A STUDY OF THE USE OF
COMPUTER GAMES TO SUPPORT TEENAGE STUDENTS
IN SELF-LEARNING OF ENGLISH AS A SECOND LANGUAGE
IN HONG KONG

CHENG CHI LAP, LAP
STUDENT NO. 08408084

A Dissertation Submitted In Partial Fulfillment Of The

MASTER OF ARTS IN LANGUAGE STUDIES

HONG KONG BAPTIST UNIVERSITY

DECEMBER 2009
ABSTRACT

Although playing computer games is a way of life for most of the younger populations, the potential value of the use of computer games to support teenager students in self-learning of English in Hong Kong has not been adequately explored. This dissertation investigates English learning through computer gameplay. Four areas are investigated: (1) students' perceptions and attitudes, (2) vocabulary, phrases and expressions learning, (3) reading support and (4) conversational skills development in English internet forums and chat rooms. The subjects included ninety-four form four, five and six ESL teenage students, in which sixty-two of them have played the English computer game: The Sims 3. Dovetailed research methods were employed: informal participatory observations, survey questionnaires and a group interview. Findings reveal that a positive autonomous manner of English language learning can be demonstrated. The subjects generally enjoy learning English with computer games. Inferring from textual clues and consulting peers are common strategies used in learning English with games. Students would take initiative in reading in-game texts and game materials in their daily lives. English forums and chat rooms are popular for
students to use and practice the English knowledge they gained from the games.
摘要

儘管玩電腦遊戲是大部分年輕人日常生活的一部分，但是在香港以英語作爲第二語言的環境下，使用電腦遊戲來促進自我學習還沒有充分地被探求。本論文主要從四方面去探討電腦遊戲與英語學習：（1）學生們的感覺和態度、（2）字彙、詞組與句型的學習、（3）閱讀支承和（4）會話技能在網際網路的討論區和聊天區的發展。實驗對象包括九十四位以英語作爲第二語言的中四，中五和中六學生，其中六十二位學生曾經玩過模擬人生第三代這類型衆衆望的電腦遊戲。本論文使用密切配合的研究方法，當中包括網咖內非正式的個人觀察，問卷意見調查表和團體深度訪談法。研究結果顯示，年輕人正面自學英語的學習態度能夠從玩有娛樂性模擬之類型的電腦遊戲的過程中顯示出來，並且更可以進一步在日常生活當中延續他們的英語學習。實驗對象都廣泛地喜愛從電腦遊戲中學習英語。從原文中推斷和與朋輩商談是年輕人從電腦遊戲學習英語常使用的對策。學生們也會主動地閱讀遊戲中的英文文章和上網瀏覽關於電腦遊戲的英文文章。並且，他們會在網際網路的討論區和聊天區使用這些從電腦遊戲中學會了的字彙，詞組和詞句。
TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION 1

1.1 Research background 1

1.2 Common problems faced by Hong Kong teenage students in learning 3

   English as a second language

      1.2.1 Significance of the problems 5

1.3 Research gaps 6

1.4 Objectives of the study 8

1.5 Research questions 9

1.6 Significance of the study 13
1.7 Overview of the research design

CHAPTER TWO: REVIEW OF THE LITERATURE

2.1 Overview of each section

2.2 Definitions of some terms

2.3 Theoretical perspectives of computer games in English language learning

2.4 Categorizing learning

2.4.1 Three major types of learning

2.4.2 Computer gameplay and ‘stealth learning’

2.4.3 Computer gameplay and changing expectations of learning

2.5 Vocabulary learning

2.5.1 Overview of vocabulary

2.5.2 The importance of vocabulary learning in English language acquisition

2.5.3 Factors that contribute burdens and difficulties in learning English vocabulary

2.5.4 Factors contributing to successful vocabulary acquisition
2.6 Learner autonomy 37
2.7 Learner involvement 38
2.8 Three categories of educational uses of games 40

CHAPTER THREE: METHODOLOGY 43
3.1 The sampling size, site and participants 43
3.2 Data collection method 44
3.3 Informal participatory observations in an internet café 46
3.4 Survey questionnaire 47
   3.4.1 Objectives of the survey questionnaire 48
   3.4.2 Justifications for using questionnaire 48
   3.4.3 Design of the survey questionnaire 48
   3.4.4 Procedure 51
3.5 Semi-structured students’ focus group interview 54
   3.5.1 Objectives of the interview 54
   3.5.2 Justifications for employing the semi-structured focus group interview 54
   3.5.3 Design of the interview 55
   3.5.4 Procedure 55
CHAPTER FOUR: FINDINGS AND DISCUSSION 58

4.1 Overview of findings and discussion 58

4.2 Response rate 59

4.3 Recap of the research questions 59

4.4 Data collected from the questionnaires 61

4.5 General discussion of the findings of the questionnaires and the 93
  students’ focus group interview
    4.5.1 Discussion of students’ perceptions and attitudes of English 94
      learning through computer games
    4.5.2 Discussion of students’ vocabulary, phrases and expressions 95
      learning
    4.5.3 Discussion of reading support 103
    4.5.4 Discussion of conversational skills development in English 104
      internet forums and chat rooms
CHAPTER FIVE: CONCLUSION, IMPLICATIONS AND LIMITATIONS

5.1 Conclusion

5.2 Pedagogical implications

5.3 Limitations

LIST OF APPENDICES

1. NEWS POST OF THE COMPUTER GAME: GTA AND VIOLENCE

2. STUDY OF THE ENGLISH LEARNING POTENTIAL OF AN ENGLISH COMPUTER GAME: THE SIMS 3

3. PILOT SURVEY QUESTIONNAIRES FOR STUDENTS

4. SURVEY QUESTIONNAIRES FOR STUDENTS

5. RESULTS OF THE SURVEY QUESTIONNAIRES

6. GROUP INTERVIEW QUESTIONS

7. RESULTS OF THE FOCUS GROUP INTERVIEW

8. A SAMPLE ENGLISH TRANSCRIPTION OF THE GROUP INTERVIEW

x