



## Computer Assisted Language Learning >

Volume 28, 2015 - [Issue 5](#)

2,352

Views

63

CrossRef citations to date

0

Altmetric

### Articles

# A virtual walk through London: culture learning through a cultural immersion experience

Ya-Chun Shih

Pages 407-428 | Published online: 14 Nov 2013

Cite this article

<https://doi.org/10.1080/09588221.2013.851703>



Sample our  
Education  
Journals  
>> **Sign in here** to start your access  
to the latest two volumes for 14 days



Full Article

Figures & data

References

Citations

Metrics

Reprints & Permissions

Read this article

Share

## Abstract

Integrating Google Street View into a three-dimensional virtual environment in which users control personal avatars provides these said users with access to an innovative, interactive, and real-world context for communication and culture learning. We have selected London, a city famous for its rich historical, architectural, and artistic heritage, as the location of choice for culture learning. Using avatars, learners walk the virtual streets of London under the guidance of a native English-speaking instructor, and interact with each other using text and voice chat functions. The study examines the effects of this virtual environment on culture learning. Specifically, a qualitative case study combined with a time-series design is used to investigate the virtual context's impact on culture learning in terms of learner knowledge and attitudes, and to track associated change processes across the three research phases (baseline, treatment, and maintenance). The results show that all four English learners involved in the study

benefitted from their cultural immersion, to varying extents, in the virtual environment. Four contributing learner factors, namely linguistic proficiency, motivation, character traits, and attitudes were found to correspond to the learners’ levels of acquaintance with the target culture.

Keywords:

- culture learning
- case study
- time-series design
- virtual environment

## Acknowledgements

The author would like to gratefully acknowledge the efforts of Molly Leonard, who acted as an instructor during the research phase. This study would not have been possible without her enthusiastic participation.

## Additional information

### Funding

The research has been heavily supported by a grant from the Taiwan National Science Council [grant number NSC 102-2511-S-259-011].

### Notes on contributors

## Ya-Chun Shih



Ya-Chun Shih was born in Taiwan. She received her MA and PhD degrees in curriculum and instruction (bilingual education emphasis) from Pennsylvania State University in 1997 and 2000, respectively. In 2001, Dr Shih joined the Faculty of National Hualien University of Education, located near the world-famous Taroko Gorge, as an assistant professor of English language teaching. In 2009, the University was renamed as National Dong Hwa University. She is currently an assistant professor in the Department of English at National Dong Hwa University, Hualien, Taiwan and one of the computer-assisted language learning practitioners. She has pursued a wide range of technology-supported language learning issues, including serving as an instructor, instructional designer, researcher, journal reviewer, guest speaker, advisor, and committee member on related issues. Under Dr Shih's leadership, the VEC3D (three-dimensional Virtual English Classroom), an interdisciplinary research team of instructional designers and computer science experts, designed and developed a variety of innovative language-learning platforms. Dr Shih and her research team are expanding beyond the traditional language-learning environments and methods by incorporating technology into daily lessons and communicative activities. Her current research focuses on integrating virtual reality technologies and language learning in education. She has investigated the effect of virtual reality assisted language learning on students' achievement of English as a foreign language. She has also explored issues related to the use of three-dimensional collaborative virtual environments within a social and cultural context. The central research issues for the VEC3D project include research on (non)verbal communication, developing communicative competence, and cultural awareness.



[Display full size](#)

People also read

Recommended articles

Cited by  
63

## Information for

Authors

R&D professionals

Editors

Librarians

Societies

## Opportunities

Reprints and e-prints

Advertising solutions

Accelerated publication

Corporate access solutions

## Open access

Overview

Open journals

Open Select

Dove Medical Press

F1000Research

## Help and information

Help and contact

Newsroom

All journals

Books

## Keep up to date

Register to receive personalised research and resources  
by email



Sign me up



Copyright © 2025 Informa UK Limited [Privacy policy](#) [Cookies](#) [Terms & conditions](#)

[Accessibility](#)



Taylor & Francis Group  
an **informa** business

Registered in England & Wales No. 01072954  
5 Howick Place | London | SW1P 1WG