

Original Paper

A Study on the Practical Effectiveness of Gamified Teaching Methods in Primary School Chinese Language Classes for Lower Grades

Jiajing Jia¹

¹ Xi'an FanYi University, College of English, Shaanxi, Xi'an, China

Received: June 11, 2025

Accepted: August 01, 2025

Online Published: August 20, 2025

doi:10.22158/eltls.v7n4p107

URL: <http://dx.doi.org/10.22158/eltls.v7n4p107>

Abstract

This paper focuses on the practical effectiveness of gamified teaching methods in primary school Chinese language classes for lower grades. By elucidating its theoretical foundation, analyzing its current application status, and exploring its positive impact on students' learning interest, academic performance, and comprehensive abilities through practical case studies, this paper proposes optimization strategies aimed at providing effective references for primary school Chinese language teaching in lower grades.

Keywords

gamified teaching methods, primary school Chinese language classes for lower grades, practical effectiveness

1. Introduction

Primary school students in lower grades are young and have difficulty maintaining concentration for extended periods of time. Traditional Chinese language teaching methods can easily lead to feelings of boredom among them. Gamified teaching methods, with their engaging and interactive characteristics, align with students' cognitive development and psychological needs, making them an important direction for innovation in primary school Chinese language education. Exploring the application effectiveness of gamified teaching methods in primary school Chinese language classrooms is of significant importance for improving teaching quality and promoting students' comprehensive development.

2. Literature Review

2.1 Theoretical Foundations of Gamified Teaching Methods

Gamified teaching methods integrate game design concepts, rules, and elements into the teaching process, emphasizing student-centered approaches and prioritizing student agency and engagement. Its theoretical foundations are diverse. The play-based learning theory posits that the learning process should be enjoyable, using games to stimulate students' interest and motivation in learning, with positive emotional experiences fostering learning. Constructivist learning theory emphasizes that learners actively construct knowledge systems, and that social and cultural contexts influence learning, requiring learners to collaborate and communicate with others to construct knowledge. Motivation theories such as achievement motivation theory, self-determination theory, and goal theory also provide theoretical support for gamified teaching methods, such as setting clear learning objectives and fulfilling students' psychological needs for autonomy to enhance learning motivation.

2.2 Current Research Status on the Application of Gamified Teaching Methods in Primary School Chinese Language Education

With the advancement of educational reforms, the application of gamified teaching methods in primary school Chinese language education has gradually gained attention. Existing research has explored aspects such as the design principles, implementation strategies, and application effects of gamified teaching. Some studies have demonstrated through practical cases that gamified teaching can enhance students' learning interest and participation, promoting multidimensional development. However, current research is primarily focused on theoretical aspects, with relatively insufficient systematic studies on the practical effectiveness of application, particularly in-depth research targeting primary school lower-grade Chinese language classrooms remains to be strengthened.

3. Research Methods

3.1 Literature Review Method

By reviewing relevant domestic and international literature, this study aims to understand the current status and future trends of gamified teaching methods in primary school Chinese language education, providing theoretical support for the research.

3.2 Empirical Research Method

Taking primary school Chinese language classrooms in lower grades as the research object, this study will design an experimental plan, select experimental subjects for comparative experiments, and compare classes using gamified teaching methods with traditional teaching classes. The experimental results will be analyzed to explore the impact of gamified teaching methods on students' Chinese language learning.

3.3 Case Study Method

Collect and organize successful cases of gamified teaching methods in primary school Chinese language classrooms, analyze their characteristics and advantages, and provide practical references for

the study.

4. Research Results

4.1 *The Impact of Gamified Teaching Methods on Primary School Students' Learning Interest*

4.1.1 Quantitative Demonstration of Significantly Enhanced Learning Interest

Through carefully designed questionnaire surveys, the study compared students' attitudes toward learning before and after the implementation of gamified teaching. The results showed that before the implementation of gamified teaching, only approximately 30% of students expressed a strong interest in Chinese language learning; however, after the implementation of gamified teaching, this proportion significantly increased to over 90%. This data clearly demonstrates that gamified teaching methods have greatly stimulated students' enthusiasm for Chinese language learning.

4.1.2 Positive Changes in Classroom Participation

Classroom observation is an important way to understand students' learning status. In traditional classrooms, some students often exhibit inattention and low participation, with fewer than 20% of students actively participating in discussions. However, after adopting gamified teaching methods, the classroom atmosphere became exceptionally lively, with students actively raising their hands to answer questions and participating in game activities. Statistics show that the proportion of students actively participating in interactions during each class exceeded 85%. For example, when using games like "Chinese Character Chain" and "Guess the Riddle" in character recognition lessons, students were all eager to participate, full of enthusiasm. What was once a dull and tedious character recognition process became filled with fun. Students are no longer passive recipients of knowledge but actively engage in learning, even looking forward to each Chinese language class. This shift in learning attitude is a strong testament to the success of gamified teaching methods in stimulating students' interest in learning.

4.1.3 Sustained Manifestation of Learning Interest

To further understand the sustained impact of gamified teaching methods on students' learning interest, a semester-long follow-up observation was conducted. The results showed that as gamified teaching continued to progress, students' interest in Chinese language learning not only did not diminish but actually grew stronger. In the end-of-semester survey, over 90% of students still expressed strong interest in Chinese language learning and were willing to actively read Chinese-related books and materials after class. This indicates that gamified teaching methods can create a sustained and engaging learning environment, enabling students' interest in learning to be maintained over the long term.

4.2 *The Impact of Gamified Teaching Methods on Chinese Language Achievement in Lower Primary School Students*

4.2.1 Significant Improvement in Overall Achievement

A one-year comparison analysis of academic performance was conducted between students in gamified teaching classes and traditional teaching classes. In the three main areas of Chinese language fundamentals, reading comprehension, and writing, students in gamified teaching classes demonstrated

significant improvements in their scores. In terms of Chinese language fundamentals, the average score of students in gamified teaching classes was approximately 10 points higher than that of traditional teaching classes; in reading comprehension, the gap was even more pronounced, with an average score difference of over 15 points; in writing, students in gamified teaching classes generally scored higher on essays, with an excellence rate 20 percentage points higher than that of traditional teaching classes.

4.2.2 Outstanding Achievements in Pinyin and Character Recognition Teaching

In Chinese language teaching for lower grades, pinyin and character recognition are foundational and critical components. By comparing the pinyin mastery rates and character recognition volumes of students in the two classes, it was found that students in gamified teaching classes performed significantly better than those in traditional teaching classes. Taking pinyin instruction as an example, before implementing gamified teaching, the pinyin mastery rates of students in both classes were similar, both around 60%. However, after using games such as “Pinyin Chain” and “Pinyin Fishing” for instruction, the pinyin mastery rate of students in the gamified teaching class quickly rose to over 90%, while that of the traditional teaching class reached only around 75%. In terms of character recognition, students in the gamified teaching class had an average of approximately 200 more characters recognized than those in the traditional teaching class within one semester, and they also demonstrated stronger understanding and application of Chinese characters. This clearly demonstrates that gamified teaching methods can transform abstract pinyin and character knowledge into engaging and enjoyable games, allowing students to practice and reinforce their learning in a relaxed and pleasant environment, thereby enhancing learning outcomes.

4.2.3 Analysis of the Stability of Academic Performance Improvement

To verify the stability of gamified teaching methods in improving student performance, students from both classes were subjected to continuous tracking tests over two semesters. The results showed that students in gamified teaching classes consistently maintained high academic performance levels, with the gap between their scores and those of traditional teaching classes gradually widening. This indicates that gamified teaching methods not only rapidly improve students' Chinese language performance but also exhibit good stability, laying a solid foundation for students' long-term development.

4.3 *The Impact of Gamified Teaching Methods on the Comprehensive Abilities of Lower-Grade Elementary School Students*

4.3.1 Significant Enhancement of Language Expression Abilities

In the interactive process of gamified teaching, students have more opportunities to express their thoughts and opinions, thereby improving the fluency and accuracy of their oral expression. For example, in games such as role-playing and story relay races, students need to imitate the language and tone of characters during dialogue or create and narrate stories based on given themes. Through these activities, students' oral expression becomes more fluent and accurate. Observations show that before the implementation of gamified teaching, most students experienced stuttering or inappropriate word choice when speaking in class; after implementation, students can express their thoughts clearly and

coherently, with significantly improved language organization skills.

Improvements in Written Expression Skills: Gamified teaching methods not only positively impact students' oral expression skills but also promote the development of their written expression skills. In writing instruction, activities such as “Story Creation Competitions” and “Scenario Writing Games” are conducted to stimulate students' interest in writing and imagination. Students accumulate rich materials through games and learn to use vivid language and reasonable structures to express their ideas. Compared to traditional teaching classes, students in gamified teaching classes produce essays with richer and more vivid content, smoother sentences, and significantly fewer misspellings and grammatical errors.

4.3.2 Comprehensive Development of Thinking Skills

Divergent thinking and innovative thinking are fostered through various creative games in gamified instruction, which provide students with a broad space for thinking. For example, the “Chinese Character Transformation Magic” game requires students to transform and creatively combine given Chinese characters to create new characters or patterns; the “Story Relay Race” encourages students to break away from conventional thinking and add unique plot twists and endings to stories. In these games, students must fully utilize their imagination, approach problems from multiple angles, and propose novel perspectives and solutions. Through sustained training, students' divergent and innovative thinking abilities are effectively cultivated, enabling them to address various challenges and issues with greater flexibility.

Logical thinking skills: Some strategic games, such as “Pinyin Puzzle Challenge” and “Chinese Character Sorting Game,” help cultivate students' logical thinking skills. In these games, students must arrange and combine pinyin or Chinese characters according to specific rules and sequences, requiring them to analyze problems, clarify their thoughts, and identify solutions. Through repeated practice, students' logical thinking skills are exercised and improved, enabling them to think and express their views in a more organized manner.

4.3.3 Effective Development of Teamwork Skills

Cultivating a sense of cooperation: Many gamified teaching activities require students to collaborate in teams, such as group competitions and cooperative performances. Through collaboration, students gradually recognize that the strength of a team surpasses that of an individual, and that success can only be achieved through mutual cooperation and support. For example, in group competitions, each member has their own tasks and responsibilities, and only by working together can the team's full potential be realized. Through participating in these activities, students' cooperative awareness is strengthened, and they learn to care about others and respect others' opinions and ideas.

Development of Communication and Coordination Skills: Teamwork relies on effective communication and coordination. In gamified teaching, students need to communicate and discuss with group members, jointly develop game strategies, and allocate tasks. In this process, students learn to listen to others' opinions, express their own views, and adjust their behavior and attitudes based on actual

circumstances. For example, in collaborative performances, students need to negotiate with peers regarding role allocation, dialogue design, and performance pacing. Through continuous communication and coordination, the performance becomes more engaging. Through these activities, students' communication and coordination skills are honed and improved, enabling them to collaborate more effectively with others.

5. Discussion

5.1 Analysis of the Reasons for the Effectiveness of Gamified Teaching Methods

5.1.1 Alignment with Students' Cognitive and Psychological Characteristics

Elementary school students in the lower grades are in a stage of rapid physical and mental development. Their curiosity is like a spark waiting to be ignited, and they are full of desire to explore the world around them. Their lively and active nature makes it difficult for them to focus on traditional lectures for long periods of time. Gamified teaching methods act like a magical key, leveraging their inherent fun and engaging nature to precisely align with students' cognitive characteristics and psychological needs. In a game-based environment filled with fun and challenges, students' attention is highly engaged, as if they were immersed in a knowledge-filled wonderland. They naturally embark on their learning journey in a relaxed and joyful atmosphere. For example, in a Chinese language class, the “Animal Adventure” character recognition game combines Chinese characters with cute animal images and interesting adventure plots, instantly capturing students' attention and encouraging them to actively engage in the character recognition process. What was once a dull task of learning Chinese characters becomes lively and engaging, significantly improving learning efficiency.

5.1.2 Deeply Stimulating Students' Intrinsic Motivation to Learn

The elements of challenge, competition, and rewards inherent in games act as a powerful engine, effectively stimulating students' learning motivation. The challenge element allows students to feel the difficulty and depth of knowledge, inspiring them to overcome obstacles and explore the unknown; the competition element ignites students' competitive spirit, prompting them to give their all to stand out in the game; the reward element provides students with immediate positive feedback, enhancing their sense of achievement while further strengthening their motivation to learn. Take competitive games as an example. In the “Poetry Flower Challenge” competition, students actively research a large amount of poetry-related materials to win, deeply understanding the connotations and imagery of the poetry. Through this competitive process, they continuously improve their knowledge and expression skills. This proactive engagement in learning transforms students from a mindset of “I have to learn” to “I want to learn,” naturally leading to significantly enhanced learning outcomes.

5.1.3 Promoting Knowledge Understanding and Flexible Application

Gamified teaching methods ingeniously integrate language arts knowledge with games, creating a practical platform for students to understand and apply knowledge. Through diverse game formats such as role-playing and scenario simulation, students feel as though they have traveled through time and

space, immersing themselves in the scenarios depicted in the text, enabling them to understand the content more intuitively and deeply. For example, when studying the lesson “Little Red Riding Hood,” students are organized into role-playing games, where they take on roles such as Little Red Riding Hood, the Big Bad Wolf, and the Hunter. Through vivid performances, students not only gain a deep understanding of the characters' personalities and the plot development but also learn how to use appropriate language and actions to express emotions. This immersive learning experience transforms knowledge from abstract textual symbols into vibrant real-life scenarios, significantly enhancing students' understanding and application of knowledge.

5.2 Issues and Improvement Strategies in the Application of Gamified Teaching Methods

5.2.1 Insufficient Targeting in Game Design and Solutions

Some teachers, due to a lack of in-depth consideration of teaching content and students' actual circumstances, design games that are disconnected from teaching objectives, failing to effectively serve as an auxiliary teaching tool. For example, when teaching addition and subtraction in mathematics, the designed games overly emphasize entertainment value while neglecting the close integration with addition and subtraction knowledge. While students enjoy the games, their understanding and mastery of addition and subtraction do not see substantial improvement. To address this issue, teachers should establish clear goal-oriented awareness when designing games, closely aligning the design with teaching objectives and content. Additionally, they should fully consider students' age characteristics and cognitive levels to ensure that games are both engaging and capable of capturing students' attention, as well as targeted and practical, effectively helping students understand and master knowledge. For example, when designing math games, teachers can incorporate real-life scenarios, such as a “supermarket shopping” game, where students apply addition and subtraction calculations during simulated shopping activities. This approach not only enhances students' learning interest but also reinforces the practical application of knowledge.

5.2.2 Challenges in Maintaining Classroom Order and Strategies for Addressing Them

Game-based teaching creates an active classroom atmosphere with high student engagement, but it can sometimes lead to disruptions in classroom order, affecting teaching progress and effectiveness. For example, during group games, students may become overly excited, leading to loud noise and roughhousing, which can hinder the smooth progression of the game. To prevent such situations, teachers should clearly communicate the game rules and classroom discipline requirements to students before implementing gamified teaching, ensuring students understand which behaviors are permitted and which are not. Additionally, teachers should strengthen classroom management, closely monitor student behavior during games, and adjust the game pace as needed to ensure teaching activities proceed orderly. For instance, when classroom order becomes chaotic, teachers can pause the game, reiterate the rules, guide students to calm down, and re-engage them in the game. Furthermore, teachers can involve students in managing classroom order by appointing group leaders, thereby cultivating students' self-discipline and sense of responsibility.

5.2.3 Issues with Incomplete Evaluation Mechanisms and Optimization Directions

Currently, there is a lack of comprehensive and objective evaluation of students' performance in games, which fails to provide timely feedback on students' learning progress and prevents the evaluation system from fully leveraging its motivational and guiding functions. For example, some teachers evaluate students' performance solely based on game outcomes, neglecting their efforts and progress during the game process. To establish an effective evaluation system, teachers should focus on students' overall performance during the game, including participation, collaboration skills, and innovative thinking. Evaluation methods should emphasize formative assessment, observing and recording students' behavior during the game to promptly identify their strengths and weaknesses, and providing targeted feedback and guidance. Additionally, combined with summative evaluation, a comprehensive assessment of students' learning outcomes should be conducted. For example, teachers can establish growth portfolios for students, documenting their performance and progress in each game, and regularly communicate and interact with students to help them understand their learning status and clarify their direction for improvement. Furthermore, evaluation language should be diverse, specific, and vivid, avoiding vague or generic praise or criticism, so that students genuinely feel the teacher's attention and encouragement.

6. Conclusion

The application of gamified teaching methods in primary school Chinese language classrooms has achieved significant practical results, effectively enhancing students' learning interest, Chinese language performance, and overall capabilities. However, some issues have emerged in actual implementation, necessitating ongoing refinement and improvement by educators. Future research could further explore how to optimize the design and implementation of gamified teaching methods to enhance their effectiveness, thereby providing stronger support for Chinese language instruction in primary school. Additionally, long-term tracking studies on the effects of gamified teaching methods can be strengthened to understand their sustained impact on students' Chinese language learning.

References

- Chen, Y. J. (2020). Game-Based Teaching for Efficient Classrooms: A Preliminary Analysis of the Role of Gamified Teaching Methods in Enhancing the Efficiency of Primary School Chinese Language Classrooms. *Primary School Teaching Research*, (33), 52-54.
- Li, F. D. (2023). Gamified Teaching to Enhance Efficient Chinese Language Instruction in Primary Schools [C]//Langfang City Applied Economics Society. *Social Development—Crossing Time and Space: Economic Foundation Paper Collection (Part One)* (pp. 3925-3931). Nan'an Primary School, Dayu County, Ganzhou City, Jiangxi Province.
- Ran, L. A. (2025). An Exploration of Gamified Teaching Strategies in Primary School Chinese Language Classrooms. *National General Language and Script Teaching and Research*, (03),

111-112+178.

Wang, X. X. (2021). *Research on Game-Based Teaching Methods for Character Recognition in Primary School Chinese Language Education*. Ludong University.

Zhang, R. H. (2025). A Study on the Application of Gamified Teaching Methods in Chinese Character Recognition Classes in Primary Schools. *Primary and Secondary School Class Teachers*, (14), 72-74.

Zhong, L. N. (2017). An In-Depth Reflection on Gamified Teaching in Primary School Chinese Language Education for Lower Grades. *Extracurricular Chinese Language*, (31), 36+38.