

泰国某私立大学学生对中文课堂中基于游戏的学习 (GBL) 的态度研究

THAI PRIVATE UNIVERSITY STUDENTS' ATTITUDES TOWARDS GAME-BASED LEARNING (GBL) IN CHINESE CLASSES

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摘要

基于游戏的学习 (Game-Based Learning, GBL) 通过将游戏与教学目标相结合, 为教育领域提供了一种创新性教学方法。本研究以泰国某私立大学中文专业学生为研究对象, 探讨本科生对 GBL 在中文课堂中的应用态度, 并为其实践提供改进的参考。研究采用定量方法, 问卷作为数据收集工具, 包含学生背景信息和对 GBL 的态度两个部分。态度部分由封闭式和开放性问题组成, 其中封闭式问题使用李克特量表 (Likert Scale) 测量。研究结果表明, 学生普遍对 GBL 持积极态度, 认为其显著提高了课堂趣味性、互动性及学习动机, 同时促进了团队协作和学习效率。开放性问题分析显示, 学生对游戏活动表现出浓厚兴趣, 并通过游戏环节中的教师讲解巩固所学内容。然而, 部分学生指出任务设计多样性和游戏活动与课堂进度的平衡需进一步改进, 技术支持和设备问题亦可能影响学习体验。基于研究结果, 本研究提出如下建议: 包括优化游戏任务设计、游戏形式选择、合理规划游戏课堂时间分配及游戏后反馈总结等, 以及结合教学目标开发更具针对性的游戏活动, 为 GBL 在中文课堂中的应用提供实践依据与理论支持。

关键词: 基于游戏的学习 GBL 中文课堂 泰国私立大学

Abstract

Game-Based Learning (GBL) integrates games with educational objectives, offering an innovative approach to teaching and learning. This study investigates the attitudes of undergraduate Chinese majors at a private university in Thailand toward the use of GBL in Chinese language classrooms and provides recommendations for its improvement. A quantitative research method was employed, with data collected through a questionnaire consisting of students' background information and attitudes toward GBL, measured using a Likert scale. The findings indicate that students generally hold positive attitudes toward GBL, recognizing its benefits in enhancing classroom engagement, learning motivation, teamwork, and learning efficiency. Open-ended responses further revealed a strong interest in game activities and appreciation for effective teacher guidance during gameplay. However, some students also noted challenges, including the need for more diverse task designs, better alignment with classroom content, and improved technical support. Based on these results, this study proposes the following recommendations: Optimize the design of game tasks, selecting appropriate game formats; allocate reasonably for GBL activities; and provide feedback and opportunities for reflection after gameplay. Additionally, it is recommended to develop more targeted game activities aligned with instructional objectives, thereby offering both practical guidance and theoretical support for the implementation of Game-Based Learning in Chinese language classrooms.

Keywords: Game-Based Learning, Chinese Language Learning, Private University

引言

基于游戏的学习 (Game-Based Learning, GBL) 作为一种创新性教学方法, 通过将游戏与学习目标相结合, 增强了课堂的互动性和趣味性。其核心目标是激发学习者的学习动机, 提高学习参与度, 并优化学习效果 (Kapp, 2012)。作为一种以学习者为中心的教学方式, GBL 不仅关注知识与技能的传递, 还注重学习过程中的情感体验和动机激发。与游戏化学习 (Gamification) 相比, GBL 更注重通过完整的游戏活动将学习内容融入其中, 注重通过沉浸式的游戏体验提升学习者的内在动机, 强化知识的掌握与技能的培养 (Plass et al., 2015)。因此, 本研究以 GBL 为研究重点, 探讨其在泰国高校学生对中文课堂中应用基于游戏的学习方法的态度, 为课堂教学实践提供切实可行的建议。

语言教学是 GBL 应用最广泛的领域之一。研究表明, GBL 能有效促进词汇和语法掌握, 增强情境表达与跨文化沟通能力, 尤其适用于反复练习与实践导向课程 (Reinders & Wattana, 2015)。其即时反馈机制与互动性设计为语言学习者提供真实语境, 有助于提升语言产出与表达意愿 (Kapp, 2014)。然而, GBL 的有效性对于教学内容与所有学习阶段的有效性并不完全相同。现有文献指出, 其最适合应用于具有任务导向、强调沟通互动或问题解决的课程类型, 如语言