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Structural Relationships in the Embedding of Role-Play Games in a Class for Japanese Language Proficiency: Towards a Unified View

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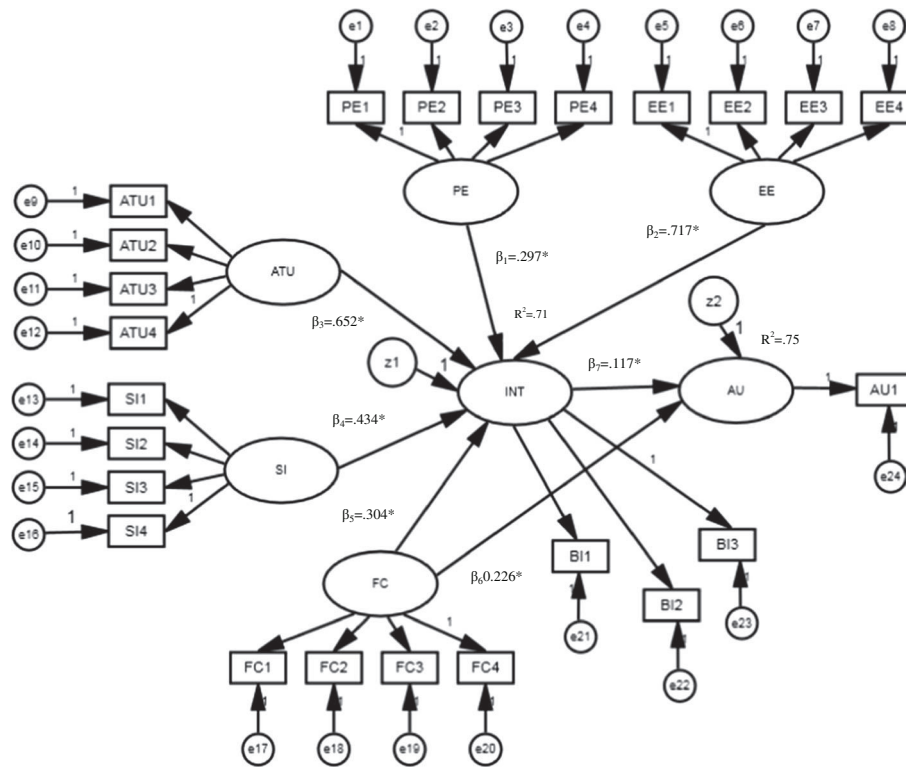


Fig. 4 Structural model. * $p < 0.05$; PE Performance expectancy; EE Effort expectancy; ATU Attitude towards use; SI Social influence; FC Facilitating conditions; INT Behavioural intention; AU Actual usage

usefulness significantly influenced students' behavioural intentions to use online learning course websites. And Ke and Im (2013), and Shapley et al. (2011) confirmed that technology engagement impacted upon students' technology proficiency, frequency of technology-based class activities, and small-group communications with diverse characteristics and learning needs. Within the Malaysian setting, Suki and Suki (2013) asserted that perceived usefulness affected students' attitudes towards using the mobile phone as an educational tool.

The results ($p < 0.05$) further implied that effort expectancy significantly and positively affected students' behavioural intention to use role-play games in class for Japanese language proficiency. Thus, H2 is retained. Additionally, effort expectancy featured as the strongest contributing predictor in affecting students' intention to use role-play games in class for Japanese language learning. Learning to operate the role-play game in class is an easy way for students to improve their proficiency in this respect. Indeed, their interaction with the role-play games in class is flexible, clear, and easy; they understand what they are doing and are enabled by this interaction to become skilful in improving their overall Japanese language learning proficiency. This finding substantiates results obtained by Gallego et al. (2008), Lee et al. (2007) and Tung et al. (2008). Equally, scholars like Lee and Lehto (2013) affirm that this construct also influences user acceptance of YouTube for procedural learning.