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Kampus Sungai Petani

Faculty of Administrative
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CHINESE CHARACTER CARD GAME: LEARNERS' ATTITUDES AND MOTIVATION

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ABSTRACT

Chinese character recognition is the first step to learn Chinese characters. However, due to the complexity structure of Chinese characters, learners often show unsatisfactory result in their Chinese character recognition. As a result, this can affect Mandarin learners to further their understanding in Mandarin language learning. Numerous researches proven that educational game help in learning process and it is essential to adopt in this millennial era. Due to that, an innovative teaching and learning card game, Chinese Character Battle (CCB, 汉字对决) which may give a great impact on learners' performance in Chinese characters learning was designed and implemented in Mandarin language classroom. This card game is suitable for Mandarin learners from different level of proficiency. The CCB provided plethora of advantage for native-Mandarin learners and non-native Mandarin learners in their learning of Chinese characters. As for its novelties, CCB equipped with the knowledge that learners need to acquire in learning Chinese characters and reinforce learners' memories on each Chinese character through visualization of each character. This card game is recommended for Mandarin teacher and Mandarin learners as it offer a fun and engaging learning environment. This study was carried out to explore the attitudes and motivation of learners in using CCB as a Chinese character learning tool. The findings from the survey revealed the positive attitudes and high level of motivation among students in using CCB. Most of participants agreed that CCB gave them a lot of benefits. They also responded that CCB is useful and effective learning tool for them to learn and improve their performance on learning Chinese Characters.

Keywords: Chinese character, motivation, attitude, card game

INTRODUCTION

Educational games are designed in the form of board, videos, cards, mobile applications and etc with the aims to helps students in their learning process of subject. Research done by scholars (Ting & Lam, 2021; Ting, Ch'ng & Norseha, 2020; Aguilar & Qian, 2015) proven that game-based approach has improved learners' performance in language learning process. Apart from that, attitudes and motivation also have a clear link with the language learning process (Ellis, 1997; Gardner, 2001b). Most of the scholar (Holmes, 1992; Gardner, 1985) claimed that, learners' positive attitude on language learning will be highly motivated and led them to be success in acquiring the target language. In contrast, learners with negative attitude on language learning will display a low motivation on learning a language which prevent them from acquiring the target language. Hence, positive attitude and motivation of learners is said to be a factor to achieve a successful language learning. This study was carried out with the aims to investigate attitudes and motivation of learners in using

educational card game, namely Chinese Character Battle (CCB- 汉字对决) in learning Chinese characters.

DESCRIPTION OF CHINESE CHARACTER BATTLE (CCB- 汉字对决)

Chinese Character Battle (CCB- 汉字对决) is an educational card game which designed for Mandarin learners neither Chinese nor non-native Chinese. Selection of Chinese character in CCB were based on the syllabus of Foundation Mandarin (Level I & II) that offered in Universiti Teknologi MARA (UiTM). The game pack of CCB was shown in figure 1 and figure 2 shows implementation of CCB in MFL classroom at initial stage of product development. This Chinese character card game is ideal to be played by 2 to 4 players. With CCB, students will be able to learn Mandarin new words, pronunciation, meanings, part of speech and the origin of Chinese characters effectively. The visualized Chinese characters not only cater for learners' learning styles but also reinforce learners' memories on each characters. Clear instruction attached in the game pack help players to understood the rules and regulations of the game easily. This game can also be played without the assistance of teacher as the suggested answers have been provided along with the guidebook.

Chinese character Battle (CCB- 汉字对决) game pack consists of the following items:

- 72- Chinese character cards
- 72- Question cards
- 1- Guidebook with suggested answer



Figure 1. Game pack of Chinese Character Battle (CCB), 汉字对决



Figure 2. MFL Students' Involvement in CCB Game Play

Usefulness of CCB

CCB may be beneficial for Mandarin learners, Mandarin language teachers and parents. Mandarin learners can get a clearer picture of the origin of the Chinese characters from the information and explanation provided in CCB. Mandarin teacher can use CCB as part of their teaching aid in classroom. Mandarin teachers can use CCB to motivate their students' engagement in learning Chinese characters. As for parents, they can play CCB with their children to foster strong relationship with family members.

Potential commercialization

Since there is no card game on the market that combines CCB's elements, it has a good marketability and commercial potential for any institutions that offer Mandarin language course for their students. Moreover, parents can use CCB as part of the teaching tools at home. Students can also compete and bond with their classmates, friends, and family. This card game is also suitable for adults who want to learn or enhance their Chinese characters acquisition. Thus, CCB is suitable for Mandarin learners from different level of proficiency.

The advantages of using CCB are:

1. It is ideal for learners with little or no prior knowledge of Chinese characters.
2. It makes Chinese character learning fun, enjoyable and engaging.
3. It can be used to achieve the course objectives.
4. It promotes self-paced learning.

METHOD

This study employed purely qualitative method. Population of this study were 125 diploma students from Universiti Teknologi MARA, Sarawak branch. According to figure 3, there are 11% of participants was male and 89% of participants was female. Only students who taking Foundation Mandarin courses were chosen to participate in this study. All participants were asked to fill up a set of questionnaires which consisted of participants' profile in part A and 10-item about students' attitudes (Question 1-5) and motivation (Question 6-10) in part B. Items in part B was five Likert scale items that adapted from Masrom (2006). The five Likert scale items was ranging from "1= strongly disagree" to "5= strongly agree". The questionnaire was generated via Google Form. The survey link was shared to the participants through WhatsApp. Data collected was analyzed using Statistical Package for Social Science (SPSS) version 25. The agreement level of each item was classified into three categories which are low (1.00-2.33), medium (2.34-3.67) and high (3.68-5.00).

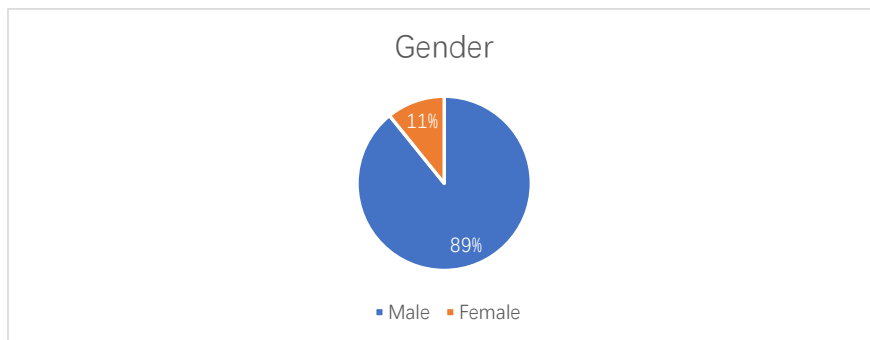


Figure 3. Population of Study

DATA ANALYSIS

Table 1 demonstrates the mean score and standard deviation of students' attitude in using CCB to learn Chinese characters. The findings depicted that all items of students' attitude are in the range of high mean scores that ranging from 3.904 (1.145) to 4.192 (SD= 1.133). Among the items, Item 5 (The content of the card games matches my Mandarin subject syllabus) had the highest mean of score (Mean= 4.192, SD= 1.133). Respondents agreed that using CCB enable them "to learn better (Item 1, Mean= 4.064, SD= 1.126)". They also agreed that the card game enable them to learn according their own pace and sequence (Item 2, Mean= 3.960, SD= 1.088)" since the CCB had the "flexible" characteristic (Item 4, M= 3.992, SD= 1.181; Item 3, M= 3.904, SD= 1.145). It can be concluded that the participants show positive attitude towards the use of CCB in their Chinese characters learning.

Table 1. Mean Score and Standard Deviation of Students' Attitude

No	Item	Mean	Standard Deviation
1.	I can learn better by myself.	4.064	1.126
2.	I can learn according my own paced and sequence.	3.960	1.088
3.	It is more flexible for me to determine my own learning time.	3.904	1.145
4.	It is more flexible for me to choose my learning place.	3.992	1.181
5.	The content of the card games matches my Mandarin subject syllabus.	4.192	1.133

Table 2 presented the mean score and standard deviation for each item in analyzing students' motivation in using CCB to learn Chinese characters. The result of the study depicted that all items were accepted on the high mean scores ranging from 3.952 (SD= 1.169) to 4.328 (SD= 1.112). Item 10 (The usage of card games makes learning more interesting and fun) has the highest mean of score (M= 4.328, SD= 1.112) among the items corresponded to students' motivation in using CCB. It is followed by item 8 (I am very interested in using card games to learn Chinese characters) with mean of score 4.288 (SD=1.127) and item 6 (I think this learning material give me lots of benefits) with mean of score 4.224 (SD= 1.084). The findings found that students prefer to use CCB as practice rather than using book (Item 7, M= 3.952, SD= 1.169; Item 9, M= 4.104, SD= 1.162). Based on the findings, it can be concluded that the participants are highly motivated with the use of CCB in their Chinese characters learning. This finding is in line with Papastergiou's study (2009) that indicated game-based learning shown to be more motivational for students in the learning process.

Table 2. Mean Score and Standard Deviation of Students' Motivation

No	Item	Mean	Standard Deviation
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6.	I think this learning material gives me lots of benefits.	4.224	1.084
7.	I prefer to answer questions this way compared using books.	3.952	1.169
8.	I am very interested in using card games to learn Chinese characters.	4.288	1.127
9.	I prefer to do practices in the form of card games rather than quizzes during class.	4.104	1.162
10.	The usage of card games makes learning more interesting and fun.	4.328	1.112

CONCLUSION

As conclusion, respondents show high motivation and positive attitude in using CCB as CCB give them a lot of benefits. Most of them perceived CCB as a useful and effective learning tool to improve their Chinese Characters learning. Flexibility of CCB is high whereby the learners can learn Chinese characters at anywhere and anytime. Learners also show their preference to use CCB as part of lesson. In short, this innovation product has successfully increase learners' motivation and help them to display positive attitude in learning Chinese characters.

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