

Intentions of Using Video Games for Teaching and Learning Chinese : A Case Study on "Fun Chinese in Taiwan with Santaizi"

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The purpose of this thesis is to analyze the connection of using "Fun Chinese in Taiwan with Santaizi" for teaching and learning Chinese as a foreign language. My study incorporates "perceived playfulness" into "Unified Theory of Acceptance and Use of Technology" (UTAUT). Questionnaires were utilized to collect the participants' intentions of using video games for teaching and learning Chinese. The data were then analyzed qualitatively based on the UTAUT model to realize factors that affect participants' acceptance. In order to gain more insightful viewpoints, four teachers were interviewed. The participants' background information such as genders, ages, and experiences were collected, analyzed, and compared to realize their impact on mediating the influence of their willingness on their use of video games as teaching and learning Chinese.

The results of the study are as follows:

1. Chinese Language Teacher

The results shown that "performance expectancy", "effort expectancy", "social influence", "facilitating conditions" and "perceived playfulness" are critical positive factors to "behavioral intention". In addition, "behavioral intentions" are crucial positive factors to "use behaviour".

When moderator variables are considered, "gender" impacts on "facilitating conditions" affects the "use behaviour". "Age" impacts on "facilitating conditions" affects the "behavioral intention" and the "use behaviour", however, "teaching experience" is not significant in any dimensions. "Digital gaming experience" and "digital game-based learning experience" impact on "performance expectancy" affects the "behavioral intention".

2. Learners of Chinese as a Second Language

The results shown that "performance expectancy", "effort expectancy", "social

influence", "facilitating conditions" and "perceived playfulness" are critical positive factors to "behavioral intention". In addition, "facilitating conditions" and "behavioral intentions" are crucial positive factors to "use behaviour".

When moderator variables are considered, "gender" impacts on "performance expectancy" affects the "behavioral intention". "Digital gaming experience" impacts on "facilitating conditions" affects the "behavioral intention" and the "use behaviour". "Digital game-based learning experience" impact on "effort expectancy" affects the "behavioral intention", however, "Age" is not significant in any dimensions.

The results showed that the UTAUT model fits the data well. According to the conclusions, the researcher hopes to provide the references for further study and research.

Keywords : Teaching Chinese as a Second Language, Game-Based Learning, Perceived Playfulness, Unified Theory of Acceptance and Use of Technology (UTAUT), "Fun with Chinese Learning II", "Fun Chinese in Taiwan with Santaizi"