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Research on the Application of Wordwall Platform in Children's Chinese Language Teaching under the Framework of Multiple Intelligences Theory

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Abstract: With the rapid development of international Chinese education, the number of young Chinese learners is rising yearly, calling for the innovation of traditional teaching methods. Howard Gardner's Multiple Intelligences Theory (MIT) has been widely proven applicable to Teaching Chinese as a Foreign Language (CSL), yet research on integrating MIT with digital technologies for children's CSL remains insufficient. This study explores the application of the gamified Wordwall platform in children's Chinese teaching under the framework of MIT and verifies its effectiveness through empirical practice. The results show that Wordwall can significantly improve teaching efficiency and stimulate students' intrinsic learning motivation. While the platform has good adaptability in teaching, it has limitations such as inadequate module connection, insufficient personalized feedback and poor task difficulty control, which require further optimization.

Keywords: Multiple Intelligences Theory, Children's Chinese Language Teaching, Wordwall, Gamified Teaching, Teaching Application

1. Introduction

The growing number of young Chinese learners amid international Chinese education's development demands traditional teaching model innovation.[1] The digital age brings opportunities and challenges to children's Chinese teaching. This study explores the gamified Wordwall platform's application in children's Chinese teaching under MIT, aiming to identify its effectiveness and optimization paths, providing references for improving classroom design and teaching quality.

2. The Appropriateness of Wordwall in Children's Chinese Language Teaching - An Analysis Based on the Multiple Intelligences Theory

2.1 The Performance of Wordwall as an Educational Game

Academic studies have identified three core elements of effective educational games: clear task objectives, timely feedback, and a balanced match between task difficulty and learners' abilities. [2] Wordwall excels in all these aspects, which strongly supports its application in children's Chinese language teaching. Specifically, the platform's teaching resources are designed with well-defined objectives—including vocabulary memorization, grammar consolidation and language application—and integrate both phased and overall game-based teaching goals seamlessly. Its real-time feedback function allows students to instantly view their scores, rankings and incorrect answers upon task completion,

helping them adjust learning strategies in a timely manner and sustain their learning motivation. In addition, Wordwall features moderately challenging tasks that avoid both student boredom and frustration, enabling them to maintain a state of flow and thus improve learning efficiency.[3]

2.2 The Coupling between Wordwall and the Multiple Intelligences Theory

Initially, the Wordwall platform was mainly used in the field of English teaching. However, its rich and diverse functional modules can be effectively integrated with all dimensions of the Multiple Intelligences Theory, providing a new path for the innovation of children's CSL teaching methods.

The word matching function of the Wordwall platform can effectively enhance learners' Linguistic Intelligence. Teachers can design matching tasks between Chinese new words and corresponding pictures, English definitions, or example sentences, enabling students to strengthen the memory and application of Chinese vocabulary in interesting interactive operations. The classification and sorting templates provided by the platform can help cultivate learners' Logical-Mathematical Intelligence. For example, teachers can guide students to classify Chinese characters according to their radicals, so as to test and improve their understanding of the internal structure of pictophonetic characters.

The puzzle game module of the Wordwall platform can effectively stimulate learners' Spatial Intelligence. Teachers can make puzzles based on scenes in Chinese textbooks, the evolution process of Chinese characters, or Chinese cultural elements. In the process of solving puzzles, students need to carefully observe graphic details and distinguish spatial relationships, which helps them deeply understand the cultural connotation behind Chinese language knowledge. In addition, teachers can set up cooperative competition links through the game modules of the Wordwall platform, such as vocabulary quick answer and Chinese knowledge solitaire, which can effectively improve learners' Interpersonal Intelligence. In the process of team cooperation, students need to divide work and cooperate to complete tasks together, learn to listen to others' opinions, and express their own views, thereby improving their communication and teamwork skills.

3. Teaching Case under the Guidance of the Multiple Intelligences Theory

The research selected 10 young Chinese language learners aged 7-9 with introductory Chinese proficiency as the research objects. Most of the participants are Chinese or mixed-race children, and a few are local Irish students who are interested in Chinese culture and language. These young learners have relatively limited self-control ability, low learning initiative, and immature cognitive ability, but they have strong imitation ability. At the same time, their sense of individuality has begun to awaken, and they have gradually formed different personalities and emotional expression styles.

Since September 2024, Teacher C, who is engaged in children's Chinese language teaching, has adopted the Wordwall platform as an auxiliary teaching tool in daily teaching practice, which has saved nearly 40% of the lesson preparation time. The automatic interactive courseware generation function of the platform enables teachers to focus more on tracking students' learning progress and providing personalized guidance, thus forming an efficient teaching closed loop.

In non-target language environments, game-based teaching is an effective way to improve the effectiveness of children's Chinese language learning. Teacher C designed a Wordwall matching game themed "Adventure in the Magical Food Forest", in which students were divided into pairs to match food pictures with corresponding Chinese word cards to unlock "treasures". This situational game fully mobilized students' learning enthusiasm and enabled them to absorb new knowledge unconsciously in the process of game interaction.

Teacher C also assigned Wordwall game exercises as after-class homework. Students could independently check their scores and revise wrong questions through the platform, which effectively improved their autonomous learning ability. Compared with traditional paper-based homework, the ranking list function of the Wordwall platform has effectively stimulated students' learning motivation, leading to a significant improvement in both the completion rate and quality of homework.

After a period of teaching practice, the participating students have made significant progress in Chinese language expression and comprehension ability. They can memorize Chinese vocabulary more quickly and communicate in Chinese more confidently. This empirical result demonstrates that the Wordwall platform can effectively improve the teaching effectiveness of children's Chinese language teaching and stimulate students' learning motivation.

4. Conclusions

4.1 Current Application Status of the Wordwall Platform

Wordwall demonstrates good adaptability in children's Chinese teaching. Under MIT, it aligns with individualized guidance and all-round development requirements. Its powerful modules enable teachers to quickly create game courseware and conduct interactive activities, mobilizing student participation and enthusiasm, as verified by the case.

4.2 Areas for Improvement of the Wordwall Platform

Teachers should note two points when using Wordwall for children's Chinese teaching. First, Wordwall has limitations (inadequate module connection, insufficient personalized feedback). Teachers can introduce AI tools and AIGC in lesson preparation to enhance interaction and targeted feedback, and use AI algorithms to adjust task difficulty to match children's abilities.[4] Second, game tasks should have moderate difficulty to avoid boredom or frustration. AI can analyze student data to recommend suitable content, improving learning motivation.[5]

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