time. Developed as well as developing nations are looking for new and better ways to raise educational standards in today's technologically advanced globe, especially after the COVID-19 pandemic. The COVID-19 epidemic has caused global educational environments to evolve more quickly than anticipated. Because of the widespread COVID-19 outbreak, the Jordanian government temporarily banned education in schools and implemented online instruction. Numerous discussions about the modality are occurring, particularly as online learning has grown more popular.

Online learning is the process of using the Internet to engage with a teacher, other students, and learning materials, to access a variety of learning resources, and to get assistance while learning in order to gain knowledge, create personal meaning, and develop as a result of the experience (Ally, 2008). A feeling of presence is essential for improving the efficacy of online learning. As a result, many platforms and tools for online lectures are being deployed.

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ملخص: تهدف هذه الدراسة إلى فحص اتجاهات معلمي المرحلة الابتدائية نحو استخدام الميتافيرس في تدريس اللغة الإنجليزية. اجريت هذه الدراسه في مدينة معان الاردن. تكونت العينه في هذه الدراسة من 50 معلمًا للغة الإنجليزية في المدارس الابتدائية يعملون في المدارس الحكومية تم اختيارهم عشوائيا. ولتحقيق غرض هذه الدراسة تم استخدام المنهج الوصفي. أجرى الباحث البحث خلال العام الدراسي 2022-2023. كانت هناك أداة واحدة تستخدم لجمع البيانات. وتم توزيع استبيان إلكتروني على المشاركين. كشفت النتائج أن معلمي اللغة الإنجليزية في المدارس الابتدائية لديهم مواقف محايدة تجاه استخدام الميتافيرس في تدريس اللغة الإنجليزية. وقد وجد أن الميتافيرس يحافظ على الدروس متجددة ورائعة، ويشجع مشاركة الطلاب، ويجذب انتباههم، ويجعل التعلم ممتعًا وجذابًا. ويمكن استخدامه لتحسين معرفة الطالب باللغة الإنجليزية. ومع ذلك، أظهرت النتائج أيضًا أن هناك عيوبًا معينة في الميتافيرس مثل مشاكل الخصوصية، الإلهاء والإدمان.

(**الكلمات المفتاحية**: الاتجاهات، معلمو المرحلة الابتدائية، ميتافيرس، تدريس اللغة الإنجليزية)

Discussions regarding the Metaverse are growing as interest in non-face-to-face activities and the virtual world has grown as a result of COVID-19 (Hyunji & Myoungsung, 2023).

Kye et al., (2021) stated that the Metaverse is an expanded space that combines the physical and virtual worlds. But it's not just a straightforward fusion of the actual world and virtual reality; rather, it's a collaboration of the two. In other words, The Metaverse, contains features of a virtual environment with improved interactions and social life. It's a realm that virtually improves physical space and the real world. Users can conceive a variety of digital reflections of the real world and mirrors that are not existent in the actual reality through this combination of the real and physical universes for a variety of reasons (Alfaisal et al., 2022).

Therefore, it's a persistent, networked, 3D cosmos that combines several virtual spaces where users will be able to collaborate, interact, mingle, and play together in these 3D places thanks to the Metaverse. Since the Metaverse simulates reality, it is possible to replicate real-world experiences in the virtual realm.

There is a lot of research on the Metaverse in the literature. Gursoy (2022), for example, used the metaverse in terms of the hospitality and tourism industry. This study aims to provide a general explanation of the Metaverse idea within the context of the hospitality and tourism sectors. Following that, it suggests a conceptual framework for developing Metaverse experiences identifies research needs and suggests agenda items that have the potential to greatly help participants in the hospitality and tourist sectors. On the other hand, Tasa (2009) employed the Metaverse in terms of artistic creation and building design. This study looked at examples of artwork and buildings in the Second Life setting. In a different study, the banking industry's use of the Metaverse was investigated. This study supports the case that banks should be proactive in promoting Metaverse adoption, supporting the circular economy, and minimizing waste through the implementation of Web 3.0 technology in the banking industry (Dubey, 2022).

There are studies on education in the Metaverse, just as there are studies relating to the Metaverse in many different fields. These studies help us comprehend education and its requirements in a Metaverse setting.

For the first time ever in Japan, Imaoka et al. (2012) used Metaverse technology as the primary material in an EFL lesson. The Metaverse often known as a second life, was incorporated into the curriculum. The findings indicate that the use of Metaverse helps students stay anonymous. This can help shy students become interactive students. The Metaverse also provides the students with the ability to practice the language through engaging in role-playing situations.

Aydin (2022) tries to offer a theoretical framework for the application of Metaverse in language acquisition. The researcher claimed that the Metaverse encourages communication between students and the acquisition of new knowledge. Additionally, it simulates and represents actual circumstances, aids students in developing and

displaying behaviours in a virtual environment, and promotes social interactions that include collaborative tasks and activities that include communication. In short, the Metaverse allows language learners to connect in an environment for collaboration and cooperation, improve ideas, receive help and comments from peers and teachers, and boost their ability to learn languages. The study also explores several issues with using the Metaverse as a tool for language acquisition. First, challenges could include privacy, safety, and difficulties with accessibility. Furthermore, among the users, there may be issues with addiction, game addictions, online harassment, violence, and other health issues that could lead to depression and nervousness. Finally, given the extent of global financial and technological imbalances, several technical challenges relating to supplying the foundation for hardware and software might not be provided.

Han et al. (2023) conducted a study that sought to consolidate the available evidence in order to present an overview of the current research on learning in Roblox. The researchers selected 40 studies that were examined to respond to the research questions, in accordance with PRISMA and with the help of LDA topic modeling. The results of the study indicate that: using Metaverse learning has the benefits of being accessible to a large number of students, drawing in students with a positive attitude, and fostering students' motivation to learn. However, there are drawbacks as well, including cyberbullying, cybersecurity risks, and a lack of effective teaching strategies.

Bae et al. (2022) cited in Kim et al., (2023) carried out a pilot study in the Korean EFL setting to create a Metaverse-based English-speaking curriculum. The writers used pre-and post-tests, questionnaires, interviews, and learning progress monitoring to ascertain the program's effectiveness. The findings revealed gains in digital literacy and motivation for the English learning process. The interview findings also showed that both teachers and students had favourable opinions on the usage of Metaverse in English classes, with the students expressing an intense curiosity about Metaverse-based English instruction. The authors came to the conclusion that realistic EFL speaking and learning experiences can be achieved using Metaverse-mediated language learning, which is effective

regardless of time or space constraints. Metaverse has been found to aid in the development of digital literacy and oral communication skills in EFL students when given the right task designs.

Kim et al. (2023) focused on describing how various learning environments (conventional and Metaverse) might affect students' English competence. 45 students were split into two groups: controlled and experimental, to see if their exposure to a metaverse environment could be beneficial for speaking practice. Students in the controlled group exercised speaking English during the semester in typical classroom settings, while those in the experimental group did it in a Metaverse setting. The results showed no significant differences between the two groups, but both groups significantly increased their English proficiency as a group. The benefits and drawbacks of the Metaverse learning platform provided insight into students' perceptions of using it to learn English from their points of view.

Talan and Kalnkara (2022) conducted a study to ascertain students' perceptions of the Metaverse's potential for application in education. 34 second-year students at a state university in Southeast Anatolia, Turkey, who are majoring in computer engineering, make up the study's sample. The Metaverse was used by the students, who also rated it. Following the application, interviews with the participants were held to ascertain the students' opinions of Metaverse. A mixed-method approach was adopted in this study, which took into account both qualitative and quantitative research approaches. The study's findings revealed that while most students had never used Metaverse before, they were interested in using it in the classroom. Students said that there are numerous fields and disciplines where Metaverse can be employed. They were reluctant to include Metaverse in all academic courses, though.

In another study, AlSaleem (2023) aimed to gather perspectives from young Jordanian language learners regarding the effectiveness of using Metaverse platforms for language learning, with a particular emphasis on how terrible, sophisticated, observable, and compatible the system is regarded to be. It also seeks to decide if it should be spent right away or saved for the future. The purpose of the current study was to assess the numerous technical advancements that have taken place in the area of language acquisition in order to better understand how these advancements have

affected students' methods for learning languages. The sample of this study consists of 50 high school students from various Jordanian institutions. Through a peer-reviewed survey that was administered to the participants and several follow-up interviews, the researcher gathered data from them. The majority of young students stated that the Metaverse tools may be applied to numerous professions and degrees of education. It might enhance their language skills and make the language course more fun. They concentrated on the notion that they required more time to prepare for using Metaverse applications for language learning, particularly with oral language skills. The young students thought the Metaverse platform had several benefits and might soon be employed in the classroom. They did point out that it goes against their class rules and could make learning difficult and distracting.

Rojas et al., (2023) constructed a learning Metaverse platform for engineering courses at four separate European universities. After this, they had students from these universities statistically evaluate the platform. The results show that students have positive attitudes about the program's usability, contentment, enjoyment, and immersion; however, they are less clear about their views on the learning experience and utility. In comparison to in-person instruction, the students appear to concur that interaction is still insufficient. To conclude the essay, the researchers offer some potential lines of future research in the area and examine some other works that are similar.

The goal of Mughal et al., (2022) study was to investigate how people think of the teaching-learning force of the Metaverse as the direction of education. Through the use of a deliberate sampling technique, semi-structured interviews were performed with teachers and students from public secondary and higher secondary schools as well as with academics from the departments of education at public sector universities. Only students at public secondary and higher secondary schools were aware of the Metaverse and its application to education, according to the data analysis. They thought that teaching in virtual classrooms would benefit students' learning. The majority of secondary and higher secondary school pupils thought that the Metaverse might supplant conventional instruction. They thought that

teaching pupils in virtual classrooms would be advantageous to instruction.

On the other hand, Aydins' (2023) study explores foreign language teachers' perceived Metaverse knowledge, attitudes toward using the Metaverse in the course of instruction and learning, perceived self-confidence in doing so, and perceptions of the culture and support at their schools regarding the use of the Metaverse. The findings indicated that although EFL teachers had a low level of acquaintance with its application in the teaching and learning of foreign languages, they had good attitudes about its use, and a neutral opinion of their ability to successfully incorporate the Metaverse into the aforementioned activities.

Rachmadtullah et al. (2023) attempted to ascertain how Indonesian primary school teachers view the potential of Metaverse technology as a shift in learning medium. Researchers employ a qualitative, descriptive research methodology. Descriptive research describes the actual situation with regard to the significance of the Metaverse for elementary school instructors. Twenty elementary school instructors with strong technology skills participated in this study. Through observation and interviews, the information was gathered. The findings of this study indicate that teachers in primary schools are considering employing the Metaverse as a teaching tool. Using the Metaverse as an instrument or as a new method of instruction is one of the alternatives available to teachers for enhancing student performance. The use of the Metaverse doesn't require a teacher to alter their approach to instruction; rather, it helps them to instruct pupils effectively.

The use of Metaverse for EFL learning has been found to have many benefits, according to the literature review. It gives students an actual EFL speaking and learning experience despite space or time constraints, allowing them to improve their English oral communication skills. Additionally, by engaging in various activities in virtual contexts similar to those they might experience in the real world, learners are able to recognize the importance of learning a language. Metavers help the students feel less stressed, embarrassed, and anxious, which boosts their self-confidence. Students are very interested in Metaverse-based language learning, which can help them do better in school. For these explanations, students and teachers have positive perceptions toward the Metaverse.

There are still several issues with the Metaverse, despite its potential advantages. First, challenges could include privacy, safety, and difficulties with accessibility. Furthermore, among the users, there may be issues with addiction, game addictions, online harassment, violence, and other health issues that could lead to depression and nervousness. Finally, given the extent of global financial and technological imbalances, several technical challenges relating to supplying the foundation for hardware and software might not be provided.

Statement of the problem

The application of the Metaverse in educational settings has also received attention. It's critical to gauge instructors' readiness, particularly for the integration of Metaverse technology into the classroom. It has been found via a review of the literature that Jordan has not conducted any pertinent studies on the topic. In this regard, it is anticipated that this work will be a first and fill a gap in the body of knowledge. Therefore, this study examines elementary teachers' knowledge and attitudes toward Metaverse use in teaching English by answering the main study questions:

"What is the attitude of elementary Teachers regarding the use of the Metaverse in teaching English?"

Limitation of the study

This study was conducted on 50 English language teachers in the public schools in Ma'an Directorate of Education, in the second semester of the academic year 2022-2023.

Definitions

Theoretical definition

Attitude: According to Bruvold (1973) attitude is a response, either favourable or unfavourable, to a thing or idea.

Metaverses: According to Dolata, &,Schwabe (2023) Metaverse is One or more viable alternatives to the current universe.

Operational definition

Attitude: refers to the way a person perceives and assesses something. The study looked at how teachers felt and thought about using the Metaverse program to teach English.

Metaverses: It can be defined as a 3D environment that enables the students to interact and learn English.

Methods

Design of the Study

The researcher used a descriptive approach to reach the aim of the study.

Population

This study was conducted in the city of Ma'an, Jordan. The study population consists of all the English language teachers working in public schools in the city of Ma'an, whose number is 117 teachers.

The sample

To select the participants the researcher used a random sampling method. The participants of this study consist of 50 elementary school English teachers working in public schools. The demographic information of the study participants is displayed in Table (1)

Table (1)

Demographical Data of the Teachers.

Variables	Category	f	%
Gender	Female	36	72
	Male	14	28
	Total	50	100
Experience	Less than 3years	11	22
	From 3-6 years	14	28
	From 7-10 years	19	38
	more than 10 years	6	12
	Total	50	100
The Qualification	Diploma	7	14
	Bachelor	35	70
	Master	8	16
	PhD	0	0
	Total	50	100

A total of 50 teachers, 36 (72%) female, and 14 (28%) male, participated in the study. In terms of the experience, 11 (22%) participants have less than 3 years of experience, 14 (28%) participants have from 3-6 years of experience, 19 (38%) participants have from 7-10 years of experience and 6 (12%) participants have more than 10 years of experience. in terms of Qualifications, 7 (14%) participants have a diploma degree, 35 (70 %) participants have a bachelor's degree, and 8 (18%) participants have a master's degree.

The investigation took place over the course of three days, for two hours every day in a computer lab. Participants were given a thorough explanation of the study's goals, its subject matter, and the elements of the Metaverse environment. Following that, a Metaverse sample application (using CoSpaces) was shown to teachers so they could use and test this environment Figure (1). The Cospaces application is a mixed reality online application that enables users to create and interact with interactive media content. CoSpaces application gives students the opportunity to exhibit their knowledge in novel ways by creating simple or sophisticated virtual interactive worlds that are understandable to beginners (Trust, 2022).
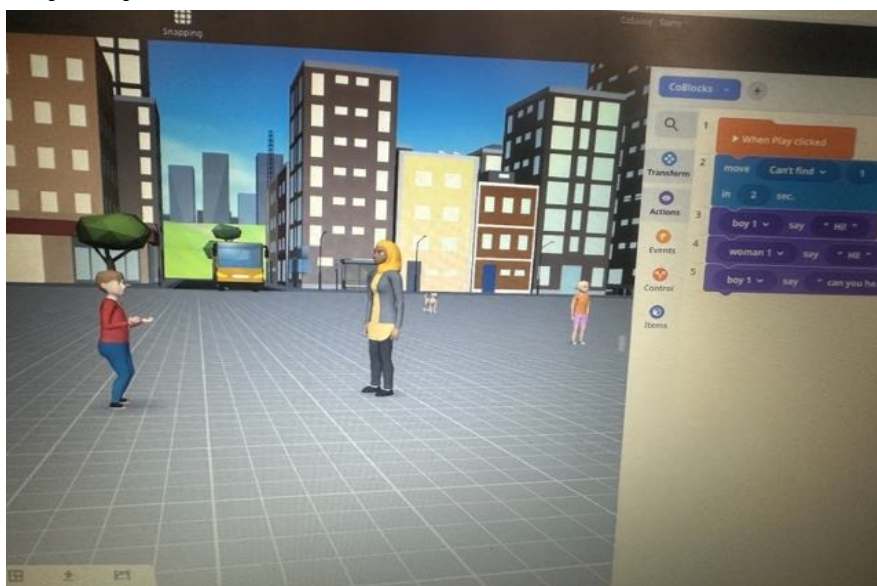
Figure (1)

CoSpaces application.

Teachers engaged in the Metaverse environment and reviewed it. Following the application, participants were given an electronic questionnaire to share their thoughts (Figure 2).

Figure (2)

CoSpaces practise.

Data Collection

To achieve the study objective, the researcher only used one instrument. The instrument in question was a questionnaire. Although the questionnaire was adopted from (Talan & Kalınkara, 2022), it was reviewed by two experts in method and instruction to give its final form. The questionnaire consists of three sections. The first section consists of three questions about the respondents' demographic information. The second section has four questions about the Metaverse. The last section consists of five Likert-type questions that deal with using the platform to teach English. A five point likert –scale were used. Cronbach's alpha for the questionnaire utilized in this study was 0.877 greater than 0.6. The questionnaire was created using Google form.

Data Analysis

For the current research, the questionnaire result was collected using Google Forms. The data was analysed using SPSS. The questionnaire analysis focused on percentages for the first part of the questionnaire and means, standard deviation, and percentages for the second part.

Results

A number of questions were provided to evaluate the level of knowledge teachers have about the Metaverse and its use in teaching English. Table (2) contains the relevant results.

Table (2)

Teachers knowledge about the Metaverse.

Item	Category	F	%
4. Have you ever heard about Metaverse before?	Yes	21	42
	No	29	58
5. Have you ever employed Metaverse in teaching English before?	Yes	3	6
	No	47	94
6. Would you be interested in employing the Metaverse in teaching English?	Yes	28	66
	No	10	14
	undecided	12	20
7. Do you believe that metaverse offers ongoing and worthwhile learning opportunities?	Yes	31	62
	No	13	12
	undecided	6	26

The findings indicate that the majority of teachers 58% who participated in the study had never heard about the Metaverse before and 94% had never used the Metaverse in teaching English before. However, 66 % of the teachers indicated that they would be interested in employing the Metaverse in teaching English. (62%) of teachers believe that Metaverse offers ongoing and worthwhile learning opportunities.

Table (3)

Teachers' attitude regarding the use of the Metaverse in teaching English.

Rank	No.	statement	SA	A	N	D	SD	Mean	Std. Deviation	level
1	7	Teaching using the Metaverse makes the classes considerably more entertaining.	16%	52%	22%	6%	4%	3.70	0.953	Agree
2	3	Most schools lack the appropriate supplies needed to use the Metaverse in teaching.	20%	48%	16%	10%	6%	3.66	1.099	Agree
3	10	Using the Metaverse in teaching English causes inability to maintain order in class.	14%	46%	26%	10%	4%	3.52	1.015	Agree
4	1	I strongly believe that Metaverse improves my students' knowledge in English.	16%	30%	26%	18%	10%	3.34	1.171	Neutral
5	9	Teaching English using the Metaverse boosts students' motivation.	8%	38%	30%	16%	8%	3.30	1.055	Neutral
6	4	Metaverse platform can be used in teaching all English skills.	10%	40%	22%	20%	8%	3.22	1.166	Neutral
7	2	Teaching English using the Metaverse causes privacy problems.	8%	32%	38%	12%	10%	3.20	1.050	Neutral

Rank	No.	statement	SA	A	N	D	SD	Mean	Std. Deviation	level
8	6	Teaching English using the Metaverse causes health problems like addiction.	4%	40%	32%	18%	6%	3.18	0.962	Neutral
9	8	Teaching English using Metaverse causes distraction for the students.	6%	44%	16%	22%	12%	3.12	1.206	Neutral
10	5	The Metaverse platform will soon be widely utilized in schools for the teaching of the English language.	6%	24%	34%	24%	12%	2.90	1.165	Neutral
teachers' attitude regarding the use of the Metaverse in teaching English								3.31	0.823	Neutral

Where (4.20–5.00) Strongly agree, (3.40–4.19) agree, (2.60–3.39) Neutral, (1.80–2.59) Disagree, (1.00–1.79) Strongly disagree

The overall mean is 3.31, with a standard deviation of 0.823, which indicates that elementary English teachers have neutral attitudes towards Metaverse use in teaching English. The highest mean score, 3.70, indicates that teachers agreed that Metaverse can make the classes considerably more entertaining. Statement No. 3 which states "Schools lack the appropriate supplies needed to use the Metaverse in teaching" was ranked second, with a mean score of 3.66, as more than half of the participants agreed or strongly agreed with the statement. Statement No. 10 which states "using the Metaverse in teaching English causes an inability to maintain order in class." was

ranked third with a mean score of 3.52 and a standard deviation of 1.01). The lowest score was assigned to the statement" The Metaverse platform will soon be widely utilized in schools for the teaching of English language " with a mean of 2.90 and a standard deviation of 0.823.

Discussion

Many people have started utilizing technological tools more frequently in their daily lives as a result of their growth and dissemination. Therefore, using these tools in education is now essential for those who were raised in the technological age. The Metaverse, which comes with technological advancement, is one of the advances in technology. This study was conducted to examine elementary teachers' attitudes toward Metaverse use in teaching English. The data was collected using a questionnaire distributed to 50

elementary English teachers in Ma'an City,Jordan. The study's findings are covered in extensive detail in this section. The parallels and contrasts between the obtained results and the research reported in the literature were discussed. Based on the findings of this study, recommendations are also given for further research.

The study revealed that, in general, most elementary English teachers had never heard of or used the Metaverse previously in teaching. In light of this, it can be said that the teachers lack sufficient knowledge and expertise with the Metaverse application. The main factor may be that Metaverse is still not extensively used and that there is little data on its efficacy in the teaching and learning process. However, the findings suggest that more than 65% of the teachers expressed interest in using the Metaverse in teaching English. According to the study findings, more than 60% of the teachers believe that Metaverse provides ongoing and worthwhile learning possibilities. We may assert that teachers expressed favourable attitudes about utilizing the Metaverse to teach English and thereafter desired to use it because they believe it provides lasting and worthwhile learning.

The questionnaire's second section was intended to investigate elementary English teachers' attitudes toward Metaverse use in teaching English. The participants express neutral attitudes towards Metaverse use in teaching English. The questionnaire revealed that teaching using the Metaverse makes the classes considerably more entertaining and motivates the students. This finding is similar to AlSaleem (2023) who stated that using the Metaverse makes

the language course more fun. This could lead to a positive attitude from the students regarding the use of Metaverse (Han et al., 2023). The Metaverse keeps the lessons fresh and fascinating, encourages student engagement, attracts their attention, and makes learning enjoyable and engaging.

In addition, Metaverse can also be used to improve the students' knowledge of the English language. This finding is in line with Aydin (2022) who stated that Metaverse allows language learners to connect in an environment for collaboration and cooperation, improve ideas, receive help and comments from peers and teachers, and boost their ability to learn languages. Bae et al. (2022) cited in Kim et al., (2023) came to the conclusion that realistic EFL speaking and learning experiences can be achieved using Metaverse-mediated language learning, which is effective regardless of time or space constraints. Metaverse has been found to aid in the development of digital literacy and oral communication skills in EFL students when given the right task designs.

On the other hand, the finding indicated that Metaverse has some disadvantages. The questionnaire revealed that most schools lack the appropriate supplies needed to use the Metaverse in teaching. Teaching English using the Metaverse causes privacy problems, and addiction. This finding is consistent with a previous study by Aydin (2022) which explores several issues with using the Metaverse as a tool for language acquisition. First, challenges could include privacy, safety and difficulties with accessibility. Furthermore, among the users, there may be issues with addiction, game addictions, online harassment, violence, and other health issues that could lead to depression and nervousness. Finally, given the extent of global financial and technological imbalances, several technical challenges relating to supplying the foundation for hardware and software might not be addressed. Moreover, the finding shows that using the Metaverse causes an inability to maintain order and distraction for the students in class. This finding supports the finding of AlSaleem (2023) which shows that Metaverse goes against class rules and could make learning difficult and distracting.

Conclusion

The aim of this research is to examine elementary teachers' attitudes toward Metaverse use in teaching English. Overall, the participants express neutral attitudes towards Metaverse use in teaching English.it was found that The Metaverse keeps the lessons fresh and fascinating, encourages student engagement, attracts their attention, and makes learning enjoyable and engaging. It can be used to improve students' knowledge on the English language. However, the results also showed that there are certain drawbacks to Metaverse. This study has many limitations. First, this study addressed teachers at one educational level. The finding of this study may not be generalizable to all elementary English language teachers since the sample size was only 50 participants.

Based on the previously mentioned findings and interpretations, several conclusions could be drawn. First, this study showed that the teachers had a neutral attitude toward the use of Metavers in teaching English. The main factor in this finding is that the teachers lack sufficient knowledge and expertise with the Metaverse application. It is also confirmed that using the Metaverse makes the classes considerably more entertaining and motivates the students. These results are similar to those of some other studies (AlSaleem,2023; Han et al., 2023). Secondly, using the Metaverse can improve the students' knowledge of the English language. This is in line with other studies such as (Aydin, 2022). Finally, using Metaverse has some disadvantages, such as the fact that the fact that most

schools lack the appropriate supplies needed to use the Metaverse in teaching, Teaching English using the Metaverse causes privacy problems, distractions, and the problem of addiction. This conclusion is in congruence with other research (Aydin, 2022; AlSaleem 2023).

The study's conclusions lead to the following suggestions being made:

1. It can be recommended to carry out a study in which the perspectives of teachers and students about the Metaverse are gathered and compared.

2. Given that the Metaverse will impact many aspects of our lives, including education. The Ministry of Education should train teachers on using Metaverse in teaching. Providing training programs about the Metaverse can increase English teachers' knowledge, attitudes, and awareness.

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