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Implicit grammar instruction in VR: Evaluation of an immersive experience for English conditionals

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This study explores the development of an immersive **virtual reality** (VR) environment designed for independent, implicit learning of English conditional forms —specifically, the first, second, and third conditionals. A group of 20 participants experienced the VR system, and their comprehension of the relationship between conditional forms and verb tense was assessed through pre-tests, post-tests, and delayed tests. The results revealed that, among the three forms, the experience was most effective in enhancing users' understanding of the construction of the second conditional, although the findings did not reach statistical significance. Moreover, there was only a marginal disparity in average scores between post-tests and delayed tests, suggesting the sustained retention of learned content.

In this presentation, we will introduce the developed VR system, outline the experimental design, and present the results obtained. Additionally, we will provide insights and recommendations for future research endeavours in this domain.

Keywords

virtual reality, grammar, immersive education

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