

Title: The Effectiveness of Using Virtual Reality in Improving Foreign Language Acquisition

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Abstract: The purpose of this study was to investigate the effectiveness of using virtual reality (VR) technology in improving foreign language acquisition. A total of 60 college students enrolled in an intermediate Spanish course were randomly assigned to either the experimental group, which received instruction using VR, or the control group, which received traditional instruction. The results of the study showed that the experimental group had significantly higher scores on a foreign language proficiency test compared to the control group. Additionally, the experimental group reported higher levels of motivation and engagement in language learning. These findings suggest that VR technology may be a promising tool for enhancing foreign language acquisition.

Keywords: virtual reality, foreign language acquisition, education technology, language learning.

## Chapter 1: Introduction

Foreign language acquisition is a complex process that involves not only learning the grammar and vocabulary of a new language, but also developing the ability to understand and communicate with native speakers. There are many methods and approaches that have been used to facilitate this process, including traditional classroom instruction, immersion programs, and language exchange programs.

In recent years, there has been increasing interest in the use of technology, particularly virtual reality (VR), as a means of improving foreign language acquisition. VR allows users to immerse themselves in a computer-generated environment that simulates real-life situations, such as having a conversation with a native speaker or visiting a foreign country.

The purpose of this study is to investigate the effectiveness of using VR technology in improving foreign language acquisition. Specifically, the study will compare the foreign language proficiency of college students who receive instruction using VR technology to those who receive traditional instruction.

The research questions for this study are:

Is there a significant difference in foreign language proficiency between college students who receive instruction using VR technology and those who receive traditional instruction?

Do college students who receive instruction using VR technology report higher levels of motivation and engagement in language learning compared to those who receive traditional instruction?

The results of this study have the potential to contribute to the understanding of how technology can be effectively used to enhance foreign language acquisition and to inform the development of language learning programs that incorporate VR technology.