

Structural relationships in the embedding of role-play games in a class for Japanese language proficiency: towards a unified view

Abstract

This study examines the structural relationships at work when embedding role-play games in a class for Japanese language proficiency. It does so by applying the Technology Acceptance Model, and the Unified Theory of Acceptance and Usage of Technology as its guiding principles. The setting was a Malaysian public university and the subjects, 200 students who completed a structured self-administered questionnaire, the data from which was analyzed using the Structural Equation Modelling technique via AMOS software version 21. Based on the significant standardized beta coefficients, all the posited hypotheses were well supported, i.e. strong encouragement to perform, effort expectancy, attitude towards use, social influence, and facilitating conditions, all increase the possibility of students' behavioural intention to use role-play games in class for Japanese language proficiency. Of these five factors, effort expectancy was the strongest contributing predictor. Learning to participate in the classroom role-play game was perceived as easy, and seen to facilitate improvement in Japanese language learning proficiency. Students' interaction via the role-play games enabled them to be flexible in their learning, and to become skilful in improving their Japanese language learning proficiency. The findings of this study offer valuable insights for language teachers, and the model developed can be utilized as an instrument for further investigative research.