

Chinese College EFL students’ perceptions of using VR in learning vocabulary: A multiple case study

Presenter: Jason Yujun LIU

Background :

Nowadays, we are exposed to all kinds of emerging technologies e.g. artificial intelligence and immersive tools (Zhang, Zou and Cheng, 2023, 2024).

Virtual Reality (VR), one of the cutting-edge technologies, has also been widely used (Wu *et al.*, 2023; Luo, Zou and Kohnke, 2024).

VR has great value in language learning, especially in the acquisition of English vocabulary (Lin & Wei, 2024).

Literature review:

Definition of VR:

VR can be defined as technologies that enable users to experience an almost real sense of reality in a virtual environment, thus providing unlimited possibilities for education that transcends time and space limitations (Wu *et al.*, 2023).

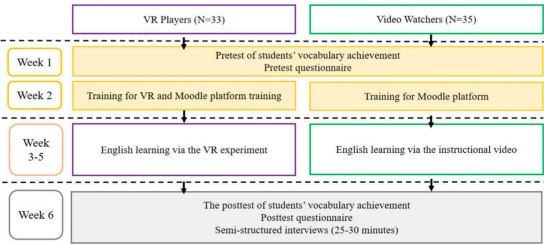
Three types of VR (Villena-Taranilla *et al.*, 2022):

- 1.non-immersive or desktop VR (e.g. Second Life)
- 2.semi-immersive VR
- 3.highly immersive VR (e.g. Oculus Quest 3s).

Characteristics of VR (Lai & Chen, 2023):

- 1.Immersive
- 2.Interactive
- 3.Imaginative

Relevant studies:



Source from Luan *et al.* (2024, p.4)

By using quasi-experiment method, most research results show that compared to the control group, EFL students who learn vocabulary with VR are significantly better (Luan *et al.*, 2024).

Research gap:

Inconsistent research findings (Luan *et al.*, 2024)

Future research should focus more on individual differences (Hua & Wang, 2023)

Theoretical framework:

Technological acceptance model (TAM) (Davis, 1989)

- 1.perceived of usefulness (PU) means whether people believe the technology is useful or not.
- 2.perceived ease of use (PEU) refers to the degree to which a person feels that the technology is easy to use.

RQ: How do college EFL students perceive the use of VR in vocabulary acquisition?

Research design:

Method: A qualitative multiple case study to provide “an in-depth understanding of the research issues” (Hennink *et al.*, 2020, p.9)

Participants: Convenience sampling & Chinese college EFL students. All participants have previous experience of learning vocabulary with VR

Data collection and analysis: Interview & Thematic analysis (Braun and Clarke, 2006)

Ethics: Follow the research guidelines of BERA (2024)

Research significance:

- 1.Better understand how VR effectively support EFL learners (Lin & Lan, 2015)
- 2.Cater to the personal learning needs of EFL students, which is characteristic of student-centered instructions.
- 3.Provide pedagogical implications for EFL teachers to carefully design VR-integrated courses (Wu *et al.*, 2023).

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