

A Comprehensive Analysis of YCT Vocabulary Size and Gamification Strategies for Elementary Students

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Abstract

In an era of globalization and increasing cultural exchange between nations, a large number of foreign language learners have turned proficiency in Mandarin into a vital skill that provides individuals with opportunities to enhance communication, cultural understanding and international cooperation. Simultaneously, China's growing economic influence and its pivotal role in global affairs further highlight the promising prospects for Chinese language acquisition. In this context, this study adopts the method of random sampling to assess the YCT vocabulary of 30 first-year students from different language backgrounds at a private school in Chiang Mai, Thailand. Meanwhile, semi-structured interviews with 10 experienced Chinese teachers using the method of purposive sampling are employed to further strengthen the research findings and capture their views on integrating gamification technology into Chinese language teaching. The findings, which reveal a clear gap between the vocabulary of Thai primary school students and the expected YCT standards, as well as feasible gamification strategies to address these issues, have prompted Mandarin educators to re-evaluate current Mandarin teaching methods. This study advocates the integration of gamification strategies in Mandarin teaching in primary schools to promote vocabulary acquisition and student participation. By elucidating the benefits of Mandarin proficiency in a global context and providing actionable recommendations for Mandarin teaching improvement, this study contributes to the ongoing discussion on language education and intercultural competency development.

Keywords: gamification, elementary education, YCT vocabulary, Mandarin proficiency