

An Analysis on the Application of Kahoot! in Chinese Teaching of Thailand

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ABSTRACT. *With the advent of the Internet information age, all kinds of auxiliary teaching information platform and app came into being. Kahoot! is a free network platform based on game learning, which can improve students' intrinsic motivation of learning Chinese, realize deep interaction and feedback teaching effect in real time, but there are still some problems. It is suggested that we should master the duration of the questions, embed various resources and dig deep into the accumulated data to maximize its utility.*

KEYWORDS: *Kahoot!, Teaching chinese as a foreign language, Coping strategies*

1. Introduction

Kahoot! Is a free online learning platform with game learning as its main feature, and its slogan is “make learning cool!” (Make Learning Awesome!). So far, Kahoot! has been used as an assistant teaching tool in the classroom teaching of various subjects, and has achieved good results in the instant feedback of classroom tests. However, the application of Kahoot! in Chinese teaching remains to be studied. Focusing on this, this paper attempts to explore the application of Kahoot! In Thai Chinese teaching.

2. Application of Kahoot! in Chinese Teaching of Thailand

Vocabulary teaching is an indispensable part of Chinese classroom teaching, and it is also a basic link in the comprehensive course of Chinese as a foreign language. In the vocabulary teaching based on the Kahoot! Platform, teachers log in to the Kahoot! platform, find the quiz game named after the lesson, and click “play it!”, and then the multimedia screen will display the pin code. Students use their mobile devices to enter the enter pin interface, enter the pin code, and then enter the name to enter the live room. When all the students are ready, the teacher will click “start” and the game will begin. After the students finish each word item, the system will judge the students' choice, and calculate the integral according to the speed and accuracy of the students. According to this data, teachers can understand the general situation of students' vocabulary learning in this lesson, and at the same time, they can timely

explain and analyze the errors that students are prone to.^[1]

Grammar teaching is the most important part of teaching Chinese as a foreign language. If you don't master the rules of Chinese words and sentences, there will be problems in understanding and expression. The jumble game in the Kahoot! platform has a very good auxiliary effect on grammar teaching. It can sort sentences and enhance students' sense of order. When students enter the jumble game, modules of different colors will appear on the interface. Students only need to sort by dragging the words represented by different colors on the mobile device to form grammatical and logical sentences, and the system will upload the answers. Different from the paper version test, Kahoot! has limited time to answer questions. Students need to quickly understand and use the knowledge they have learned, which increases a certain degree of difficulty.

3. An Analysis of the Application of Kahoot! in Chinese Teaching in Thailand

In the process of introducing Kahoot! platform into Chinese teaching, I have found that this network platform has received good teaching effect, but at the same time, there are also some problems.

The advantages are mainly reflected in the following three aspects. Firstly, immediate feedback teaching effect can improve teaching efficiency. Teachers usually get feedback on teaching effect through classroom questioning, paper test, group discussion and homework assignment. However, due to limited classroom time, classroom questioning can not let all students express their views, and the feedback information is not comprehensive enough; paper test and homework need to be completed by students after class, which forms a lag in time. Kahoot! can easily solve this problem. The whole class can log on to this platform through personal devices, and answer at the same time. The system generates real-time data, which not only feedback the learning situation of individual students, but also the learning situation of the whole class. Secondly, the teaching can improve the students' intrinsic motivation of learning Chinese and stimulate their enthusiasm. Motivation can be divided into internal motivation and external motivation. Internal motivation refers to the individual's interest in doing something and understanding of its meaning. Compared with external motivation, internal motivation can achieve long-term success. In the quiz game of Kahoot!, each question is ranked in the top three. This unique integral mechanism and ranking mechanism has competitive meaning, which can promote students to actively participate in the classroom, stimulate learning motivation and improve learning enthusiasm. Thirdly, the teaching can help to realize deep interaction and activate classroom atmosphere. Generally, teachers will choose the interactive way of asking questions, and occasionally use some games, such as swatting flies, drawing and guessing, etc. But these interactive methods can not be targeted at the whole class, only some students participate. Teachers can combine the knowledge points to be learned, try to add video, pictures and other resources in the game, so as to create an active classroom atmosphere and attract the attention of all students. Kahoot! broadens the depth and width of teacher-student interaction and enables all students to participate in it to the

maximum extent.

The disadvantages are mainly reflected in the following three aspects. Firstly, for students, using too much frequency will easily weaken students' participation and enthusiasm for the game. Students are more interested in using the game at the beginning, but after about four months, they lose their enthusiasm and have a sense of boredom. As a result, the number of participants is reduced and the quality of answering questions is also declining. Therefore, teachers should pay attention to the frequency of using Kahoot! and make reasonable planning according to the actual teaching situation. Secondly, for teachers, the interface of Kahoot! is currently in English, and registration and login only support English. Although Chinese can be input when creating game titles, it takes more time for Chinese teachers to be familiar with the game functions of kahoot.^[2] The display time of Kahoot! game in class may be only five to ten minutes, but teachers have to invest a lot of time after class, which increases the burden of teachers to a certain extent. Thirdly, for Kahoot! itself, the modern equipment requirements are high, the classroom needs to be equipped with multimedia projectors, projection screens, computers, etc. All students need a mobile device, and ensure that there is network support. Middle school students are equipped with mobile phones, but some students' mobile phones run slowly, or there is no network, which will have an impact on classroom teaching, the most obvious is time-consuming.

4. Suggestions on the Application of Kahoot! in Chinese Teaching in Thailand

4.1 To Master the Test Type, Duration, and Difficulty Level

Most of the four game modes provided by Kahoot! are presented in the form of multiple-choice questions. The number of words in the questions is limited to 95 units, and the number of words for answers is limited to 60 units. When setting questions, teachers should pay attention to not too many questions. The amount of questions should be controlled at about 15 questions. The whole process of Kahoot! game is suggested to be controlled within 20 minutes. Teachers should check the preview mode before the formal class to ensure that there are no problems, and organize students to enter the game interface in advance to reduce the waste of classroom time. Due to the uneven Chinese level of students in the class, teachers should pay attention to the combination of difficulty and ease when setting the topic, so as to improve the participation of the whole class. Students can not only enjoy the joy of the game, but also master Chinese knowledge from it.

4.2 To Embed Various Resources to Enrich Teaching Content

In the process of the test game, the system will be equipped with relaxed and cheerful accompaniment music, and the interface will change the color of the screen, increase the rhythm sense of rushing to answer, and activate the classroom atmosphere. In addition, teachers can also add audio, video, charts, or links,

according to the actual needs when designing the game, so as to enrich the teaching content and enrich the user experience of students. Kahoot! supports not only single person mode, but also team mode. The biggest advantage of team model is that students can create groups and organize games independently, which makes students the masters of the game. In the process of creating games, students need to preview knowledge in advance, which can cultivate their learning autonomy. Thai students have strong hands-on ability and can actively obtain learning resources, which virtually strengthens their learning ability, cooperation ability and information searching ability.

4.3 To Deeply Excavate Cumulative Data, and Timely Adjust Teaching

For teachers, the most valuable thing about the platform is the interactive data generated by it, which includes the overall situation of students' answering questions and individual answering situations, scores and accuracy. In addition, teachers should check the students' game analysis report in time after class, pay close attention to the overall and individual situation of students, pay attention to the problems with high error rate, the correct rate of students' answering questions and the duration of using questions, and timely adjust the teaching progress. The score in the Kahoot! data can be used as a part of students' usual performance, so as to encourage students to learn. Data is the soul asset; analysis and mining is the means; discovery and prediction is the ultimate goal.^[3] Teachers should make full use of its value to maximize its effectiveness, and can effectively enrich Chinese classroom activities, stimulate students' interest and motivation, and improve the efficiency of Chinese classroom learning.

5. Conclusion

On May 14, 2020, Confucius Institute at BSRU, Thailand held a seminar on "online Chinese", in which the specific problems of teaching platform, teaching methods, teaching materials and teaching methods were discussed. Teachers believe that for Chinese teaching, the promotion of teaching platform, challenges and opportunities coexist. As a teaching tool with immediate feedback, Kahoot! can improve the efficiency of classroom teaching and activate the classroom atmosphere, but it can not be used frequently, which is easy to reduce the enthusiasm of students. Therefore, it is necessary for Chinese teachers to make good use of the network platform to introduce it into Chinese classroom teaching and maximize its effectiveness. With the continuous development of modern information technology, I believe there will be more new teaching tools into the Chinese classroom to achieve teaching optimization.

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