

4-1-2019

Predictive Factors of Players' Acceptance of Using Massively Multiplayer Online Role-Playing Games (MMORPGs) to acquire English as a Second Language

Juan Li
Clemson University

Follow this and additional works at: https://tigerprints.clemson.edu/grads_symposium

Recommended Citation

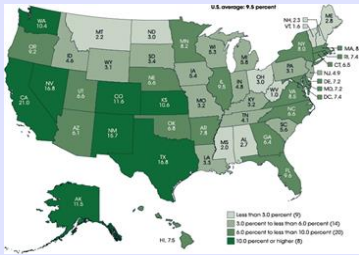
Li, Juan, "Predictive Factors of Players' Acceptance of Using Massively Multiplayer Online Role-Playing Games (MMORPGs) to acquire English as a Second Language" (2019). *Graduate Research and Discovery Symposium (GRADS)*. 254.
https://tigerprints.clemson.edu/grads_symposium/254

This Poster is brought to you for free and open access by the Student Works at TigerPrints. It has been accepted for inclusion in Graduate Research and Discovery Symposium (GRADS) by an authorized administrator of TigerPrints. For more information, please contact kokeefe@clemson.edu.

BACKGROUND & OBJECTIVE



Project Objective: To identify the factors predicting players' preference for using MMORPGs to acquire L2 (Second Language) English vocabulary by investigating players' perceptions towards MMORPGs and interpreting their learning experiences and provide educators with implications for actual classroom implementation.



Percentage of public school students who were ELLs: Fall 2015

METHODOLOGY

Research Question

What factors predict MMORPG players' preference for using MMORPGs to acquire English vocabulary?

Data Collection

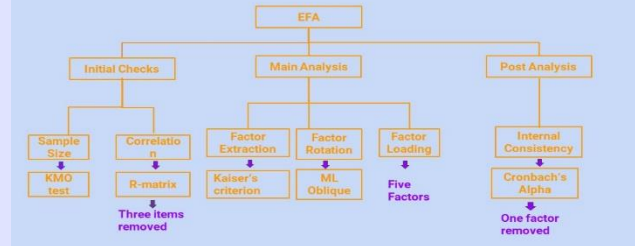
Gender		First Languages (N = 36)	Ages		Playing Hours/Week	
Male	Female	German (14.3%)	16-20	23.7 %	20+	22.9 %
330	41	Spanish (12.4%)	21-30	66.6 %	12-20	37.3 %
89%	11%	French (9.9%)	31-40	9.2%	4-11	32.6 %

Literature Review

- Computer-Assisted Language Learning (CALL) and its connection to Second Language Acquisition (SLA)
- Using video games to facilitate L2 learning
 - Research on attitude towards using video games to acquire L2 skills
 - Effectiveness of using video games for language education
 - Controversies of using video games to facilitate L2 learning
- Using MMORPGs to facilitate L2 learning

Data Analysis

The Quantitative Data Analysis: EFA

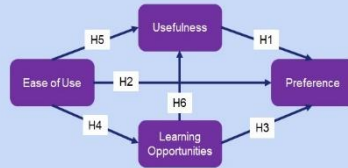


RESULTS

1. The instrument was validated.
2. The quantitative results showed that perceived **learning opportunities** is the only predictor for players' acceptance of using MMORPGs for learning English vocabulary.
3. **Ease of Use** had an indirect impact on Preference through Learning Opportunities.
4. The model fits the data.

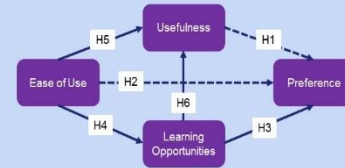
Path Coefficients of the Hypothesized Model (N = 371)

The Hypothesized Model (N = 371)



- H1: Usefulness (USE) positively affects players' preference (PRF).
- H2: Ease of Use (EQU) positively affects players' preference (PRF).
- H3: Learning Opportunities positively affects players' preference (PRF).
- H4: Ease of Use (EQU) positively affects Usefulness (USE).
- H5: Ease of Use (EQU) positively affects Usefulness (USE).
- H6: Learning Opportunities (LO) positively affects Usefulness (USE).

The Hypothesized Model (N = 371)



- H3: Learning Opportunities positively affects players' preference (PRF).
- H4: Ease of Use (EQU) positively affects Usefulness (USE).
- H5: Ease of Use (EQU) positively affects Usefulness (USE).
- H6: Learning Opportunities (LO) positively affects Usefulness (USE).

IMPLICATIONS

- MMORPGs introduced into the classroom should be appropriately challenging for the learner, but not too difficult to play. Teachers should not assume that all students are automatically familiar with playing MMORPGs.
- Teachers who intend to use MMORPGs as an instructional tool should articulate the learning opportunities to the students provided by MMORPGs and explain why these learning opportunities are more helpful than those in traditional classrooms.

CONCLUSIONS

1. An instrument measuring players' perceptions towards integrating MMORPGs into L2 English vocabulary learning was constructed and validated, based on the existing model on students' acceptance for video games in the classroom (Bourgonjon et al., 2009).
2. A path model for depicting the causal relations among variables was constructed.

ACKNOWLEDGEMENT