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CULTURAL ASPECTS AND INNOVATIVE TECHNOLOGIES: THE IMPACT OF MONDLY VR ON LANGUAGE LEARNING

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Abstract. This study is devoted to assessing the impact of the Mondly VR program on foreign language learning and student motivation in various cultural contexts. As part of the first stage, a quasi-experimental study was conducted using pre-and post-tests, as well as a control group. The participants were 34 students studying a second foreign language. The results showed a significant improvement in the vocabulary of students using Mondly VR, compared with traditional teaching methods. In the second stage of the study, three focus groups were organized, consisting of students from Kazakhstan, Kyrgyzstan, and Thailand. Participants discussed the impact of Mondly VR on their motivation, confidence in communication, and enjoyment of the learning process. The main topics of discussion included engagement in learning, career prospects, social connections, and practical application of language. Data analysis revealed both common and unique aspects of VR perception depending on the cultural context. In general, the results of the study emphasize the potential of virtual reality as an effective tool in language teaching, as well as the need to take into account cultural factors to optimize educational methods. The results suggest that the integration of technologies such as Mondly VR can not only improve language acquisition, but also create a more interactive and enjoyable learning environment.

Key words: Mondly VR, virtual reality, foreign language learning, student motivation, cultural contexts, quasi-experimental study, vocabulary improvement, focus groups

Introduction

Modern technologies, in particular virtual reality (VR), are significantly changing approaches to teaching foreign languages, offering new opportunities for students. The Mondly VR program is one such tool that combines elements of interactive learning and immersion in a language environment. In recent years, researchers have begun to pay attention to the impact of innovative technologies on student motivation, especially in the context of different cultural backgrounds.

There is broad agreement in the field indicating that several pedagogical theories, including constructivist learning, situated learning, inquiry-based learning, game-based learning, and engagement theory support the use of virtual reality (VR) in education [1].

According to research by P. Aiello the concept of the relationship between teaching and new technologies, particularly virtual reality, has been greatly influenced by the paradigm of constructivism. Constructivism emphasizes the importance of the activity of the subject in building knowledge and recognizes the potential of an "invented reality" influenced by an individual's perception and action. Virtual reality systems can provide educational value by creating a "situational" learning environment that incorporates contextual elements. The relationship between perception and action is crucial in virtual reality, as users feel present in the

virtual environment through their actions and perceive that the environment considers them present [2].

Another scholars as Hsiu Mei and Liaw Shu's analysis indicates situated learning theory in virtual reality (VR) refers to using VR technology to create immersive and realistic learning environments where learners can engage in authentic and contextually relevant activities. VR as a tool for situated learning: VR provides learners with a realistic simulated environment in which to safely perform specific tasks and engage in authentic learning experiences. It allows learners to visualize three-dimensional (3D) data and provides interactive environments that reinforce the sensation of immersion into a computer-generated virtual world [3].

Building on this, Yun Wen's work highlights the fact that VR applications have the potential to reinvent teaching practices and appeal to the increasing attention on pedagogical innovation. Inquiry-based learning (IBL) is a pedagogical strategy that can be integrated with VR to enhance science learning in primary schools. Participatory virtual reality simulations can be used to facilitate teaching and learning in science education [4].

From the Agbo F.J. the use of VR game-based applications in education provides motivation, engagement, and cognitive benefits to learners. It can transform traditional teaching methods into a more interactive and motivating approach [5].

The gamification of learning has been a popular trend in recent years, and with the advent of VR technology, gamification in education has taken a step forward. VR enables students to immerse themselves in a simulated environment, making the learning experience more memorable and impactful [6].

Andreas Marugkas' view on this problem suggests that a theory based on virtual reality games implies the application of game principles and mechanics in a virtual reality environment to improve the learning process.

Virtual reality technology is ideal for gamified learning because it provides an immersive and interactive experience that can reproduce real-life situations and provide instant feedback to students.

Gamification of virtual reality learning can make education more fun, enjoyable and effective.

- Virtual reality-based gamification allows students to interact with virtual objects and scenarios, making the learning process more memorable and effective.

- Virtual reality game theory can contribute to the development of a sense of accomplishment and progress, which can further motivate students to persevere and achieve their learning goals [6].

However, by Christelle Not studies suggest that theories related to VR include Cognitive Resource Theory, Van der Heijden's Model, Interference Theory, and Perception Load Theory [7]. VR is particularly useful in foreign language learning settings, where students may not have access to suitable environments to practise and use the target language. VR can be integrated with task-based instruction to engage learners in meaningful, goal-directed communication and problem-solving activities. This can enhance learner participation, engagement, and negotiation.

Research shows that VR can significantly enrich the educational experience by providing safe and realistic environments in which students can develop their

skills and put knowledge into practice. Integrating VR with learning methods such as Inquiry-Based Learning (IBL) and Task-Based Instruction (TBI) opens up new horizons for active student participation, which helps to increase their motivation and engagement [7].

In addition, the use of game elements in VR learning, as confirmed by the theory of gamification, makes the learning process more exciting and memorable. VR allows students to interact with virtual objects and scenarios, which not only improves learning, but also creates a sense of achievement and progress.

This article examines how the use of game elements in virtual reality learning is consistent with gamification theory, making the learning process more engaging and memorable. It examines how the Mondly VR program provides students with the opportunity to interact with virtual objects and scenarios, which not only improves learning but also creates a sense of achievement and progress.

The study pays special attention to the cultural aspect: it analyzes how cultural factors from Kazakhstan, Kyrgyzstan, and Thailand affect students' perceptions and motivation when using VR technologies. It emphasizes the importance of taking into account cultural contexts in the learning process, as they can significantly affect the effectiveness of gamification and VR in foreign language teaching. Thus, the study shows how the integration of cultural features with game elements can increase students' motivation and engagement in the educational process.

Based on the information provided, Mondly VR has shown potential in language learning, particularly in vocabulary acquisition. Studies have indicated that the immersive VR application of Mondly led to a statistically significant increase in vocabulary acquisition for learners of a foreign language [8]. Additionally, VR technology was found to be engaging and immersive for learners. However, it is important to note that while Mondly VR has shown promise in supporting language learning, it has not been conclusively proven to be superior to non-VR or traditional methods of language learning review of Mondly as a language learning application.

The use of immersive VR systems, such as Mondly VR, in language learning is becoming increasingly popular due to the affordable cost of new wave VR headsets like Oculus and HTC Vive. Immersive VR systems have the potential to provide more efficient and richer learning experiences compared to non-immersive or semi-immersive VR systems [9].

The first part of recent studies based on a study by Iolie Nicolaidou, Petros Pissas and Dimitrios Boglou "Comparison of immersive virtual reality with mobile applications in learning foreign languages in higher education: a quasi-experiment" [9], which compared two versions of Mondly VR: one played on head-mounted displays and another watched without VR on a regular computer screen. The study showed that VR players tended to pay more attention to desktop-based VR, leaving the potential for head-mounted displays to be investigated further.

Recent research on the Mondly VR application has explored its impact on foreign language learning conducted a pilot study to assess students' attitudes toward VR-assisted language learning [10]. In their study, 22 participants used a VR lesson in a computer lab with the Mondly app and Oculus Go headset, completing a post-experience survey indicating a high level of immersion. While this study

demonstrated that VR can be engaging and immersive, it did not measure learning outcomes or use a standardized immersion assessment tool.

Another relevant study by Hajizadeh et al. compared two versions of Mondly VR: one with a head-mounted display and another using a standard computer screen. Their research, involving 49 seventh graders in Taiwan, revealed that participants using VR showed significantly better vocabulary learning and retention compared to those using non-VR methods [11]. The study reported mixed or inconclusive results regarding VR's effectiveness for vocabulary acquisition, with some studies focusing solely on attitudes rather than measurable learning outcomes.

Hajizadeh et al. also highlighted that much VR research has concentrated on desktop-based applications rather than head-mounted displays, suggesting that the potential of VR with head-mounted displays remains underexplored [11].

This study aims to fill these research gaps by examining the impact of a VR application on vocabulary acquisition using a quasi-experimental pre-test/post-test design and effect of the Mondly VR program on the motivation of students to learn the language in different cultural contexts.

The research questions of this study were the following:

1. How significantly does using the Mondly VR application impact the vocabulary learning of students in second foreign language?

2. How does the use of the Mondly VR program affect the motivation of students to learn the language in different cultural contexts?

Materials and methods

The first part of study used a quasi-experimental design with pre- and post-measures and a control group. Two pre-existing groups of students participated in the study. One group was randomly assigned to use the experimental methods (Mondly VR software), while the other group worked with the traditional learning methods. Students participated in an average of 12-minute weekly sessions during which they worked individually with the Mondly VR software. An important element of these sessions was a discussion in the language of instruction, where students discussed the topics covered during the lesson. At the end of the session, students role-played the situations covered in the software to reinforce the knowledge gained. Each session consisted of several stages. The first stage included individual exercises, where students began the lesson by completing tasks on the Mondly platform. These exercises included tasks such as filling in the blanks, choosing the correct answer, listening, and repeating phrases. This stage allowed students to develop basic language skills and self-confidence in working with the material.The second stage involved a discussion in the target language. After completing the exercises, students discussed the topics they had studied. This stage was important for practising oral speech and developing communication skills, which, as practice shows, is a key aspect of successful language learning. The last stage involved reviewing and consolidating the material covered. At the end of the lesson, students acted out the situations or dialogues they had studied during the exercises. This not only helped to consolidate the knowledge, but also gave them the

opportunity to apply it in practice, which is important for deepening their understanding of the language and increasing their confidence in their skills.

During the second part of the study three focus groups were organized, each of which discussed the perception and experience of using Mondly VR. Participants shared their thoughts on motivation, confidence in communication, and the fun of the educational process. Each focus group met for 60 minutes. The facilitator asked questions and participants discussed and shared their opinions. The moderator made sure that everyone had their say. Some examples of discussion questions include: “How did using Mondly VR affect your motivation to learn a language?”, “What cultural factors influenced your learning experience?”, “What traditions or family expectations influence your motivation to learn a language?”. The moderator recorded key points from the discussion and noted participants’ quotes.

The study included 34 participants, comprising 8.8% male and 91.2% female, aged between 18 and 21 years. The participants used Mondly VR in learning their second languages from January to May during the winter semester of the 2023-2024 academic year, engaging with the platform both individually and collaboratively. All participants were second-year students majoring in Foreign Languages: two Foreign Languages. The sample also included students from Kyrgyzstan 20/5% (7/34) and Thailand 14/7% (5/34), who were in Kazakhstan under the Academic mobility programs. Among the participants, 58.8% had been studying their second language for over a year, whereas 9.3% had studied it for less than three months. For the Kyrgyz students, the target language was English, while the Thai students were studying Russian. The majority of the participants were learning Chinese 23.5 % (8/34), followed by French 17.6 % (6/34), Turkish 11.7 % (4/34), German and Korean were similar – 2 students (5.8 %). Students from Thailand and Kazakhstan, who had English as their first foreign language and possessed above-average proficiency in English, were administered pre-test and post-test questions in English. In contrast, for students from Kyrgyzstan, whose primary language of instruction was Russian, the tests were provided in Russian and tracing paper was used as the translation method.

At the second part of the study three focus groups were formed to investigate how cross-cultural differences affect the use of innovative technologies in the educational process and student motivation. Each group consisted of five students from Kazakhstan, Kyrgyzstan and Thailand. In each group, the participants highlighted the influence of family values and social norms on their desire to learn foreign languages. Students expressed a desire to improve their language skills and try new learning methods.

Data sources comprised: (a) a test assessing vocabulary proficiency and (b) a questionnaire evaluating immersion. The first data source was a test comprising 15 open-ended questions measuring vocabulary skills, which was administered pre and post. Teachers of different languages of the Eurasian National University, where this study took place, approved the validity of the test questions that were presented to identify the vocabulary of students. The questions were compiled from the topics provided in Mondly VR, two questions for each situation (in the metro, the situation in the taxi, check-in at the hotel etc), as well as three questions about individual

phrases from the application (in the store, zoo, space etc). The participants answered these questions in writing within thirty minutes. The second research data involved focus groups consisting of 15 students (5 each from Kazakhstan, Kyrgyzstan and Thailand). Discussion recordings and transcripts were used to analyze the opinions and perceptions of the participants. Before the focus groups, participants were given questionnaires to collect information about their language learning experiences, motivation and use of technology. This helped to create a context for the subsequent discussion. During the focus group session, the dynamics of the discussions and interactions of the participants were observed. This provided an additional opportunity to assess the level of difficulty and emotional reactions of the students.

At the initial stage of the study, students of both groups received written and oral information about the objectives of the study and gave their written consent to voluntary participation. The study was conducted in accordance with the APA ethical standards and the guidelines set out by the Ministry of Justice approving the Rules for the Submission of Primary Statistical Data by Respondents, applicable in the country where the study was conducted. In the second stage, at the beginning of the semester, students were given a pre-test to reveal their vocabulary level [12]. At the next stage, the students of the experimental group used the Mondly VR programme during the discipline of the Second Foreign Language, which was conducted twice a week for three academic hours. One researcher found an opportunity to use the device (MetaQuest 2) for about 6 minutes (M = 6.14 min, SD = 0.05) during three academic hours. At the last stage of the study, participants in both groups took a vocabulary test as a post-test. The questions of post-test were the same as the pre-test.

In the second stage, a clear goal was formed in the study, which is to analyze the impact of the Mondly VR program on students' motivation to learn a language in the context of different cultures (Kazakhstan, Kyrgyzstan and Thailand). The study was intended to study the cultural factors that influence the perception and use of VR technologies in the process of learning languages and also to identify differences in motivation to learn a language between students from Kazakhstan, Kyrgyzstan and Thailand. The moderator observed the dynamics of the group, including non-verbal cues, interactions between participants, and levels of engagement. In addition, the moderator encouraged discussion of different points of view and clarified important issues.

The data from the pre- and post-tests was evaluated by the teachers of the university where the study was conducted. The maximum possible score was 15 points, participants receiving one point for a complete answer, whilst an incomplete answer was rated 0.5 points. Scores were entered into a statistical software package (IBM SPSS Statistics 25) for analysis. Both descriptive statistics (such as means and standard deviations) and inferential statistics (including paired-samples t-tests) were used [13]. Paired samples t-tests were utilized to address Research Question 1, while Korbanach table was used to structure and analyze the data obtained from the focus groups to investigate Research Question 2. This table helps to visualize the key topics of discussion and the frequency of their mention, which makes it easier to identify both similarities and differences between groups of participants. The

Korbanach table organized the information into categories, which makes it easy to compare the opinions of students from different countries (Kazakhstan, Kyrgyzstan, Thailand). It recorded the main topics of discussion, such as the fun of learning, confidence in communication, career prospects, etc., indicating the frequency of mention of each topic. The table helps to see which topics are most relevant for each group, as well as identifying unique aspects and characteristics of individual cultures.

Key themes and patterns in the participants' responses were identified to facilitate analysis. Participants noted that using VR significantly improved their communication skills. For example, students from Kazakhstan stated, "VR allows me to practise speaking in an enclosed environment. I may make mistakes, and that's okay." Kyrgyz participants added, "Situations in VR are similar to real ones, which helps me adapt to communicating with native speakers faster." In terms of motivation, students unanimously agreed that VR makes learning more fun. Thai participants noted, "VR inspires me to learn the language. I feel like an active participant in the process, not just a listener." The Kazakhs emphasized, "Seeing myself progress in VR makes me want to study more." However, the participants also encountered some difficulties. For example, the Kyrgyz students mentioned that sometimes technical problems distract from the learning process: "There are glitches in the system, and it is confusing." The Thai participants added that they sometimes have difficulty understanding accents: "Even though VR helps, sometimes accents make it difficult to understand the interlocutor."

Results

Research question 1: the impact of immersive VR applications on acquiring vocabulary in a foreign language.

The first research question was the following: "How significantly does using the Mondly VR application impact the vocabulary learning of students in second foreign language?"

Table 1 presents the vocabulary skills performance of students in both the experimental and control groups, comparing pre-test and post-test results. A paired-samples t-test was performed, which revealed a statistically significant difference ($t(19) = -7.71$, $p < 0.01$) in the vocabulary performance of students in the experimental group. Specifically, there was a notable improvement when comparing pre-test scores ($M = 1.18$, $SD = 2.02$) to post-test scores ($M = 3.65$, $SD = 2.17$).

Table 1 - Vocabulary performance of students on the pre-test for both the experimental and control groups

	Initial assessment		Subsequent assessment	
	M	SD	M	SD
Experimental group	1.18	2.02	3.65	2.17
Control group	1.83	1.91	4.55	2.39

Research Question 2: the Mondly VR program affected the motivation of students to learn the language in different cultural contexts.

The second study contains data on the key topics discussed in the focus groups and the frequency of their mention by participants. The table shows three groups of students: from Kazakhstan, Kyrgyzstan and Thailand, each of which consists of five people. During the interview, the most frequently mentioned topics were highlighted by the respondents, such as: the enjoyable learning, confidence in communication, career prospects, travel, social connections, innovative technologies, practical application and feedback on the use of Mondly VR. For each topic, the number of mentions in the corresponding groups is indicated, which allows to visually compare their perception of the Mondly VR program (Table 2).

Table 2 - Comparative analysis of the perception of the Mondly VR program among students from Kazakhstan, Kyrgyzstan and Thailand: the frequency of mentioning key topics

Topics	Kazakhstan	Kyrgyzstan	Thailand	Total
Engaging Learning	4	3	2	9
Confidence Boost	3	4	2	9
Career Opportunities	5	1	2	8
Travel	1	2	5	8
Social Connections	2	4	1	7
Innovative Technologies	3	2	1	6
Practical Application	2	3	3	8
Feedback	1	2	1	4

The topic “engaging learning” is the most prominent among the participants from Kazakhstan, indicating their positive experience. Furthermore, the topic “career prospects” is the most important for the students from Kazakhstan, while it is less significant in Kyrgyzstan. In addition, the item “travel” is clearly expressed among the Thai students, emphasizing the desire to use the language for travelling. Students from Kyrgyzstan place more emphasis on the importance of the language for communicating with family and friends. Korbanakh’s table allowed us to see how the different topics were perceived by the participants from different countries, revealing both similarities and differences in their motivations and experiences of learning languages through VR.

Discussion

This study is a continuation of the study by Iolie Nicolaidou, Petros Pissas and Dimitrios Boglou "Comparison of immersive virtual reality with mobile applications in learning foreign languages in higher education: a quasi-experiment" [8]. We have added to our research the aspect of the impact of the Mondly VR program on the motivation of students to learn a language within the different cultural contexts of the three countries. In the first part of our study, similar to the above article, we conducted an experiment with students and confirmed that using the Mondly VR program really helps to improve spoken vocabulary. In the second part, we organized

focus groups and compared how this programme influenced the motivation of students to learn a foreign language taking into account the cultural context.

The results of the study show that using the Mondly VR program effectively contributes to improving students' conversational vocabulary and motivation to learn the language. In addition, involving students in discussions and role-playing games helps develop their communication skills, which is necessary for successful mastery of a foreign language. Further research could focus on the long-term effects of using VR technologies in teaching and their impact on other aspects of language learning, such as grammatical accuracy and cultural competence.

The results of the second part of our study highlight how the Mondly VR programme affects students' motivation to learn a language in various cultural contexts, as well as their perception of the educational process. The formation of three focus groups of students from Kazakhstan, Kyrgyzstan and Thailand made it possible to identify interesting aspects concerning the influence of cultural factors on the use of innovative technologies in education. Participants from different countries demonstrated that family values and social norms play a key role in their motivation to learn a foreign language. For example, students from Kyrgyzstan focused on the importance of language for communicating with family and friends, which emphasizes their commitment to cultural traditions. At the same time, students from Kazakhstan are more focused on career prospects, which indicates differences in educational and professional priorities. This diversity highlights how important cultural contexts are in the learning process and how they shape students' attitudes towards language learning. Focus groups have shown that using Mondly VR significantly increases students' confidence in their communication skills. Participants noted that the opportunity to practise speech in a closed environment helps them overcome fears related to mistakes. For example, Kazakh students noted: "VR allows me to practise conversation in a closed environment. I can be wrong, and that's okay." Such statements confirm that VR technologies create a less stressful atmosphere for learning a language, which, in turn, increases motivation. All participants in the focus groups unanimously agreed that VR makes the learning process more exciting. Students from Thailand noted that "VR inspires me to learn the language," emphasizing active participation in the educational process. However, some participants also faced difficulties such as technical problems and difficulties with accents, which can distract from the learning process. These factors emphasize the need for continuous improvement of technology and adaptation of content to different language groups. Data analysis using the Korbanakh table demonstrated that topics such as "exciting learning" and "confidence in communication" received high marks among students from Kazakhstan. At the same time, for students from Thailand, the most important aspect was the opportunity to use the language for travel, which reflects their cultural preferences and desire to communicate in an international environment. This comparative analysis allowed us not only to identify common trends but also to understand the unique aspects of motivation inherent in each group.

The results of the study showed that using the Mondly VR program significantly improves the vocabulary skills of students learning a second foreign

language. A statistically significant improvement was observed in the experimental group: the average score before using the program was 1.18, and after — 3.65, which is confirmed by the results of the t-test ($t(19) = -7.71$, $p < 0.01$). Also, discussions in focus groups revealed how the cultural context affects students' motivation. Students from Kazakhstan focused on career prospects and the excitement of learning, while for students from Kyrgyzstan, the opportunity to communicate with their family, reflecting their cultural values, was important. Students from Thailand focused on the desire to use the language for travel and international communication.

In addition, the use of VR increased students' confidence in their communication skills, creating a supportive atmosphere conducive to risk-taking in language practice. However, some participants encountered technical problems and difficulties in understanding accents, which highlights the need to improve technology and adapt content.

Thus, the results of our study emphasize that the Mondly VR program not only improves students' communication skills but also significantly increases their motivation to learn a language, adapting to the cultural characteristics of each group. For further research, it is advisable to pay attention to the long-term effects of using VR in education and to study how cultural differences affect the perception of technology in education.

Conclusion

Our research confirms that Mondly VR not only expands the vocabulary of students, but also significantly increases their motivation to learn foreign languages.

Experiments conducted with students from Kazakhstan, Kyrgyzstan and Thailand revealed differences in cultural priorities when learning the language. For example, while Kazakhstani students attach great importance to career growth, Kyrgyz students value communication with family, and Thai students are motivated by travel and international interaction. These findings highlight the importance of integrating cultural context into educational strategies.

In addition, focus group discussions highlighted the effectiveness of virtual reality in building confidence and reducing anxiety during language practice. Participants noted that the immersive environment allows them to experiment with language without fear of judgment, which improves their learning experience. However, problems such as technical issues and understanding of different accents were noted, indicating areas for further improvement.

Overall, our results show that the Mondly VR program is a promising tool for improving language skills and increasing motivation, adapted to the unique cultural characteristics of students. Future research should explore the long-term benefits of virtual reality technologies in education and further explore how cultural factors influence the perception and effectiveness of innovative learning tools. This will not only help us better understand the language learning process, but will also contribute to the development of more inclusive and effective educational technologies.

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МӘДЕНИ АСПЕКТІЛЕР ЖӘНЕ ИННОВАЦИЯЛЫҚ ТЕХНОЛОГИЯЛАР: MONDLY VR-ДІҢ ТІЛ ҮЙРЕНУГЕ ӘСЕРІ

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Аңдатпа. Бұл зерттеу Mondly VR бағдарламасының шет тілін үйренуге және студенттердің әртүрлі мәдени контексттердегі мотивациясына әсерін бағалауға арналған. Бірінші кезең аясында квазиэкспериментік зерттеу алдын ала және кейінгі сынақтарды, сондай-ақ бақылау тобын пайдалана отырып жүргізілді. Қатысушылар екінші шет тілін оқып жатқан 34 студент болды. Нәтижелер дәстүрлі оқыту әдістерімен салыстырғанда Mondly VR қолданатын студенттердің сөздік қорының айтарлықтай жақсарғанын көрсетті.

Зерттеудің екінші кезеңінде Қазақстан, Қырғызстан, Таиланд студенттерінен тұратын үш фокус-топ ұйымдастырылды. Қатысушылар Mondly VR-дің олардың мотивациясына, қарым-қатынасқа деген сенімділігіне және оқу процесінен қанағаттану әсерін талқылады. Талқылаудың негізгі тақырыптары оқуға қатысу, мансаптық перспективалар, әлеуметтік байланыстар, тілді іс жүзінде қолдану болды. Деректерді талдау мәдени контекстке байланысты VR қабылдаудың жалпы және бірегей аспектілерін анықтады. Жалпы, зерттеу нәтижелері виртуалды шындықтың тілді оқытудағы тиімді құрал ретіндегі әлеуетін, сондай-ақ білім беру әдістерін оңтайландыру үшін мәдени факторларды ескеру қажеттілігін көрсетеді. Нәтижелер Mondly VR сияқты технологиялардың интеграциясы тілді меңгеруді жақсартып қана қоймай, сонымен қатар интерактивті және жағымды оқу ортасын құра алатынын көрсетеді.

Тірек сөздер: Mondly VR, виртуалды шындық, шет тілін үйрену, студенттердің мотивациясы, мәдени контекст, квази-эксперименттік зерттеу, сөздік қорын жетілдіру, фокус-топтар

КУЛЬТУРНЫЕ АСПЕКТЫ И ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ: ВЛИЯНИЕ MONDLY VR НА ИЗУЧЕНИЕ ЯЗЫКА

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Аннотация. Данное исследование посвящено оценке влияния программы Mondly VR на изучение иностранных языков и мотивацию студентов в различных культурных контекстах. В рамках первого этапа было проведено квазиэкспериментальное исследование с использованием предварительных и итоговых тестов, а также контрольной группы. Участниками стали 34 студента, изучающие второй иностранный язык. Результаты показали значительное улучшение словарного запаса студентов, использующих Mondly VR, по сравнению с традиционными методами обучения. На втором этапе исследования были организованы три фокус-группы, в которые вошли студенты из Казахстана, Кыргызстана и Таиланда. Участники обсудили влияние Mondly VR на их мотивацию, уверенность в общении и удовольствие от процесса обучения. Основными темами обсуждения были вовлеченность в обучение, перспективы карьерного роста, социальные связи и практическое применение языка. Анализ данных выявил как общие, так и уникальные аспекты восприятия виртуальной реальности в зависимости от культурного контекста. В целом результаты исследования подчеркивают потенциал виртуальной реальности как эффективного инструмента в обучении языку, а также необходимость учета культурных факторов для оптимизации методов обучения. Результаты показывают, что интеграция таких технологий, как Mondly VR, может не только улучшить усвоение языка, но и создать более интерактивную и приятную среду обучения.

Ключевые слова: Mondly VR, виртуальная реальность, изучение иностранных языков, мотивация учащихся, культурные контексты, квазиэкспериментальное исследование, расширение словарного запаса, фокус-группы

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