

Efforts to Create a Video Explaining Taiwanese Board Games as Chinese Language Learning

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Abstract: This study examined the effectiveness of a project-based learning (PBL) activity in which students created a Japanese instruction manual and video explaining the rules of a Taiwanese board game and actually played the board game. 16 students from the elementary Chinese course participated in this project, which consisted of a 30-session, 2-credit course, with 15 sessions devoted to learning elementary Chinese and 15 sessions to this PBL. In a post-project survey, 94% of the students felt that their Chinese language skills had improved, and 100% of the students felt that their understanding of Taiwanese culture had deepened. Students also reported a high level of participation in the project. These results suggest that incorporating such game-based activities into the Chinese curriculum can effectively promote language acquisition and cultural awareness.

Key words : project-based learning, Chinese language study, Taiwanese board game, Create Video

Introduction

This study investigated a project-based learning (PBL) activity designed to make learning Chinese more engaging and effective. Instead of focusing solely on textbooks and grammar rules, students in this project learned by doing: they collaboratively created Japanese instruction manuals and videos that explained how to play Taiwanese board games. The goal was to provide students with a fun, hands-on experience that allowed them to apply their Chinese language skills in a practical way while also learning about Taiwanese culture.

16 students in a beginner-level Chinese language course participated. 15 of the students were just beginning to learn Chinese, and one was a Chinese Malaysian student who provided cultural insight. They were divided into 4 groups, and each group chose a different Taiwanese board game to focus on. The project had a total of 30 sessions, 15 of which were devoted to the creation of board game instructions and instructional videos. We used a questionnaire at the end of the project to understand how the students felt the project impacted their Chinese language skills, their engagement in the course, and their understanding of Taiwanese culture.

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Material and Method

First, participants and course design will be described. 16 students taking a beginner-level, 2-credit Chinese language course at NIT, Ube College participated in this study. As a central component of the curriculum, the course incorporated a project where students, divided into 4 groups, collaboratively created instructional materials for their peers.

Next I will discuss the board game selection. The following 4 Taiwanese board games were used in this project;

1. 台灣 TAIWAN
2. 台灣製茶錄
3. 什麼不見啦
4. 走過, 台灣



Figure 1 Taiwanese board games 1 & 2



Figure 2 Taiwanese board games 3 & 4

Next I will describe the Project Procedure. The 15-session project followed these steps:

1. Translation: Each group translated the Chinese rulebook of their chosen game into Japanese, using translation software, dictionaries, and online resources.
2. Comprehension & Gameplay: Students played their assigned board game to understand the rules and gameplay, asking questions and using resources as needed.
3. Instructional Material Development: Each group collaboratively created a Japanese instruction manual for their game, explaining the rules clearly and using visuals and diagrams.



Figure 3 Poster presentation

Once the translation work was completed and the participants had gained some understanding of the game concept and rules, they presented a one-page poster outlining the game (storyline, content, number of people, time required), rules, and features.

Figure 4 & 5 show the completed Japanese translated manual for one of the four games, “台灣製茶錄”. The manual in Chinese, which was packaged with the game, was faithfully translated into Japanese.



Figure 4 Japanese-language instruction manual 1



Figure 5 Japanese-language instruction manual 2

4. Video Production: Each group created a 15-minute video (in Japanese) that explained their game's rules and showed a full gameplay example. They used smartphones or tablets for filming.



Figure 6 Introducing the game they are in charge of to other groups



Figure 7 First screen of instructional video

5. Peer Evaluation: Groups presented their videos to the class and received feedback on their clarity, completeness, and effectiveness.

After the project, students answered a questionnaire about their experience. We analyzed their responses to see how the project affected their Chinese language skills, how engaged they were in the project, and how well they felt they understood Taiwanese culture.

Result and Discussion

Figure 8 shows that 94% of students (15 out of 16) felt their Chinese language skills improved after the project. Students mentioned that translating the game rules, explaining them to classmates, and creating teaching materials helped them learn.

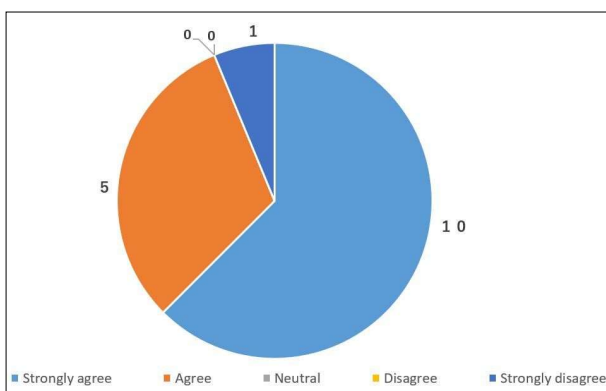


Figure 8 “Has your Chinese language ability improved through the activity?”

Figure 9 illustrates the high level of student engagement in the project. Ninety-four percent (15 out of 16) reported actively participating in creating the

manuals and videos. Students found the project motivating because they were creating something for their classmates to use.

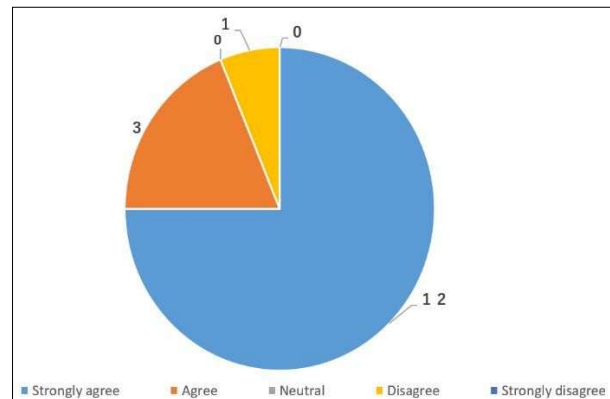


Figure 9 “Have you actively participated in this activity?”

Figure 10 shows that all students (100%) felt they understood Taiwanese culture better after the project. They enjoyed learning about Taiwan through the board games and found it more engaging than traditional classroom activities.

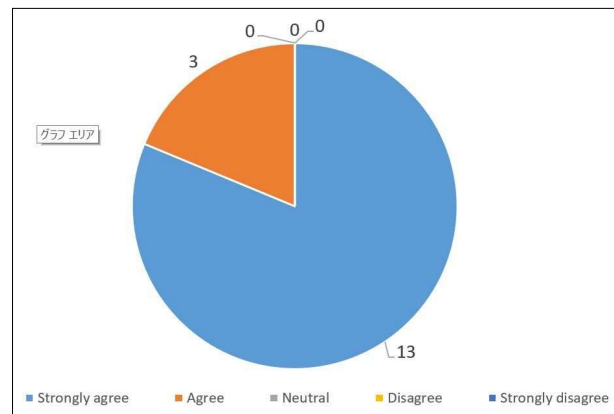


Figure 10 “Do you have a better understanding of Taiwan?”

This study suggests that having students create explanatory videos for Taiwanese board games within a PBL approach can be an effective way to teach Taiwanese language and culture. The project was designed to be engaging and collaborative, which helped students learn and enjoy the process.

Because the project involved creating materials for their classmates, students were motivated to learn and apply their language skills. The use of Taiwanese board games provided a fun and interactive way for students to learn about the culture.

While more research is needed to confirm these findings, this study provides evidence that this type of hands-on, game-based approach can create a positive and effective learning environment for students.

Conclusion

The results of this project suggest that creating explanatory videos for Taiwanese board games within a PBL framework is a promising method for improving Chinese language skills and cultural understanding. Students reported improvements in their language abilities, demonstrated high levels of engagement, and showed a deeper understanding of Taiwanese culture.

These findings highlight the potential of gamified, project-based learning experiences to create engaging and effective learning environments that benefit language and cultural education.



Figure 11 Japanese and Taiwanese students playing a Taiwanese board game together

Future Direction

Future research can build upon these findings by:

1. Investigating the long-term effects of this project on students' Chinese language skills and knowledge of Taiwanese culture.
2. Exploring the effectiveness of this approach with students of different language proficiency levels and cultural backgrounds.
3. Adapting this approach for online Chinese language learning environments.

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