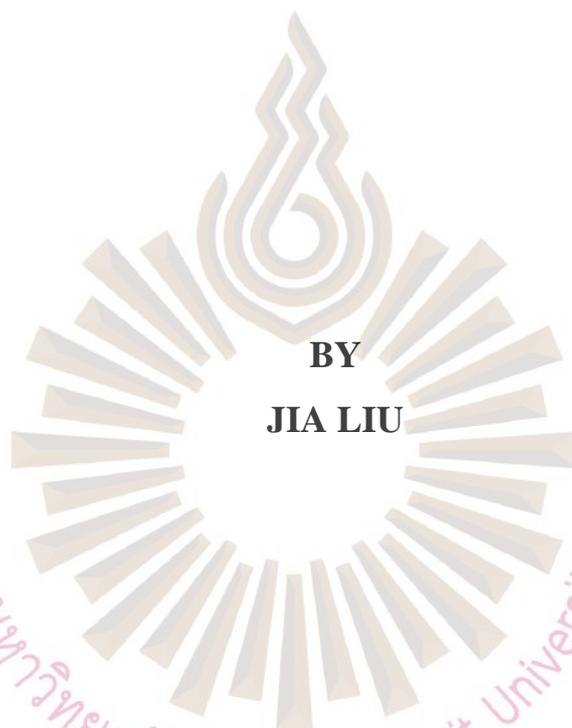




**THE APPLICATION OF INTERACTIVE GAME TEACHING
METHOD FOR ENGLISH SPEAKING SKILL OF GRADE 6
STUDENTS IN SICHUAN PROVINCE, CHINA**



**BY
JIA LIU**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
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As a master's student, my challenge was to step out of my comfort zone to do research, focus on academic papers under the guidance of my supervisor, be a diligent student, and enjoy my project time.

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Abstract

This study compared grade 6 students' English speaking skill before and after using Interactive Game Teaching Method and investigated their satisfaction towards the use of Interactive Game Teaching Method in an English speaking course in Sichuan Province, China. The sample group consisted of 30 grade 6 students. Quantitative data were collected through four lesson plans, pre-test, post-test and questionnaire and were analyzed using means, standard deviations and paired sample t-test. The data collection lasted for four weeks and a teaching experiment was conducted online due to the pandemic.

The results of the pre-test and post-test showed that the students in the sample group improved their language speaking skill with a pre-test score ($\bar{x} = 22.03$, $SD = 4.48$) and a post-test score ($\bar{x} = 28.97$, $SD = 4.06$). The data collected from the questionnaire indicated that all items on the questionnaire were rated highly. The majority of students in the sample group expressed positive satisfaction with the use of Interactive Game Teaching Method in English speaking learning. This study demonstrated that the use of Interactive Game Teaching Method provided an alternative and effective method for English speaking learning. Consequently, English teachers all over the world including those in China may have this option for their English class.

(Total 84 pages)

Keywords: Interactive Game Teaching Method, English Speaking Skill, Learning Achievement, Students' Satisfaction, Grade 6 Students

Student's Signature Thesis Advisor's Signature

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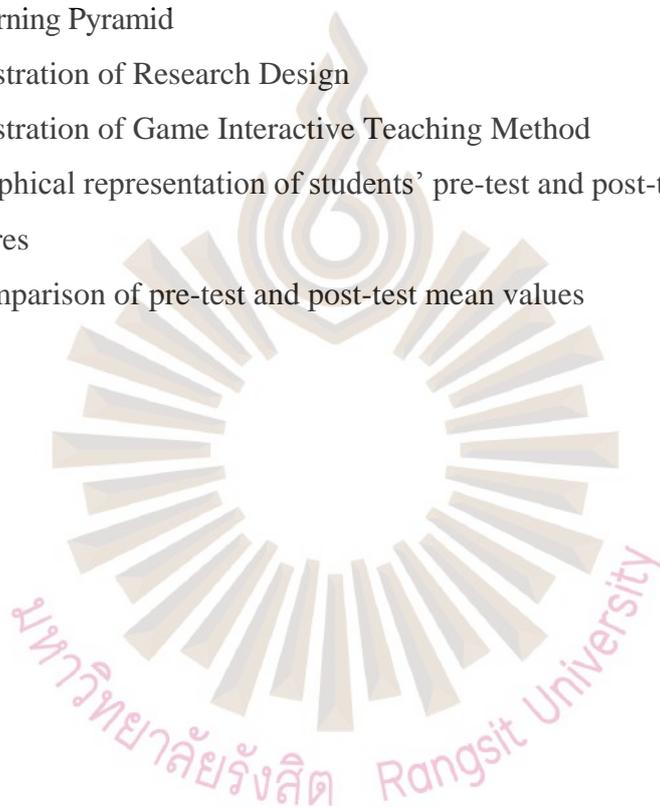
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CHAPTER 1

INTRODUCTION

This chapter describes the background and basic principles of the research. Research objectives; Research problem; Research hypothesis; Research scope; Conceptual framework for research; Limitations of the study; Terminology; And the expected results of the study.

1.1 Background and Rational of the Study

With the rapid development of the times and the continuous innovation of education, the traditional one-way teaching mode of teachers lecturing on the podium and students listening silently on the seat is no longer applicable, especially in primary school English teaching, the interaction and communication between teachers and students in the classroom has increasingly become an indispensable part of teaching, and game activities have become the best way. As a popular new teaching method in recent years, interactive teaching has been integrated into classroom teaching (Chen, 2019). Using interactive teaching in primary school English classroom can not only arouse students' interest in learning English, but also help them form good learning habits (Qian, 2021). At the same time, English, as a language discipline, focuses on application. Therefore, English teachers should carefully design interactive classroom to let students learn and internalize English knowledge in interaction. In addition, the English curriculum standard mentions that the goal of English learning is to improve language application ability and interpersonal communication ability (Chen, 2019). Interactive teaching method is conducive to cultivating students' love for English, their enthusiasm for learning English and their sense of innovation.

The sixth grade is a very important stage in learning English. Primary school students have poor autonomous learning ability, have no correct ability to distinguish things, and are full of curiosity about anything. Primary school students are more willing to let teachers and students pay attention to themselves (Tao & Gao, 2017). Students at this stage can't concentrate in class. Tang (2016) said that primary school English is the basis of life and work in junior high school, senior high school, University and even later. Li (2020) mentioned that there will also be differences among students in the learning process. Furthermore, the cognitive characteristics of children in elementary school are that they accept new knowledge quickly, but at the same time they forget it quickly, so they need timely consolidation. However, simple mechanical repetition is difficult to achieve the desired goal, and boring repetition can also cause elementary school students to lose interest in learning English and even develop resistance, fear, and disgust. Ma (2017) noted that according to general psychology, human memory depends largely on the nature of the activity task. When the memorized material becomes the direct object of human activity, memory is effective, and allowing students to manipulate the memorized object directly can improve the memory effect. Appropriate use of interesting, purposeful and participatory forms of games in English classroom teaching can allow students to directly use and experience the memorized content, and thus can largely improve the efficiency of classroom teaching and consolidate the learning effect (Hong, 2016).

In traditional English teaching, due to the influence of examination oriented education, the enrollment rate has become the core goal of English teaching (Jia 2020). In order to ensure the realization of this goal, in teaching, teachers often adopt mandatory teaching methods such as “indoctrination” or “cramming”, use command to require students to receive the teaching content comprehensively, and strengthen the grasp of the teaching content by rote (Zhang, 2020). This compulsory teaching method will lead to the decline of students' interest in English learning, and then affect the all-round development of students' English practical ability (Hu, 2022). Especially for primary school English teaching, this compulsory teaching method will lead to the decline of students' interest in learning, resulting in the feeling of weariness.

China's English curriculum standard for primary school students clearly points out that stimulating students' interest in English learning is the primary goal of English Teaching in primary school (Ma, 2022). According to the current situation of primary school English classroom, taking game teaching as the research basis, combined with the relevant viewpoints of psychology, teaching methods and second language acquisition, this paper points out the importance of game teaching in primary school English teaching in China, since Tao Xingzhi, Chen Heqin and other educators brought games into the classroom, game teaching has become a common teaching method. Since 2001, the whole country has set off an upsurge of children's learning English, which provides a broad space for the application of game teaching in English classroom. Sun (2022) noted that game teaching can relieve students' tension in learning English for the first time, and it can also provide students with a relaxed and happy language learning environment. At the same time, game teaching is not only conducive to improving students' interest in English learning and establishing an equal relationship between teachers and students, but also conducive to the improvement of students' speaking ability and the shaping of good character.

Wei (2022) said communication and interaction between teachers and students refers to various forms, nature and degree of psychological interaction and behavioral interaction between teachers and students in the classroom. Classroom teaching is the main body of school education, and the communication between teachers and students is mainly carried out in the classroom.

Peng (2022) said that If the game is to be used for teaching, the teacher must design a game that is closely related to the content of the lesson. When designing games, teachers should fully consider the key content of this lesson and other teaching requirements. For example, when learning the unit on colors, the teacher had to design a lucky carousel game: make a carousel with ten colors, the teacher asks: What+colour+is+it? Can+you+guess? The teacher spins the wheel and those who guess correctly get extra points or get a gift. This game is very purposeful and the students participate in a wide range of activities.

Zhao (2004) pointed out in the latest research that effective teacher-student interaction is an important factor to improve classroom quality and promote students' growth. However, in the actual classroom teaching, there are many problems, whether in educational thought, educational content, teaching methods, the role orientation of teachers and students, or some specific details in the teaching process: the concept is divorced from behavior, the introduction and absorption of teaching achievements and advanced experience has become a simple imitation, emphasizing the presupposition of teaching and ignoring the generation of teaching; emphasizing knowledge imparting and neglecting to stimulate emotion; emphasize problem-solving skills and ignore the application of life; emphasizing subject standard and ignoring curriculum integration (Yang, 1995).

Wang (2020) briefly summarizes, in teaching games, teachers can systematically train students English speaking skills and develop their initial communicative competence in using English to express ideas, persuade others and obtain information. Communicative competence refers not only to the ability to use language, but also to social activity. Games as a form of student-student interaction can create a 'small community' (Shao, 2021). In this 'small society', students develop acting skills through role-playing, develop a good sense of competition and collectivism through competitions, learn solidarity through group work, develop good discipline habits by following certain rules of the game, and find out their own shortcomings through comparison with other students. At the same time, students can find out their own shortcomings by comparing themselves with other students, gradually realise the urgency of self-improvement and personality improvement, and try to accumulate materials for communication.

The applying of interactive game teaching method has proved to optimise classroom teaching and help students to accept the content easily and easily (Ying, 2022). Students' mental qualities are trained and improved more as a result of their personal participation, emotional involvement and thinking activities. Only by organising a wide range of practical language activities in the classroom with flexible and varied teaching methods can we stimulate students' interest in learning and increase their self-awareness of learning. It is in the nature of children to enjoy

playing. It is one of the principles of English teaching that "teaching through play" is one of the most acceptable teaching methods for students. By playing a variety of games, students can be fully motivated and their speaking skills can be greatly improved (Liu, 2022).

Four main interactive games will be used to teach in this study:

Zoos, orchards, vegetable garden, form the students into a circle and choose one student to start with, the students will ask the question, what is in the zoo? (Students can choose for themselves, zoo, orchard, vegetable garden) The next student will answer and it must be the same type of vocabulary. If the student takes too long or repeats the vocabulary of the previous student, then that student loses and then that student has to perform a talent show for the group. This game helps to motivate students and leads them to be more daring and confident in their oral expression. This game helps to motivate students and leads them to be more daring and confident in their oral expression.

Cow Boy, two students stand back to back, each holding a card in his hand, take three steps forward and then turn back at the same time, using the teacher's sentence structure to say the other side of the card in English, the first to say the winner. For example, in the unit "I like playing basketball", students need to master the important sentence pattern "I like playing basketball". The teacher prepared a number of cards of various ball games and divided the students into one group and two groups. At the same time, one group and two groups were invited to participate in the stage. Student A now holds the basketball card, student B now holds the football card. After the teacher's instruction, the two students took three steps forward and then turned back at the same time. Student A needs to say: I like playing football; Student B needs to say: I like playing basketball. The first student to say a complete and accurate sentence wins. This game will reinforce the students' application of what they have learned.

Let's do the dubbing, teachers conduct dubbing exercises in learning groups, select dubbing actors in the groups, and then record them respectively, so as to carry out competitive learning among groups. Teachers can also randomly select students,

assign different roles to students, and let students experience different English pronunciation. At the same time, students should try to imitate the accent and tone of the characters in the video, imagine themselves as the characters in the video, so as to achieve the best dubbing state. This game helps to improve students' imitation skills, thus helping them to achieve a higher standard of English pronunciation and intonation.

Fishing game, based on the lesson “Last weekend?” Design a fishing game, prepare the cards and cut them into the shape of a fish and print cartoon images on the cards, e.g. watching a film, swimming, playing basketball, football, climbing a mountain, camping etc. One member of each group, member A of the first group, asks a question using the sentence What did you do last weekend? If a student does not know how to answer or is stuck, then no points are awarded and each group of five students is given one chance. This game helps to enhance students' construction of what they have learnt, from words to sentences, and is a great help to them in speaking.

1.2 Research Objectives

1.2.1 To compare grade 6 students' English speaking skill before and after applying Interactive Game Teaching Method, in Sichuan province, China.

1.2.2 To investigate grade 6 students' English learning satisfaction after applying Interactive Game Teaching Method, in Sichuan province, China.

1.3 Research Questions

1.3.1 Would grade 6 students' English speaking skill be improved after applying Interactive Game Teaching method in Sichuan province, China?

1.3.2 Would there be grade 6 students' learning satisfaction after applying Interactive Game Teaching Method in Sichuan province, China?

1.4 Research Hypotheses

1.4.1 Grade 6 students' English speaking skill would be improved after applying Interactive Game Teaching Method.

1.4.2 After applying Interactive Game Teaching Method in the English classroom, students' learning satisfaction would be in a high level.

1.5 Scope of the Study

Firstly, this study was conducted within the specific context described in the text, the school study setting was a school in Sichuan province, and data collection was from 30 students in grade 6. Secondly, in Sichuan, China, English teachers had standard teacher's books and manual outlines that allowed teachers to select learning materials and design interesting game teaching activities based on students' needs and levels. Interactive game instruction would be used to improve students' English speaking skill at specific educational levels. Through this study, the researcher designed and implemented learning activities to help improve students' skill and satisfaction in English speaking. In addition, these research data were collected from the selected specific schools by means of test results and questionnaire.

1.5.1 Location of the Study

The students in the teaching sample group of this study were from a school in Sichuan Province. Guxian School was located at No. 24, New South Street, Gu County, Yuechi County, Sichuan Province, Southeast of Jincheng Mountain Forest Park, a famous scenic spot in Guang'an City, at the intersection of Yibei Highway and Nan-Guang Expressway, with beautiful scenery and convenient transportation. Guxian School covers an area of 110 acres, with a building area of 130,000 square meters, 136 teaching staff and 2,974 students.

1.5.2 Population and Sample

Population: The population for this study included 100 grade 6 students at Guxian School located in Sichuan Province, China. They are between the ages of 11 and 13 years old, mixed gender and mixed English learning ability.

Sample group: Thirty students were selected using a clustered random sampling method with mixed genders and learning ability.

1.5.3 Content of the Study

In this study, the researcher developed 4 lesson plans, each consisting of 2 sessions, so there were 8 sessions in total. Each session lasted for 40 minutes and two sessions were completed in one week, so the study was involved a total of 4 weeks of teaching sessions. The course materials included English speaking tests, both pre-speaking and post-speaking tests. The learning activities were based on the themes and content of the study sessions. The students in the sample group were taught according to a specific curriculum schedule and completed a speaking test before and after the start of the study so that the researcher checked whether the students' speaking skills had improved after applying the interactive game teaching method. The curriculum materials were chosen according to the curriculum standards set by the school in primary grade 6.



Figure 1.1 Course teaching materials

Source: Yingyu, 2013

Table 1.1 Lesson Outline

SL. No	Sessions	Interactive Games Teaching methods
Week 1	Session 1: Animals (1)	Zoos, orchards, vegetable gardens
	Session 2: Animals (2)	Zoos, orchards, vegetable gardens
Week 2	Session 3: Last weekend(1)	The fisherman
	Session 4: Last weekend (2)	The fisherman
Week 3	Session 5: Appearance (1)	Let's do the dubbing
	Session 6: Appearance(2)	Let's do the dubbing
Week 4	Session7: What's your hobbies? (1)	Cow Boy
	Session 8: What's your hobbies? (2)	Cow Boy

1.6 Conceptual Framework of the Study

There were two types of variables: independent variable and dependent variable. The game interactive teaching method was independent variable whereas learners' learning satisfaction and English speaking skill achievement were of the dependent variables.

The illustration of the conceptual framework of the study is given below:

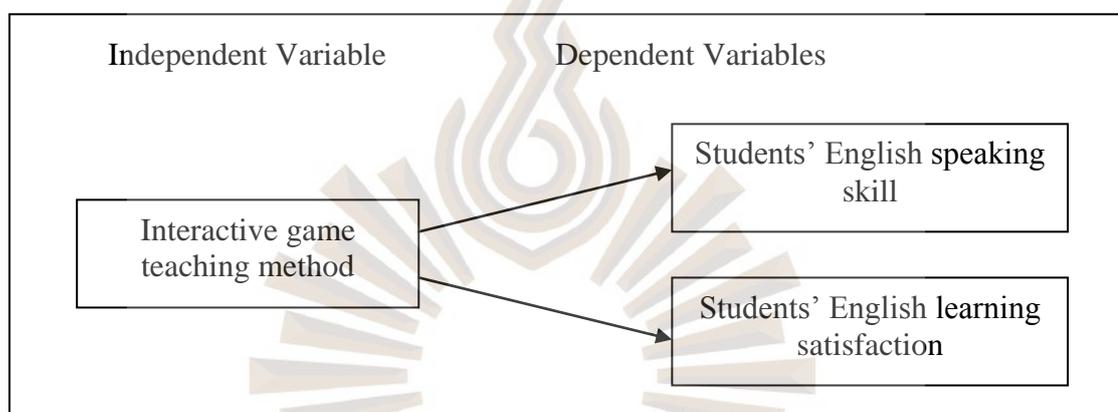


Figure 1.2 Conceptual Framework of the Study

1.7 Limitations of the Study

1.7.1 In addition, the study only lasted for four weeks and the students' performance could be observed over a short period of time. The results of the study were not representative of the learning of all students at Primary 6 level and would not be generalized to all students.



Figure 1.3 Location of the Research School

Source: Baidubaike, 1938

1.8 Terminologies

Interactive Game Teaching Method refers to the teaching activities designed by the researcher, using game activities, giving full activities to the subjective initiative of both teachers and students, forming a mutual dialogue between teachers and students, mutual discussion, mutual observation, mutual communication and mutual promotion of a teaching method, in the set teaching curriculum, a total of four themes, the researcher would design game activities related to the teaching theme, in different game activities, pay attention to the communication and interaction between teachers and students, in order to create a harmonious, relaxed, positive learning atmosphere, so as to achieve the smooth implementation of game activities. In this study, the researcher would design four interactive games to teach students according to their English curriculum standards: 1) Zoos, orchards, vegetable gardens, 2) Cow Boy, 3) Let's do the dubbing, 4) The fisherman.

English speaking skill refers that the researcher would create different learning environments and design teaching games according to the students' learning ability level, so that students would continuously practice English speaking in the teaching process. During the game, students' communication and expression would promote students' English speaking ability. In this study, the main method used to improve students' English speaking skill was through the interactive game teaching

method, and this was assessed through the use of pre-test and post-test. The main content of the test was to test students' English expression ability, from individual words to sentences to short articles, as well as to test students' oral communication and expression,

Learning satisfaction refers to the feeling of motivation, student engagement and efficacy of Interactive Game Method on student learning by Grade 6 students after learning the curriculum through an interactive game teaching approach. The learning satisfaction was assessed through 5 points Likert scale questionnaire.

Game: According to Piaget, play is a way of learning new objects and events, of consolidating and expanding concepts and skills, and of bringing thinking and action together. The child's cognitive stage determines the way the child plays. In the perceptual-motor stage it is play in concrete ways, such as using body movements and swinging concrete objects. With symbolic functions it is possible to make pretend play or symbolic play. In this study, the games involved four games based on the chosen curriculum content and designed around students' levels and learning interests to create a harmonious, interesting and rich language communicative context for students, so that they could learn and play while they play. It was centred on developing students' creative spirit and practical skills, creating an atmosphere for learning English and improving their speaking skills.

Grade 6 students refer to the Chinese student selected by the researcher for this study. The age of this student ranged from approximately 12 to 14 years old.

1.9 Significance of the Study

1.9.1 After applying the Interactive Game Teaching Method, the students' speaking skill was improved significantly.

1.9.2 This study had positively an impact on the learning satisfaction of Grade 6 students in Sichuan Province, China, after applying interactive game method for teaching and learning.

CHAPTER 2

LITERATURE REVIEW

This chapter presents teaching and learning English as a foreign language in China, teaching and learning English speaking skill in a primary level, interactive game teaching method in China, learning satisfaction in English as a foreign language, related learning theory and related research and studies.

2.1 Teaching and Learning English as a Foreign Language in China

English is an international language. With the further development of our economic opening to the outside world, the requirement for foreign-related talents is increasing and more emphasis is placed on oral communication ability (Lu, 2022). Therefore, for the primary school English classroom in the stage of basic education, improving students' oral communication ability is not only of high practical value, but also can stimulate the potential of pupils' oral English expression. However, the current primary school English teaching is also inevitably influenced by the exam-oriented education system (Wang, 2022). Many teachers one-sidedly regard English test scores as the standard to evaluate students' English learning, resulting in students' erroneous utilitarian attitude towards spoken English learning and it is difficult to fully develop the talents of primary school students in the new language learning. As a result, students' oral English communication ability is still low. Therefore, how to adapt to the new situation of English communication requirements, under the advocacy of the new curriculum standards to improve oral English in primary school, is an urgent proposition we need to solve (Xu, 2022).

In primary school English teaching, oral English teaching is the most important content, but also the most difficult content to conquer (Zhu, 2022). At present, due to the long-term emphasis on English writing and neglect of oral English

practice, most students' oral English skills are not high, and their enthusiasm to participate in oral English teaching is not high. The main reasons for the current phenomenon of "dumb English" are as follows: First, the new English curriculum standards require primary school English teaching to focus on listening and speaking, supplemented by reading and writing. However, many teachers do not pay enough attention to oral English (Sun, 2017). In the specific teaching, they still focus on learning words and understanding sentences, and do not pay attention to students' English speaking ability (Li, 2022). However, primary school students are in the critical period of language learning, so teachers should focus on cultivating students' listening and speaking ability and language sense. However, teachers do not pay enough attention to this and focus on the mastery of words and grammar when evaluating students' English learning ability (Shi, 2017). As a result, in order to successfully pass the exam, students do not focus on learning spoken English and do not have much interest in learning it. Moreover, there is no oral English test in the entrance examination, the teacher's attention is not enough, the oral English teaching time is less, the oral English practice is insufficient, the students' interest in learning is not high, the students' oral English appears "dumb English" phenomenon (Zhou, 2017). Secondly, because most schools implement large class teaching at present, even if teachers conduct oral English teaching, teachers can hardly take into account every student in oral English teaching, students little oral practice, students' oral English learning enthusiasm and oral ability is difficult to improve. Moreover, teachers' oral ability is poor and their pronunciation and intonation are not accurate enough (Wang, 2016). Therefore, teachers' professional quality is also one of the important factors affecting the oral teaching effect. At present, the teaching mode of teachers presents a single, mainly teacher-led teaching. The formalization of classroom activities by teachers does not match classroom activities and teaching content with teaching objectives, so it has no substantial effect on the improvement of learning and consolidating oral English (Ning, 2015).

The new curriculum standard requires: "Students can carry out simple communication in English in daily life, in the process of interpersonal communication, not only learn to talk with people, but also good at listening, learn to communicate

with people in civilized and fluent English and friendly exchanges, active participation in cooperation" (Hu, 2013). However, it is difficult to implement the daily oral English communication in the practical teaching process. Paying attention to oral English teaching is to cultivate students' ability in oral communication (Wo, 2009). To improve students' communicative competence, the key is to cultivate students' creativity and critical thinking ability through daily knowledge accumulation, improvement of thinking, and language training (Li, 2020). The key to learn English well is to pay attention to "speaking" training, send samples in order to really master the English language. From the perspective of language development, communicative forms of language, or the regularity of language learning, the ability to speak English plays an important role (Li, 2015).

2.2 Teaching and Learning English Speaking Skill in a Primary Level

In countries where English is used as the national language, people generally use the spoken way to communicate and communicate. Of course, spoken communication is transmitted by sound, and there are also written records of spoken English literature. English speaking is very flexible, according to the different users and the change of the situation to use, the above is a summary of oral English (Li, 2020). The new curriculum standard for primary school students' oral English has further explanation; Spoken English is a language divided into five levels during twelve years of education (Zhang, 2009). Among them, the fourth grade oral English learning target for the second level. And the English Curriculum Standards for Primary Schools (2011 edition) stress that speaking and singing should meet the following standards: speaking by imitating the content of the recording: greeting in daily life; Exchange of personal information in interpersonal communication; To express personal feelings and feelings about things; After watching the performance can understand the meaning and say the main content; Master about 15 English songs and ballads; After reading the Chinese, say words and sentences. English speaking in daily communication activities, pay attention to the cultivation of students' pronunciation and intonation, develop the good habit of correct pronunciation (Xu, 2008).

As a tool of language communication, spoken English is widely used in modern life communication. Oral English is not only used to express personal views and opinions in daily life, but also can be used as a bridge for national leaders to communicate on political occasions. (Zhu, 2011). Therefore, oral English is the key factor to learn English well. The main reform of this English course is to strengthen the cultivation of students' interest in English, change the rote copying of grammar knowledge in the process of English teaching, ignore the cultivation of students' oral communication ability, and set up courses on the basis of students' actual life cognition level and ability, so as to stimulate students' potential in language use (Zhu, 2011). In the learning process of experience and practice, cooperation and exchange, students feel the interest of independent learning, so as to form a positive attitude to learn English, active thinking, bold practice to participate in the teaching of remonstrance hall, and gradually cultivate cross-cultural awareness, and constantly improve their English level. The new curriculum reform puts the overall development of students in a very important position (Yu, 2012). It advocates taking students' interests as the starting point and cultivating students' comprehensive language application ability. Nowadays, most countries in the world are using English, and our students also need to know the world with the help of English.

The curriculum reform also puts experiential learning in an extremely important position. Students should feel language knowledge, accumulate learning experience and develop their comprehensive language application ability in each language practice activity (Cui, 2012). Students can only master this language through a lot of language practice, and game activities provide a platform for students to practice, so these students are interested in and willing to participate in the game teaching activities can stimulate students' interest in learning, and this interest can be lasting (Zhang, 2013).

2.3 Interactive Game Teaching Method

In the Dictionary, game is defined as an activity in which the subject must be involved in order to obtain pleasure (Chen, 2014). In the Dictionary of Education, on the other hand, game is a conscious activity, which is suitable for children. Wolfgang in Germany has pointed out that play is a recreational activity that is carried out by people on their own initiative, with the help of effective tools, and under certain rules. John Huizinga has also suggested that game is in fact a self-initiated, self-directed activity that allows for fun, in which the participant is independent and self-directed without being forced by others to follow the rules, and in which there is both relaxation and self-management, creating a positive atmosphere (Zhu, Y., 2014). In conclusion, game is an organised and regulated social activity in which people instinctively participate, enjoy themselves, are not influenced by outside interests, and feel a free, relaxed and enjoyable atmosphere under effective rules.

The interactive game teaching method refers to the use of games in the classroom to interact with students, so as to teach. This teaching method can stimulate primary school students' interest in learning, mobilize the enthusiasm of students, let students willing to take the initiative to participate in the classroom activities, but also can strengthen the communication between students and teachers and make the classroom atmosphere more relaxed and happy (Zhu, S., 2014). Students can acquire scientific knowledge in the process of interactive games, which has a great effect on primary school English classroom teaching.

The ultimate aim of language teaching is to guide students in the use of language. Therefore, in the process of teaching in the English classroom, teachers cultivate students' speaking skills is a powerful reflection of the students' learning effect, and cultivating students' speaking skills in the classroom, enhancing students' ability to apply English knowledge, will focus on teaching the basic direction of the teaching theme to implement comprehensive training for students (Zhang, 2014). This is a great way of stimulating students' interest in the subject matter, motivating them, satisfying their playfulness and developing a sense of enjoyment of learning the

language. This helps students to strengthen their overall English learning outcomes and achieve long-term progress (Liang, 2019).

1) Interactive games have the function of error correction

For example, some students may learn a knowledge point quickly, but others are more likely to make mistakes in learning and in the game. Each student can make some progress with the help of the other. Therefore, in playing the game, students can help each other and correct each other's mistakes, so that they can better complete the relevant exercises and consolidate the knowledge they have learnt (Zhou, M., 2014).

2) Interactive games can improve communication skills

The main purpose of learning English is to be able to communicate in English, and games can be a good way to train students' speaking skills. Games provide students with opportunities to express themselves and communicate, and this allows the speaker to become more confident. In particular, primary school students tend to use some of the sentence patterns and words they have learnt when communicating, so that they can consolidate what they have learnt and improve their oral communication skills through interaction (Hai, 2014).

3) Interactive games help develop students' sense of creativity

In the process of interactive games, teachers can encourage students to choose their own types of games, which often help to stimulate students' thinking. The games are sometimes presented in the form of competitions, so that the students' sense of competition can be better established. In the atmosphere of competition, the students' sense of innovation will be enhanced to a certain extent, and the students will think hard in order to win and give full play to their imagination, so that their abilities can be further enhanced (Huo, 2014).

4) Interactive games help to stimulate students' interest in learning

Vivid interactive games can stimulate students' interest and make them willing and active to participate in learning, rather than passively receiving

education This kind of enthusiasm for learning can often help students to deeply understand the relevant knowledge and help them to learn English in the future.

For primary school students, the game is life, life is the game (Liu, 2014). In oral English games, students can actively participate in oral English learning by watching, listening, drawing, singing, playing and other ways. These games can make students feel the fun of learning spoken English and make them fall in love with English. The game teaching method is adopted in the primary school English teaching classroom, and game activities are integrated into the whole English teaching. This method not only takes into account the psychological characteristics of children who are keen on games and actions, but also makes the original boring English learning interesting and teaching more effective. Game teaching method can not only improve students' interest in learning oral English, but also make students fall in love with oral English learning from now on.

Game teaching provides a brand new teaching method for primary school English teaching (Shen, 2015). It can enable students to learn knowledge imperceptibly in the game, improve students' cooperation and communication ability in the game, and influence students' patience and carefulness, so as to further improve students' comprehensive quality and quality. The researcher will apply the following four games to English speaking teaching:

2.3.1 Zoos, orchards, vegetable gardens

How to play the game: Form the students into a circle and choose one student to start with, the students will ask the question, what is in the zoo? (Students can choose for themselves, zoo, orchard, vegetable garden) The next student will answer and it must be the same type of vocabulary. If the student takes too long or repeats the vocabulary of the previous student, then that student loses and then that student has to perform a talent show for the group. This game helps to motivate students and leads them to be more daring and confident in their oral expression.

2.3.2 Cow Boy

The rules of the cow boy game are as follows: two students stand back to back, each holding a card in his hand, take three steps forward and then turn back at the same time, using the teacher's sentence structure to say the other side of the card in English, the first to say the winner. For example, in the unit "I like playing basketball", students need to master the important sentence pattern "I like playing basketball". The teacher prepared a number of cards of various ball games and divided the students into one group and two groups. At the same time, one group and two groups were invited to participate in the stage. Student A now holds the basketball card, student B now holds the football card. After the teacher's instruction, the two students took three steps forward and then turned back at the same time. Student A needs to say: I like playing football; Student B needs to say: I like playing basketball. The first student to say a complete and accurate sentence wins. This game will reinforce the students' application of what they have learned.

2.3.3 Let's do the dubbing

The application of dubbing games in oral English teaching can make the class more interesting. Teachers conduct dubbing exercises in learning groups, select dubbing actors in the groups, and then record them respectively, so as to carry out competitive learning among groups. Teachers can also take the way of roll call, assign different roles to students and record them separately. Meanwhile, students should try to imitate the voice and intonation of the characters in the video, and try to think of themselves as the characters in the video, so as to achieve the best dub state. Then the teacher can make comments by mutual evaluation among students. By playing the original movie dubbing, the teacher can ask students who do not participate in dubbing to comment on the advantages and disadvantages of dubbing, so that the students who participate in dubbing can know their own problems, and other students can also compare with them to find out their own problems. In this way, the students can listen to and compare the dubbing repeatedly, and practice their speaking ability while

entering the context. The whole spoken English class was carried out in the interesting dubbing activities, which greatly stimulated the enthusiasm of students to participate.

2.3.4 Fishing game

Based on the lesson “What did you do last week?” Design a fishing game, prepare the cards and cut them into the shape of a fish and print cartoon images on the cards, e.g. watching a film, swimming, playing basketball, football, climbing a mountain, camping etc. Use iron sheets in the cards and magnets for the fish hooks. One member of each group, member A of the first group, asks a question using the sentence What did you do last weekend? If a student does not know how to answer or is stuck, then no points are awarded and each group of five students is given one chance.

2.4 Learning Satisfaction in English as a Foreign Language

Motivation is a motivational tendency that triggers and sustains students' learning behavior and leads to certain academic goals. It consists of two components, learning needs and learning expectations, and can be divided into different categories according to different criteria (Chen, 2014). Different psychologists have interpreted learning motivation from different perspectives, including reinforcement theory, attribution theory, hierarchy of needs theory, achievement motivation theory, self-worth theory and self-efficacy theory (Huang, 2019). The main strategies for motivating and developing motivation include using heuristic teaching, controlling motivation levels, giving appropriate ratings, maintaining motivation, and correctly handling competition and cooperation.

Satisfaction is a concept based on the psychological state of consumers in the promotion of products, usually through questionnaires or in-depth interviews to provide comprehensive feedback and measurement of the psychological state, attitude and satisfaction of the target group (Shen, 2015). In the field of university education, students' satisfaction with their studies is also an important indicator of a school's

educational level, curriculum, suitability of teaching materials, and the level of teachers.

English learning is important and students' satisfaction with learning English is also used as an important way to evaluate English teaching and learning. Satisfaction with learning is a measure of students' education, reflecting their learning problems at a particular stage, and is an important reference for promoting educational reform and improving the quality of teaching. The satisfaction survey is both a rational assessment between students' perceptions and expectations and a psychological representation of university students' learning and attitudes, feelings and experiences, as well as an important tool for school management and an important indicator for improving the overall level of educational quality (Yang, 2017).

2.5 Related Theories

2.5.1 "Learning Pyramid" Theory

With the deepening of education reform, people are more and more aware of the importance of active participation in primary school English teaching, and more and more new teaching methods have been applied to primary school English teaching. These new teaching methods pay more attention to learners' average retention rate, which is how effective teachers are in teaching. For example, the professor of words plays an irreplaceable role in our English teaching. However, the current situation of primary school students remembering words is not optimistic. It is not easy for primary school students to remember words, which leads to a small vocabulary and poor comprehensive use of English. This is also related to the characteristics of the word itself, after all, English and Chinese pronunciation, spelling rules are quite different, students often feel pronunciation difficulties, affect the word memorization. However, it is also closely related to the teaching of English teachers, because teachers' teaching methods greatly affect students' learning. In the process of word teaching, due to the limited teaching practice, the teaching activities of word games are greatly restricted. More than half of the teachers can only adopt "cramming"

teaching, which makes the teaching of words more boring. Traditional English teaching methods make students become passive receivers of knowledge, which seriously affects students' learning enthusiasm and enthusiasm. Students and teachers are physically and mentally exhausted, and the teaching effect is very poor. The theory of "learning pyramid" was first discovered and proposed by Edgar Dyer, an American scholar and a famous learning expert, in 1946. He used a pyramid model and specific numbers to show how much of the content students remembered after two weeks after taking different learning methods, which is the average learning protection rate. (See the picture below)

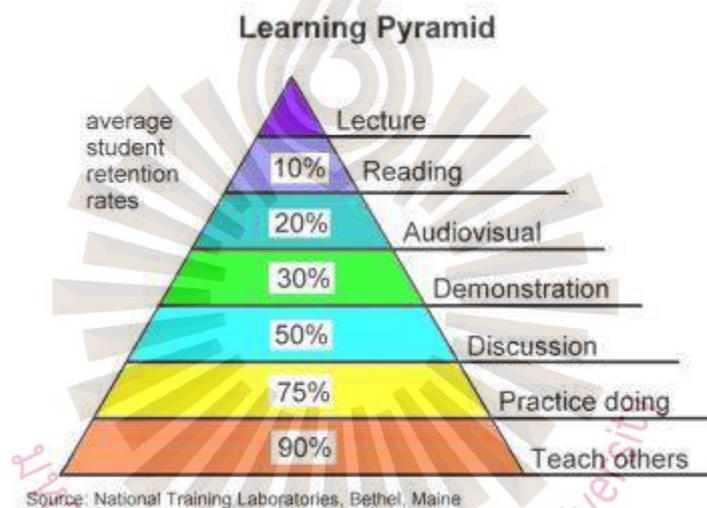


Figure 2.1-Learning Pyramid

Source: as cited in Pillow, 2013

The first method of learning at the top of the pyramid, "listening," in which the teacher speaks onstage and the students listen below, is the most familiar and commonly used teaching method. Apparently, this method is the least efficient, with only 5% of what the students can remember after two weeks. The second option -- "reading" -- retained 10 percent of the content after two weeks. The third is to use "sound or picture" method, learning efficiency can be up to 20 percent. The fourth way is "demonstration", using this way of learning, can remember 30% of the content. The fifth "group discussion" method can remember 50% of the content. The sixth is

"learning by doing" or "practicing", with a learning effect of 75%. At the bottom of the pyramid, "Use it now" or "teach it to others" remembered 90 percent. Edgar Dyer pointed out that several learning styles with learning efficiency below 30% are all traditional ones, individual learning or passive learning. And the learning efficiency of more than 50%, are group learning, active learning or participatory learning. As the learning pyramid shows, the most important ways for students to acquire a language are "group discussion", "practical practice", "learning by doing", and "teaching others". English teachers can use game activities to create real language situations for students in English teaching. By attracting students to actively participate in games, they can effectively create group activities, practical drills or opportunities to teach others for each student. To practice the above three teaching modes, English teachers need to change their teaching role from authority and leader to communicative partner.

2.5.2 Second Language Acquisition Theory

The theory of second language acquisition was put forward by S.Krashen, a famous applied linguist. Second language acquisition theory refers to the acquisition of a second language other than the mother tongue, which is different from the natural acquisition of the mother tongue. It is a very complex psychological process. Krashen believes that second language learners are placed among foreign language speakers at the very beginning. Although there are many input words, they still cannot understand the meaning, which is easy to lose confidence and produce fear, which is not conducive to the acquisition of this language. The acquisition mechanism of foreign language and mother tongue is completely different. Children are born in the language environment of their mother tongue and naturally learn their mother tongue in real situations in life, while there is no natural language environment for foreign language learning and they can only consciously master the language in classroom learning. How to make use of the positive transfer of mother tongue learning and overcome its interference is the core problem in second language teaching. Therefore, it is very necessary to create a corresponding language learning environment for foreign language learning. Primary school students will inevitably have psychological and emotional strangeness in the process of first contact with English, and even some students will have learning disabilities. Fear, frustration and

distress in foreign language communication are common psychological obstacles in English teaching. Therefore, in English teaching, teachers should consciously create a second language context, so that students can be placed in a second language environment and directly participate in language communication. And the content should be specific and intuitive. Create a relatively relaxed and pleasant classroom language environment, so as to reduce students' emotional barriers in learning a second language. Interesting game teaching activities can create such a language application environment for students, so that they can highly focus on language communication and cooperation. In general, game teaching emphasizes the connection between language function and topic and situation, and emphasizes language meaning over language form, which can reduce learners' anxiety and improve their self-confidence.

2.5.3 Gamer Theory

John Huizinga's book 'Man: The Player' was the first to introduce the concept of the 'player', which has led to a significant change in the way people think about play. He explains that in play people have their own initiative, are able to accept forms of play and actively follow certain rules. During play, people create an atmosphere that is either tense or enjoyable in order to achieve their ultimate goal. The introduction of the new concept of play has led to a focus on the 'gamer' as a basis for considering a range of activities in society that are significantly different in every way from those that existed before. Similarly, education is no exception, as it is also a playful activity in which both the educator and the educated are indeed 'playful'. In teaching and learning, teachers need to design appropriate and enjoyable playgrounds for students to enjoy participating in, and to consciously achieve the goals set. In the current educational context, the negative response of both teachers and students to classroom teaching and learning is mostly due to the failure of both teachers and students to treat themselves as 'playmakers'. "The 'Players' theory shows us that all people in society are players and that all activities in society are playful. The teaching and learning activities in the primary English classroom are also included in play activities. According to the 'playful person' theory, teachers and students can be seen as playful, playing in teaching and facilitating the achievement of objectives. However, in practice, games are often seen as a part of the classroom and a means of

teaching, and some teachers, especially those in the upper primary grades, are using games less and less. In practice, teachers need to recognise that students are the main actors in the classroom, not just in the teaching of knowledge, but also in games. Teachers need to encourage students to participate actively in the games and not just focus on the active, high-achieving students. For those students who are timid and reluctant to participate in the games, teachers need to be more patient and provide more guidance, and design more interesting games to help students enter the games actively, so that each student can feel that he or she is a participant in the games and a part of the teaching. Secondly, teachers should also be involved in the game sessions, so that they do not allow students to move around in the game at will. Teachers should explain the rules of the game in clear and simple language, inform students of the rewards and penalties, and make sure they understand how to behave during the game. Huizinga believes that rules and order are important in the game process and says that one of the distinctive features of play is that it creates order. In this pleasant context, teachers and students have an equal relationship and teachers also need to design according to students' learning characteristics, age characteristics, educational objectives and teaching content, to stimulate students' desire to learn English, to mobilise their learning initiative and to actively participate in the English classroom.

2.5.4 Achievement Motivation Theory

The reason for students' lack of motivation to learn is chronic failure in competition. The current model of examination and selection dictates that our education is a system of elimination, where only a small number of students always win and the majority of students are in a chronic state of anxiety about failure (Gao, 2009).

Achievement motivation theory expresses motivation as $T_s = M_s \times P_s \times I_s$, the propensity to succeed = the need for achievement (motivation to succeed) \times the likelihood of success \times the value of the inducements to succeed. McClelland and Alschuler (1971) If the likelihood of winning in a competition is almost zero, students will naturally not make great efforts and over time may even develop 'learned

helplessness', showing numbness and frustration when faced with difficult problems and not attempting to challenge again. The game provides an opportunity for students who are frustrated to work in groups to achieve success as a group, through proper grouping and a motivational system (Zhao, 2014). Because the gap between groups is so small, winning is no longer an impossible goal for each group, even if they try hard, and motivation to learn is naturally generated.

2.5.5 Dewey Game Theory

Dewey attached great importance to the inclusion of play in children's activities and the value of play in school education. In play, pupils are able to unleash their own energies and to express themselves freely, and if the teacher guides the process well, pupils are happier and more motivated to learn. Play can make learning more effective, and Dewey mentioned that children play all the time outside of school, so schools need to use this as a bridge between students' lives inside and outside of school, and the teacher's role as a mediator is particularly important. When designing games before lessons, teachers need to choose games that are valuable, enjoyable and developmental. In the process of play, Dewey suggests that the teacher should be a guide and organiser, not interfering too much with the play, but not letting it happen, and participating in interactive play when necessary. However, the teacher needs to keep an eye on the children in the game, understand their emotional state and make appropriate adjustments to the way they play. In practical English teaching, teachers need to teach games based on Dewey's theory of play, which takes into account students' interests and needs. In the process of implementing games, students must firstly be motivated, as they are the main subjects of learning, and their learning status, habits and attitudes will affect the progress of the teaching of the game and hence the overall effectiveness of the teaching. Secondly, teachers should create a relaxed and enjoyable atmosphere for teaching and learning games so that students are not less interested and motivated to participate in activities in a stressful environment. Only a relaxed and enjoyable teaching environment will allow students to let go of their feelings of restraint and withdrawal, and will allow them to truly engage with the game and the English classroom. In the process of teaching games, teachers must clearly understand that games are a new teaching method that integrates

games and teaching, not just games for students' enjoyment. Students learn English through games and gain a sense of competence from the games, i.e. they gain a sense of achievement through the games, which boosts the confidence of the players and makes them more motivated to integrate into the English classroom. Finally, the teacher plays the role of organiser, manager and supervisor in the students' play activities. Teachers can provide necessary guidance to students based on their own experience and knowledge of the students, so that the game does not go smoothly for some students' reasons or due to inadequate preparation of play equipment. At the same time, teachers' guidance should be appropriate to the students' level of receptiveness, meaningful and conducive to their growth, and the abilities of both teachers and students are constantly enhanced in the process.

2.6 Previous Research and Studies

Over the years, many scholars have continued to test and study the game teaching method on students' English speaking skills enhancement. This section of the paper will discuss the research related to this content.

The game teaching method, also known as "game oriented teaching", was first introduced by Schwedes, Aufshnaite and Helanko in 1984, and is based on the use of games to teach in a relaxed and enjoyable atmosphere, allowing students to actively participate and enjoy themselves. In the process of "playing", students can easily understand the boring and difficult content of the classroom, and through the knowledge acquired can apply the knowledge to practical operations. The "game teaching method" is a clever combination of "game" and "teaching", and is a new and effective teaching method.

Plato once said, "The most effective kind of education is to let children play in fun and games." Confucius, one of the most famous educators in ancient China, stressed the importance of play in learning and believed that "those who know are better than those who are good, and those who are good are better than those who are happy". Confucius not only practised a holistic education that included play, but also

used play as a teaching tool and valued the role of play in the edification of character. Dewey attached great importance to the place of play in education, arguing that on the one hand it should be included as part of the school curriculum; on the other hand, it should be used as one of the forms of coursework in teaching, so that the connection between experience and knowledge can be easily established.

According to the European Union's School Net, games have an important role in the education system mainly because: they are a very popular and widely adopted subject leisure activity for the educated population, and through play activities in their spare time, students inevitably and unconsciously acquire certain knowledge, skills and values. It is therefore imperative that the education system and teachers nowadays do not neglect games. FutureLab in the UK has also been very concerned about the use of games in primary and secondary schools and reports that despite the many barriers to their educational use, the majority of teachers in the UK support the use of appropriate games in teaching and learning.

Games can help to address the lack of motivation in learning, can facilitate the acquisition of knowledge and make learning more enjoyable and effective (Han, 2017). Firstly, games can bring positive emotional experiences to students, which can help to increase their interest in learning and make learning enjoyable; secondly, some games can build more complex problem-solving environments, enabling students to develop higher-order skills such as problem solving and teamwork; in addition, games provide students with virtual experiences that simulate learning scenarios that are difficult to obtain in real life, games provide students with virtual experiences that simulate real-life learning scenarios, allowing students to learn by doing and enhancing the effectiveness of their learning. As early as 1969, in *Simulation and Games*, the authors showed that games are an effective tool for learning and experimentation, and have a significant impact on public policy development and planning.

Interactive game teaching method is a combination of education and play and is different from simple play or teaching in that it has clear objectives and specific teaching content, but at the same time has the fun and competitive nature of play. Interactive game teaching method stimulates students' desire to express themselves. Tan (2012) concluded that interactive game teaching method emphasises the subjectivity of students and requires them to participate together, rather than the teacher singing a monologue, reflecting the teacher-led and student-led role. Interactive game teaching method is in line with students' physiological and psychological characteristics. The teacher's teaching method can directly influence students' interest in learning. The use of games, intentional or unintentional, is conducive to the formation of correct learning methods and good learning habits, and is conducive to turning difficulty into ease, reducing students' burden and meeting the requirements of quality education.

Li (2012), in the latest study it is stated that primary school children are young and their natural instinct is to play. Interactive game teaching method is more in line with their psychological development and allows them to learn English in a relaxed and enjoyable way. Instead of the traditional indoctrination of knowledge and theoretical explanations, this playful form of teaching respects the physical and mental development of students and is conducive to fostering their intellectual development and the improvement of their creative abilities.

According to Wang (2017), interactive game teaching method can create a relaxed and enjoyable learning environment for students, so that there is no pressure on students and they can feel confident in learning, which can greatly help students to improve their English speaking skills.

CHAPTER 3

RESEARCH METHODOLOGY

This study aims to compare grade 6 student' English speaking skill before and after using interactive game teaching, and investigate grade 6 students' learning satisfaction after applying interactive game teaching method, in Sichuan province, China. In this chapter, the researcher will introduce the method of this study. Including study design, sample group, research tools used to collect data, validity and reliability of research tools, and data analysis.

3.1 Research Design

In this study, a quantitative approach was used to assess achievement. Grade 6 Chinese students' satisfaction with Interactive Game Teaching Methods to improve their English speaking skills. Zhou (2008) stressed the importance for researcher to understand quantitative research methods. Because quantitative methods can be generalized across a wide range of topics and studies, they are objective and accurate; The information is closed, so there are few variables to consider. With the use of digital and mobile technology, the process of gathering survey information has been automated. As a result, respondents from all over the world can participate simultaneously as conveniently as possible.

In order to analyze the data, quantitative methods were adopted in this study. To collect data, the researcher used achievement tests and questionnaires to collect data. In the achievement test, in addition to the pre-test and post-test, a questionnaire was added to determine the students' satisfaction with the Interactive Game Teaching Method to learning English speaking skills. The questionnaire results are objective and accurate.

According to the research objectives, this study adopted quantitative research. Two methods of questionnaire survey and achievement tests were used in this study. The achievement test was used to collect data to compare students' speaking performance before and after using the four interactive games. A questionnaire survey was conducted to deeply understand their satisfaction with the interactive game teaching method in learning English speaking skill.

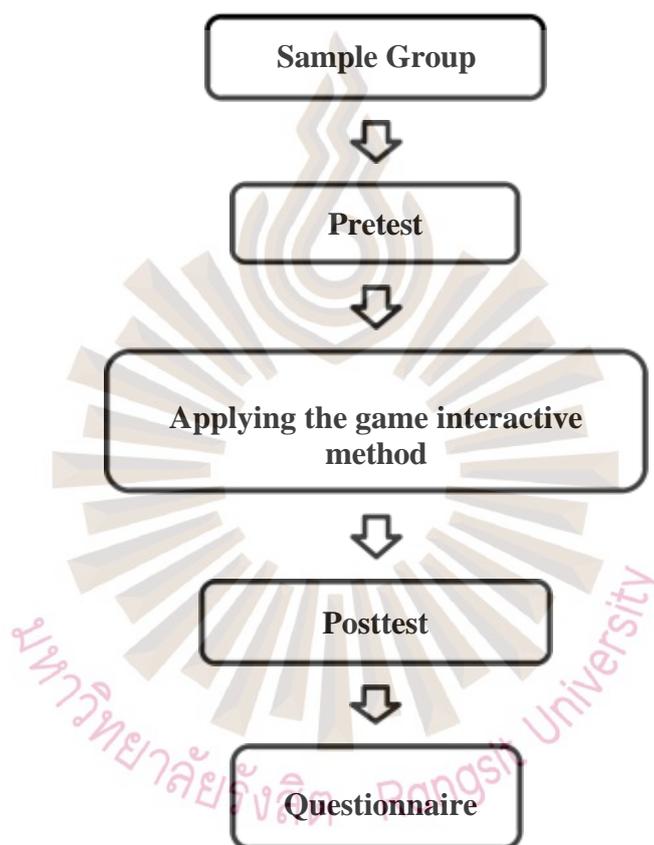


Figure 3.1 Illustration of Research Design

3.2 Population and Sample

3.2.1 Population

The study was carried out among sixth-grade students at a public school in Sichuan Province, China. There were three classes in Grade 6. There were 35 students in

class 1, 35 students in class 2, and the other 30 students in class 3, in a total of 100 students. They ranged in age from 11 to 13 and vary in genders and English speaking skill.

3.2.2 Sample group

The researcher used a clustered random sampling method to draw a class with 30 students from the grade 6 population. The students were between 11 and 13 years old and had mixed English speaking skills. All the students were born in China and Chinese. As a native Chinese mother tongue, learning English was a compulsory course for them since the grade 3 in a primary school.

3.3 Research Instruments

Research instruments are tools for collecting data. In this study, four interactive games, 4 lesson plans, academic achievement tests (pre-test and post-test), and learning satisfaction questionnaire, were used to collect data to address the research questions. Throughout the study, 30 students were selected as the study sample group. In order to reduce deficiencies and improve research results, researcher adopted a combination of two types of quantitative methods in this study. The data were collected from learning achievement tests conducted on target group before and after the use of the interactive game pedagogy, and questionnaire was conducted on target group after the posttest. The research tools were used in this study to achieve the goals are discussed below.

3.3.1 Instructional Instrument

3.3.1.1 Lesson Plans

The researcher designed four lesson plans, each lasting 40 minutes, for a total of 320 minutes (1 Lesson Plan = 2 Sessions). Over the course of four weeks, the researcher taught eight sessions (2 sessions per week). The study's topics were chosen depending on the sample students' English proficiency.

These lesson plans were aimed at teaching grade 6 Chinese primary school students English speaking. The major goal of the courses were to see if using interactive game teaching method helped research participants understand the content while speaking.

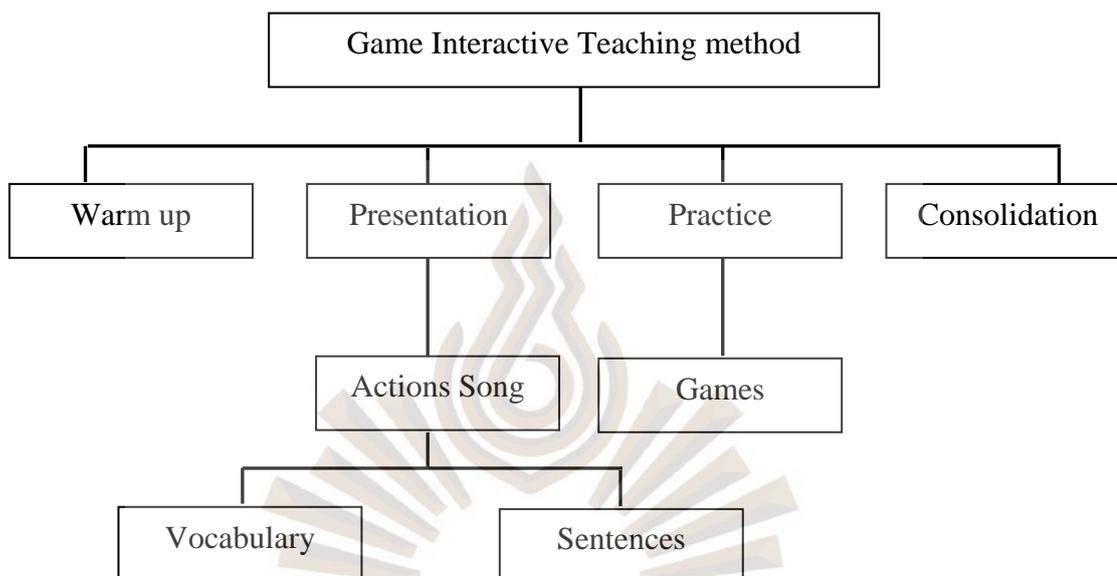


Figure 3.2 Illustration of Game Interactive Teaching Method

In the teaching plan, the researcher mainly focused on the application of games. The teaching plan was mainly divided into four steps. The first step was to introduce the teaching content, and then imported the teaching content into the classroom by playing the prepared teaching songs. The second step of the lesson was devoted to the presentation of the new content, which included the teaching and application of words, sentence patterns and grammar. The teacher used teaching aids and cards prepared in advance to show the content in a vivid way to help students understand it better. In the practice step, teachers used interactive teaching games to consolidate students' understanding of the learning content. Different teaching games were designed according to different teaching contents to stimulate students' interest in learning, actively participate and apply what they had learned, so that students could learn in a relaxed and enjoyable way.

3.3.2 Quantitative Data Collection Instrument

3.3.2.1 Learning Achievement Test

According to the curriculum framework of English Textbooks for Compulsory Education, the study achievement test was formulated. The researcher followed the standard guidelines of the China Council for School Examinations and Assessment in developing the test program.

The academic achievement test consisted of four parts to test students' words-to-sentences speaking. The scholastic achievement test were scored out of 40. The researcher conducted learning achievement tests before and after the intervention to analyze the learning outcomes of study participants. It included pre-test and post-test. The study used the same questions, but in a different order; the same group of students were treated after the intervention. This study used the same test items for pre-test and post-test to ensure consistency with the evaluation (see Appendix B) and with the same marching criteria (see Appendix E).

3.3.2.2 Questionnaire

An anonymous questionnaire was administered to study students' satisfaction with applying interactive games in an English course. The questionnaire consisted of 10 statements on a five-point scale. The statements were rated from 5 to 1 on a five-point Likert scale. (5) Strongly agree, (4) agree, (3) neutral, (2) disagree, (1) strongly disagree. Students' statements about applying interactive games for learning fall into three categories: motivation, student engagement and efficacy of Interactive Game Method on student learning. Boynton and Greenhalgh (2004) chosen a questionnaire survey because it was practical to collect data using multiple methods to achieve research objectives. Similarly, Wang (2007) proposed that a large amount of data could be collected from a maximum number of participants in a short period of time, allowing researcher to generalize research results. All statements on the questionnaire were explained and each participant was given specific instructions prior to scoring.

3.4 Validity and Reliability

3.4.1 Validity

Validity usually determines whether the research conducted measures the purpose of the research or the authenticity of the results. In this study, the research instruments examined and verified by three experts from China. This study used the project-goal consistency (IOC) index proposed by Rovinelli and Hambleton in 1997 (Zhang & Zhao, 2007). The IOC score ranged from - 1 to +1.

- 1) +1: The item clearly matches the stated goal.
- 2) 0: The project is not clear whether the measures meet the stated objectives.
- 3) - 1: The project is completely inconsistent with the stated objectives.

The effective score range ranges from 0.67 to +1. If the value of the item is between 0.67 1.00, the item will be used as part of the bill. However, if the value is below 0.67, it is considered unclear and should be reworded or deleted.

In this study, all the research tools were validated by three experts in English teaching and education in China, and the results were higher than 0.67 in very instrument.

3.4.2 Reliability

Reliability was used to measure whether the results are reproducible and consistent over time. To test the reliability of questionnaire and Cronbach's Alpha methods used respectively. Zhang and Tian (2007) mentioned that reliability is the consistency of results obtained by using instruments that were repeatedly tested. So, the researcher tested and administered the questionnaire with other 30 students at the same level.

Cronbach's Alpha method was used in this study to test the reliability. The internal consistency is shown below:

Table 3.1 Cronbach's Alpha Rule of Thumb

Cronbach's Alpha Rule of Thumb	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: Habidin, Zubir, Fuzi, Latip, & Azma, 2015

The higher the score, the higher the reliability. If the score is below 0.7, the project will be defined as unreliable and will be deleted. Evidently, the result of the reliability for the questionnaire was 0.79.

3.5 Data Collection Steps

3.5.1 Ethical Consideration

3.5.1.1 Ethical Approval

The researcher obtained approval from Guxian Schools (see Appendix A). In addition to obtaining approval from school authorities and parents, the researcher sought consented from study participants aged 11 to 13.

3.5.1.2 Confidentiality

Researcher ensured participants' confidentiality by disclosing all data from this study at the end of the study. Before the data collection process began, researcher provided participants with a wealth of information about each stage of the study.

3.5.2 Data Collection

The study looked at 30 sixth grade students at a middle school in Sichuan Province, China. Students vary in age, gender and English speaking skills. Pre-test, post-test and questionnaire surveys used to gather information on student learning outcomes.

The students took the pretest before class, the researcher obtained the students' scores. The researcher conducted Interactive Game Teaching in the sample group, and the students took posttest after learning. The researchers collected students' posttest scores.

3.6 Data Analysis

The data analyzed using two different methods, both of which were consistent with two research objectives. Quantitative pre-test and post-test data were used to examine the improvement of English vocabulary in the sample group. In addition, this paper also applied the quantitative data of the survey to investigate the students' satisfaction with the interactive game teaching method to achieve teaching objectives in English classes.

3.6.1 Quantitative Data Analysis

The results of quantitative data collected through achievement test (pre-test and post-test) analyzed by means, standard deviation and T-test, and the answers to the questionnaire were analyzed by means and standard deviation. In this study, interactive game teaching method was adopted to investigate the learning performance of Chinese sixth grade students' English speaking skills and their satisfaction with interactive game teaching method. The interpretation of the questionnaire results (mean) was based on the following mean score interpretation range.

3.6.2 Analysis of learning achievement

In this study, pre-test was to be conducted before using four interactive games and post-test were conducted after using the games. After the pre-test and post- test, the researcher analyzed the scores using the paired sample test with the help of the appropriate computer software program. Comparisons were based on mean, standard deviation and significance.

Table 3.2 The Range of Mean Score Interpretation

Mean Score Range	Students' Perceptions Level
4.21 - 5.00	Highest
3.41 - 4.20	High
2.61 - 3.40	Moderate
1.81 - 2.60	Low
1.00 - 1.80	Lowest

All the details of the research methods have been presented in this chapter. The next chapter presents the findings from the research tools mentioned earlier to address the research objectives of the research.

CHAPTER 4

RESULTS

In this paper, quasi-experimental design was adopted to study the effect of Interactive Game Teaching Method on improving the English speaking skills of grade 6 students, and to investigate the students' satisfaction with Interactive Game Teaching Method in learning speaking English. The data were analyzed using a hybrid approach study design, both quantitative and qualitative. The target group was tested before and after treatment to investigate the students' academic performance and satisfaction with learning. The results of the data collection were analyzed using the following research tools: pre-test, post-test, and questionnaire. The findings of the data are presented in the following order:

4.1 Analysis of Pre-test and Post-test scores

4.2 Analysis of Questionnaire

4.1 Analysis of Pre-test and Post-test Scores

This section specifies the results of the first research question, the use of Interactive Game Method to improve speaking English scores of Grade 6 students. The results were derived from pretest and posttest. The results of the pretest and posttest of the sample group were compared using paired sample t-tests. Comparisons were made using mean, standard deviation, and inferential statistics, with $P < 0.5$ as the level of significance.

4.1.1 Pretest and Posttest Comparison

As shown in Table 4.1 below, a single sample analysis of test scores was conducted, and the result was positive. The pretest mean was 22.03 and the standard deviation was 4.48. The posttest mean was 28.97 and the standard deviation was 4.06. The mean difference between pretest and posttest was 6.94; This results in an increase

in the posterior mean. The significant value (P) was 0.01, and all were less than 0.05. ($P < 0.05$). Compared with the pre-test scores of the sample group, the post-test scores showed a statistically significant increase. Table 4.1 below compares the pre-test and post-test mean values.

Table 4.1 One Samples T-Test

One Sample T-Test					
	n	Mean	Std. Deviation	t	Sig.
Pretest	30	22.03	4.48	13.72	.01
Posttest	30	28.97	4.06		

4.1.2 Comparison of Pre-test and Post-test Scores of the Sample Group

Table 4.2 shows the pre-test and post-test scores of the sample group. The highest score in the pretest was 28 out of 40, while the lowest score was 11. Scores improved significantly after the test, with one participant scoring 35 out of 40, the highest, and the other participant scoring 19 out of 30, the lowest. All 30 students showed significant or slight improvements on post-tests, with scoring gaps ranging from 5 to 11 points. Table 4.2 shows the pre-test and post-test scores, score increases, and percentage differences among participants.

Table 4.2 Pretest & Posttest scores of the sample group

Student ID	Pretest Scores (Full Score=40)	Posttest Scores (Full Score=40)	Increase in test Scores	% difference
1	21	28	7	17.5%
2	22	30	8	20.00%
3	28	35	7	17.5%
4	23	30	7	17.5%
5	21	28	7	17.5%
6	19	25	6	15%

Table 4.2 Pretest & Posttest scores of the sample group (Cont.)

Student ID	Pretest Scores (Full Score=40)	Posttest Scores (Full Score=40)	Increase in test Scores	% difference
7	23	29	6	15%
8	19	27	8	20.00%
9	27	35	8	20.00%
10	24	31	7	17.5%
11	17	24	7	17.5%
12	20	26	6	15%
13	25	33	8	20.00%
14	14	30	6	15%
15	26	34	8	20.00%
16	28	34	6	15%
17	26	33	7	17.5%
18	20	25	5	12.5%
19	14	22	8	20.00%
20	11	20	9	22.5%
21	12	19	7	17.5%
22	26	31	5	12.5%
23	22	29	7	20.00%
24	24	30	6	15%
25	21	29	8	20.00%
26	25	30	5	12.5%
27	17	28	11	27.5%
28	21	29	8	20.00%
29	27	32	5	12.5%
30	28	33	5	12.5%

When the raw scores from the pre-test and the post-test were compared, the results showed that all 30 participants had higher post-test scores than pre-test scores.

According to the results of the pre-test and post-test, the following comparisons were made:

4.1.3 Pre-test and Post-test Comparison

Figure 4.1 shows the 30 students' pre-test and post-test scores. As shown in the figure, the blue line represents the pre-test score and the red line represents the post-test score. It can be seen that the scores of all students in the post-test increased, indicating that the Interactive Game Teaching Method was helpful to improve students' English speaking skill.

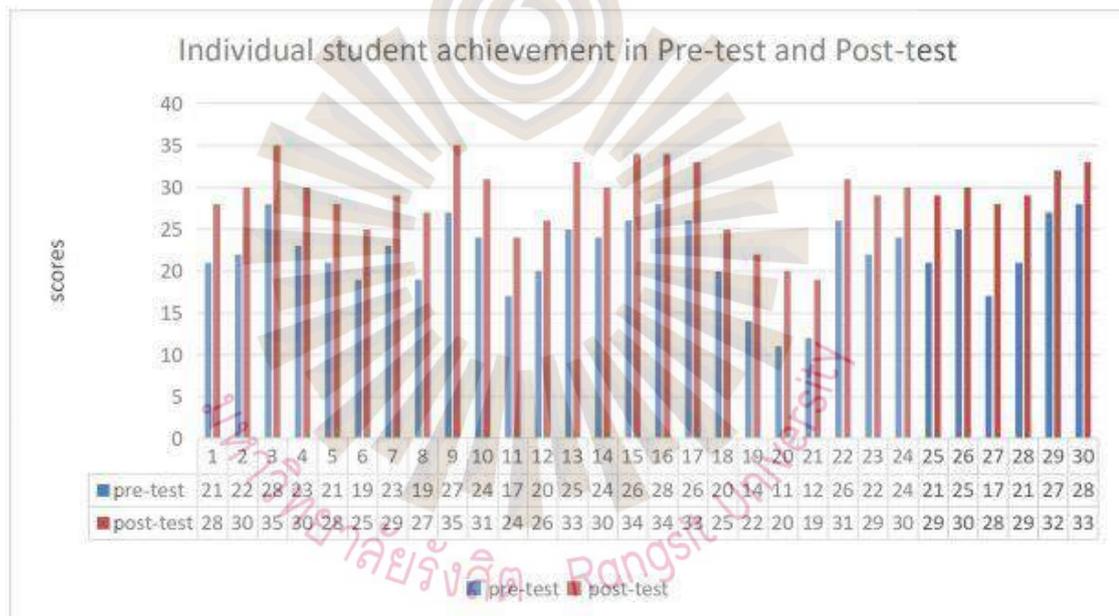


Figure 4.1 Graphical representation of students' pre-test and post-test scores

In addition, Figure 4.2 shows the mean pre-test and post-test scores of 22.03 and 28.97, respectively. The mean score on the post-test was higher than the mean score on the pre-test. The post-test score represented by the red bar increased by 6.96 points compared to the pre-test score represented by the blue bar. So, it was remarkable that everyone made progress in the late test and got better grades.

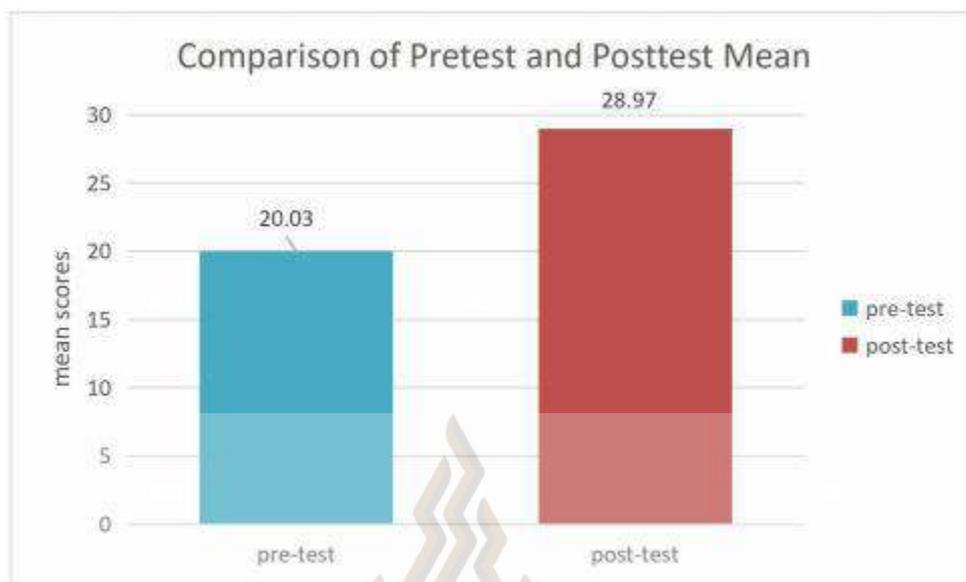


Figure 4.2 Comparison of pre-test and post-test mean values

4.2 Analysis of Questionnaire

In order to collect quantitative data and study students' feelings about using Interactive Game Teaching Method in English speaking class, five-point Likert scale was adopted, 1= strongly disagree, 5= strongly agree. There are 15 items in the questionnaire, which are divided into Part A, Interest and motivation, Part B, participation and Part C, which welcome the effectiveness of media on students' learning. All 30 (N=30) study participants were given questionnaires. Descriptive statistics (mean and standard deviation) were used to analyze the survey results. In the mean interpretation, 4.21-5.00 is the highest level, 3.41-4.20 is the high level, 2.61-3.40 is the medium level, 1.81-2.60 is the low level, and 1.00- 1.80 is the lowest level.

Table 4.3 shows the mean scores and standard deviations of students' satisfaction with Part A, interest and motivation. "Using Interactive Games Teaching Method to make learning meaningful." (2) the highest average score of 4.33 (\bar{x}), in the five-point Likert scale within the average scores of "highest" level. Although relatively low scored an average of 4 ($\bar{x} = 3.83$), but the interpretation of the mean scores

showed that students' interest and motivation in part A of the questionnaire, the perception is still in the high level ($\bar{x} = 4.18$).

Table 4.3 Mean and Standard Deviation: Part A (N=30)

Part A- Motivation		Mean	SD	Interpretation
1	Using Interactive Games Teaching Method to learn English is fun.	4.27	.814	Highest
2	Using Interactive Games Teaching Method to make learning meaningful.	4.33	.830	Highest
3	Using Interactive Games Teaching Method to make learning fun.	4.23	.844	Highest
4	Using Interactive Games Teaching Method helped me build up my confidence in speaking English.	3.83	.969	High
5	The use of Interactive Games Teaching Method inspired me to speak English.	4.23	.883	Highest
Average		4.18	.868	High

Table 4.4 below shows the mean and standard deviation of student achievement in Part B: Engagement. According to the data, item 10, "I feel more engaged when I use the Interactive Games Teaching Method," had the highest average score at 4.47; Item 8, "The language used by the speakers in the Interactive Games Teaching Method is understandable." had the lowest average score of 4.07. The average score for this section was 4.25, still in the "highest" range. It can be seen that students hold a positive attitude towards the improvement of English speaking skill by using Interactive Game Teaching Method.

Table 4.4 Mean and Standard Deviation: Part B (N=30)

	Part B- Engagement	Mean	SD	Interpretation
6	Activities related to the Interactive Games Teaching Method are interesting.	4.17	.898	High
7	Activities related to Interactive Games Teaching Method are very meaningful.	4.33	.789	Highest
8	The language used by the speakers in the Interactive Games Teaching Method is understandable.	4.07	.814	High
9	The activities in the Interactive Games Teaching Method are very helpful for my future.	4.23	.804	Highest
10	I feel more engaged when I use the Interactive Games Teaching Method.	4.47	.806	Highest
	Average	4.25	.822	Highest

Table 4.5 shows the average score and standard deviation of students' attitudes towards Interactive Game Teaching Methods in Part C. The majority of students believe that the Interactive Game Teaching Method is helpful to improve their English speaking skill. The average score was 4.29, in the "highest" category. Item 15, "Using Interactive Games Teaching Method helped me improve my English speaking test scores". had the highest average score at 4.47. Item 12 "I improved my English pronunciation by using Interactive Games Teaching Method." Has the lowest average score at 4.17. In terms of the overall mean score, it was still at the Highest level, and it could be determined that using Interactive Games Teaching Method improved students' English speaking skill achievement.

Table 4.5 Mean and Standard Deviation: Part C (N=30)

Part C- Efficacy of Interactive Game Method on student learning		Mean	SD	Interpretation
11	The Interactive Games Teaching Method has improved my English speaking vocabulary.	4.23	.883	Highest
12	I improved my English pronunciation by using Interactive Games Teaching Method.	4.17	.934	High
13	The Interactive Games Teaching Method has helped me improve my English speaking fluency.	4.33	.869	Highest
14	The Interactive Games Teaching Method helped me improve my English speaking skill.	4.27	.964	Highest
15	Using Interactive Games Teaching Method helped me improve my English speaking test scores.	4.47	.763	Highest
	Average	4.29	.883	Highest
	Overall Mean & SD for all 15 items	4.24	.856	Highest

Finally, as mentioned above, among the three parts, the average score of part C is the highest, with the mean score of 4.29 and the standard deviation of 0.883, while the mean score of part A is relatively low: 4.18 and the standard deviation of 0.868. Nevertheless, considering the overall average of 4.24, the researcher was convinced that the students had a positive satisfaction with using Interactive Games Teaching Method in their English speaking learning.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter presents the summary of the study and the details are presented in the following order:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

5.1 Conclusion

The two research objectives were stated for this study:

- 1) To compare grade 6 students' English speaking skill before and after applying Interactive Game Teaching Method, in Sichuan province, China.
- 2) To investigate grade 6 students' learning satisfaction after applying Interactive Game Teaching Method, in Sichuan province, China.

This study was conducted using a quantitative approach with a pretest, a posttest, and a questionnaire on grade 6 Chinese students in Sichuan Province, China. Based on the data, the following conclusions were drawn:

5.1.1 The Result of Pre-test and Post-test Data Analysis

The first objective of this study was to compare grade 6 students' English speaking skill before and after applying Interactive Game Teaching Method, in Sichuan province, China. Next, the paired sample T-test was conducted on the pre-test and post-test results to compare the differences in learning performance of the sample group.

- 1) The statistical analysis of the paired sample T-test of academic performance showed that the average score of the post-test (28.97) was significantly

higher than that of the pretest (20.03), with an average difference of (8.94) and the significance value of .01. The standard deviations of pretest and posttest in the sample group were (4.48) and (4.06) respectively. The mean score of the posttest was higher than that of the pretest.

2) The highest score (28) and the lowest score (11) in the pretest. The highest score (35) and the lowest score (19) were obtained in the post-test.

3) The majority of participants, 27 out of 30 participants from the sample group scored more than 24 out of 40 points in the posttest whereas in the pretest only 11 students scored 24 and above out of 40 points.

4) Of all 30 students, all participants scored higher in the post-test than in the pre-test. The improvement ranged from 5 to 11 points.

The above quantitative data analysis clearly revealed the improvement of students' post-test results. Thus, the results of this study clearly indicated that the use of the Interactive Game Teaching Method effectively improved the English speaking level of grade 6 Chinese students in Sichuan Province, China.

5.1.2 The Result of Questionnaire

In order to collect quantitative data, the students' usage feelings were studied. The Interactive Game Teaching Method is adopted in oral English class. Likert scale is five points, 1= strongly disagree, 5= strongly agree. There are 15 items in the questionnaire, which are divided into Part A, Interest and motivation, part B, participation, and Part C, welcoming the effectiveness of media on students' learning. All 30 (N=30) study participants were given questionnaires. Descriptive statistics (mean and standard deviation) were used to analyze the survey results. Among the mean interpretations, 4.21-5.00 is the highest level, 3.41-4.20 is the higher level, 2.61-3.40 is the medium level, 1.81-2.60 is the low level, and 1.00-1.80 is the lowest level. Among the three parts, the average score of Part C was the highest, with an average score of 4.29 and a standard deviation of 0.883, while the average score of Part A was relatively low, with a standard deviation of 0.418. Nevertheless, considering the overall average score of 4.24, the researchers believe

that students' satisfaction with the interactive game approach to oral English learning is positive.

5.2 Discussion

As noted above, the study found two key results. The first finding showed that the use of Interactive Game Teaching Method improved the English speaking skill of Chinese students in Sichuan Province, China. The second finding was that grade 6 Chinese students showed high satisfaction with learning English speaking skill using the Interactive Game Method. The following discussion clearly describes these findings in detail and explains how they address the research questions provided by this study.

5.2.1 Students' English Speaking Test Achievement

As mentioned above, there were two main findings from the study. The first finding was that the use of Interactive Game Teaching Method improved the English speaking learning skill of grade 6 students in Sichuan Province, China. The second finding was about students' positive attitude towards the use of Interactive Game Teaching Method in a English speaking courses. The following discussion explains the detail of the findings and how they answered the research questions raised in this study.

The results showed that using Interactive Game Teaching Method in English speaking course improved students' academic performance. The results of the study were also promising, with 27 out of 30 students scoring at least 24 out of 40 on the post-test. The post - test mean score ($\bar{x} = 28.97$) was 8.94 points higher than that of the pre-test mean score ($\bar{x} = 20.03$). In addition, there was a significant difference in the grades of No.27 students. The pre-test score was 17 points, and the post-test score was 28 points, an increase of 11 points. Therefore, the improvement in student achievement indicated that the use of Interactive Game Teaching Method had a positive impact on students' performance in English speaking course. So all of these findings led to the reliable answer of the first research question.

In addition, this finding was also similar to a study conducted by Zhu (2018), whose results supported the fact that the use of the Interactive Game Teaching Method in the classroom had a positive impact on students' academic achievement. Their findings concluded that many students prefer to learn using Interactive Game Teaching Method. In addition, the students' responses also indicated that they had no negative views on the use of the Interactive Game Teaching Method. Overall, the research showed that the use of the Interactive Game Teaching Method had a positive impact on students' academic performance and satisfaction with learning.

All students agreed that they enjoyed learning English speaking using Interactive Game Teaching Method. This conclusion was evident based on their questionnaire results. Most students believed that Interactive Game Teaching Method could facilitate learning because it could give them more inspiration when speaking. Their ideas for speaking could also be organized using Interactive Game Teaching Method.

Furthermore, some participants suggested that the critical branching keywords could enhance the flow of their thoughts on speaking. Interactive Game Teaching Method was also perceived as constantly stimulating students' thinking and keeping their minds active.

Additionally, they could add them to their ideas when they came up with ideas. English speaking lessons had been a lot of fun, and students hoped to incorporate them into other subjects.

5.2.2 Students' Satisfaction

In order to collect quantitative data on students' satisfaction with the use of Interactive Game Teaching Method in English speaking learning, a five-point Likert scale was adopted, with 1= strongly disagree and 5= strongly agree. The questionnaire consisted of 15 items, which were divided into part A, interest and motivation, part B, participation, and part C, the efficacy of Interactive Game Teaching Method on students' learning. All 30 (N=30) study participants were given questionnaires. Descriptive statistics (mean and

standard deviation) were used to analyze the survey results. The average score was highest at 4.21 ~ 5.00, high at 3.41 ~ 4.20, medium at 2.61 ~ 3.40, lowest at 1.81 ~ 2.60, and lowest at 1.00 ~ 1.80. The results show that:

1) The majority of questionnaire items were rated “Highest” and “High” with 73% of the former and 27% of the latter. None of the items were rated as strongly disagree.

2) The results of the descriptive statistical analysis of the questionnaire indicated that students had positive satisfaction towards using Interactive Game Teaching Method in their English speaking course. Most importantly, none of the items was rated as "strongly disagree", which was strong evidence of positive student attitude of using Interactive Game Teaching Method in the course.

3) Most students also agreed that regular use of the Interactive Game Teaching Method would help them to improve their English speaking pronunciation and fluency.

The results of the study also showed that 72% of students found the interactive games teaching method to be a pleasant experience for them. According to (Su, 2017), students think it is interesting to use interactive game teaching method to learn spoken English. The author (Bao, 2015) found that the majority of students believed that using interactive game teaching method to teach oral English could effectively improve students' oral English fluency. According to (He, 2019), interactive game teaching makes students more confident in learning oral English.

5.3 Recommendations

Based on the findings and conclusions made from the study, the following recommendations are proposed:

5.3.1 Recommendations for Implementation

1) The use of Interactive Game Teaching Method has been found to enhance the English speaking skill of the grade 6 students. Consequently, Interactive

Game Teaching Method may be utilized for the teaching of this course in other institutions as well.

2) It is recommended that other English speaking instructors use Interactive Game Teaching Method as an alternative learning method to teach English speaking courses.

3) Interactive Game Teaching Method can also be used in other fields since they provide numerous materials, along with the potential to analyze whether they have a similar effect on student learning. In addition, they can also be used as a complement to traditional classroom instruction.

5.3.2 Recommendations for Future Research

The following recommendations are for any interested researchers to take into account before doing any similar studies in the future.

1) This study was limited to only 30 students at Guxian School in Sichuan Province, China. Therefore, a similar study may be conducted with a larger sample in a different region of China, which would be useful for replication and help to validate and ensure the reliability of the conclusions drawn in this study.

2) This study was limited by the time and was conducted over a period of one month. Therefore, further studies over a longer period of time are recommended in order to obtain more reliable and significant results.

3) Further similar studies could be conducted by including different schools located in different geographical locations in the country.

4) The Similar studies could also be conducted by using Interactive Game Teaching Method for other subjects.

5) For the purpose of comparative study, this study could be repeated to examine the efficacy of Interactive Game Teaching Method in different schools in different regions.

All the details about the data and the results of the study have been given. Before concluding this section, we note that the Interactive Game Teaching Method has had a positive impact on students' achievement test and satisfaction in English speaking courses. Teachers and students in China and around the world may find the Interactive Game Teaching Method is an innovative approach to teaching English speaking skill. The benefits of the Interactive Game Teaching Method seem to be enormous, and the use of the Interactive Game Teaching Method may contribute to more effective teaching of English speaking courses and other related fields.



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APPENDIX A
LETTER OF APPROVAL



Certificate of Approval

Guxian Middle School, Administrative Department

Subject: Approval to collect data for M. Ed thesis

Dear Sir/Madam,

I'm currently enrolled in the master of education curriculum and instruction at Rangsit University, Thailand I am researching "The application of interactive game teaching method for English speaking skill of grade 6 students in Sichuan province, China". The students are required to participate in this research. The data was collected using pre-test and post-test, as well as semi-structured interviews. As a result, I would like to request permission from the administration to collect data at this school, where the identities and names of the students are confidential.

Your sincerely,

Jia Liu, student

Rangsit University, Thailand.

Since the study requires data for analysis purposes, Jia Liu would collecting data from this school and you are kindly requested to allow him to collect data with the following conditions. Providing research participants with information to make an informed decision as to whether to take part in research (informed consent).

Follow the prior mentioned document have been reviewed and approved by the administration of Guxian Middle School.

Signature:

Date:

1.12.23







Participant's Legal Guardian Information Sheet

Dear participant:

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. Talk to others about the study if you wish.

Research School: Guxian Middle School, Sichuan province China.

Name: Liu Jia

Student ID: 6506060

Studying University: Suryadhej Teachers College of Rangsit University, Thailand

Research Title: THE APPLICATION OF INTERACTIVE GAME TEACHING METHOD FOR ENGLISH SPEAKING SKILL OF GRADE 6 STUDENTS IN SICHUAN PROVINCE, CHINA

1. What is the purpose of the study?

To improve English speaking skill of Grade 6 Chinese students in Sichuan province through the use of Interactive Game Teaching Method and to investigate Grade 6 Chinese students' satisfaction towards the use of Interactive Game Teaching Method in learning English speaking.

2. Expected results

There might be an improvement in Grade 6 Chinese students in Sichuan province China and students' English speaking skill through the use of Interactive Game Teaching Method.

3. Outcome

Grade 6 Chinese students' English speaking skill will be improved through the use of interactive Game Teaching Method.

4. Number of participants in the study 30 individuals

5. Research procedures

The researcher will collect the data in 4 steps. First to give a pretest to the participants. Secondly, use Interactive Game Teaching Method to give participants the

English speaking lessons. Third, to give a post test after all the lessons will have been given. Fourth to give the questionnaire to the participants to investigate their satisfaction towards the use of Interactive Game Teaching Method learning English speaking.

6. Duration

The research period will be 4 weeks. Week: class 1(to be announced)Week: class 2(to be announced)Week: class 3(to be announced)Week: class 4(to be announced) . There is no possible risk in this research.

The school has asked students who have volunteered to participate to inform their parents and has obtained consent to volunteer for the research, and the data from the study are true and valid, The school also allow 30 students assist him with his thesis research either voluntarily or by voluntary to agree to(Liu Jia).who is enrolled at Rangsit University in Thailand to research his thesis.

Signature: Liu Jia Date: 12/2/23
Guxian Middle School, Administrative Department
0826-5543615

มหาวิทยาลัยรังสิต Rangsit University



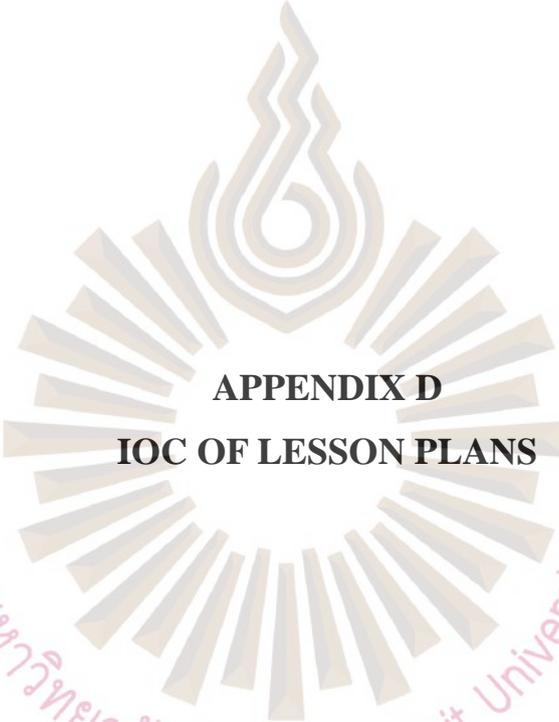
APPENDIX C

EXPERTS WHO VALIDATED RESEARCH INSTRUMENTS

มหาวิทยาลัยรังสิต Rangsit University

No	Name	Position/Title	Institutes
1	Yan Qiao	College Teacher	Faculty of English, Aba Normal University, China.
2	Li Qiurong	English Teacher	Chengdu Haitang Foreign Language School, China.
3	Peng Wenguo	English Teacher	Yuechi Middle School, China.



The logo of Rangsit University, featuring a stylized flame or sunburst design in the center, surrounded by a circular arrangement of radiating lines. The text "มหาวิทยาลัยรังสิต" and "Rangsit University" is written in a semi-circle below the logo.

APPENDIX D
IOC OF LESSON PLANS

มหาวิทยาลัยรังสิต Rangsit University

Item Objective Congruence for Lesson Plans

Rate +1, if the item clearly matches the stated objectives.

Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.

Rate -1, if the item does not clearly match the stated objectives.

Item No	Attributes	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Lesson plan 1	+1	+1	+1	+1	Congruent
2	Lesson plan 2	+1	+1	+1	+1	Congruent
3	Lesson plan 3	+1	+1	+1	+1	Congruent
4	Lesson plan 4	+1	+1	+1	+1	Congruent
Overall Average		1				Congruent



APPENDIX E
ACHIEVEMENT TEST

Learning achievement test
(Pre-test & Post-test)

Subject: English speaking test

Total score: 40

Name: Student id :

1. Please sing a song related to animals (5 points)

2. Read the following words (10 points)

Interesting High Appearance Swimming panda

Have a picnic Play basketball Sporting events Look like Have fun

3. Read the text aloud (5 points)

I love animals, last week I went to the zoo with my dad, there were lots of cute little animals, elephants, tigers, ducks, birds and lions. I like pandas the most. Pandas come in two colours, black and white, they are very fat and they are very funny.

4. Listen to the teacher's questions and answer them according to the actual situation (8 points)

a . What did you do last Sunday?

b. Do you like swimming in summer?

c. What is your favourite animal?

d. What does your brother look like?

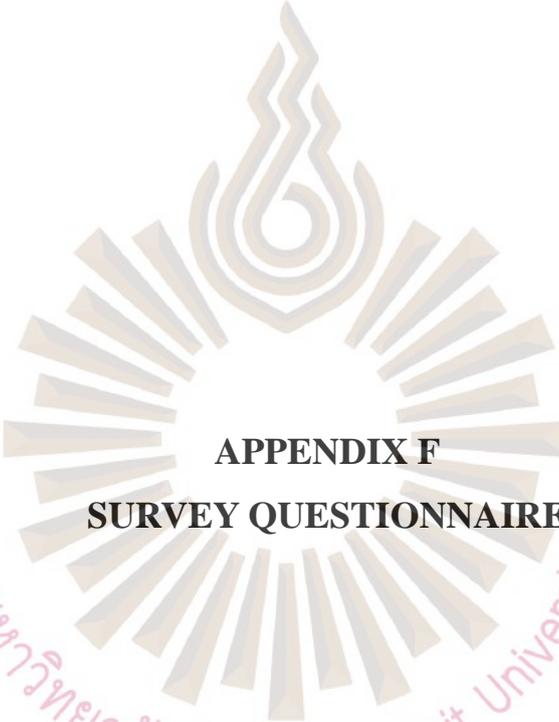
5. Brief description of the topic (12 points)

Introduce a person (family member or friend) you know well in English. No less than six sentences.



Marking criteria rules for examination papers			
Level	Specific Criteria	Level	Score(40)
Excellent	1. Students will be able to sing a complete song about animals with standard pronunciation. 2. Students are able to read the given words and pronounce them with standard. 3. Students are able to read aloud the given text and pronounce it with standard. 4. Students are able to answer the teacher's questions completely and in a way that is appropriate to their situation. 5. Students can introduce their friends or family members fluently and with standard pronunciation.	A+	38-40
		A	36
		A-	34
Good	1. students are able to sing through the song about animals, but their pronunciation is not standard. 2. The student is able to read the given word, but the pronunciation is not standard 3. The student is able to read aloud the given text, but the pronunciation is not standard and fluent. 4. The student can answer the teacher's questions completely, but not in accordance with their own reality. 5. The student can briefly introduce the looks of his/her friends or family members and can speak completely.	B+	32
		B	30
		B -	28
Pass	1. students are able to sing through songs about animals but their pronunciation is not standard and they often stutter.	C+	26

Marking criteria rules for examination papers			
Level	Specific Criteria	Level	Score(40)
	2. Pupils are able to read some of the words given, with substandard pronunciation.	C	24
	3. The pupil is able to read aloud some of the given text, but pronunciation is not standard and does not flow well.	C -	22
	4. The student is able to answer some of the teacher's questions, but the answers are not fluent.		
	5. Students can briefly introduce what their friends or family members look like, but can only use some of the words to describe.		
Failed	1. students were able to sing through the song about animals , but their pronunciation was not standard.	D+	20
	2. Students were able to read a few of the given words, but their pronunciation was not standard.	D	18
	3. Students were not able to read aloud the given text , their pronunciation was not standard and not fluent , and they could only read some of the words .	D -	16
	4. Students take a long time to think when answering the teacher's questions and introducing their family and friends and are unable to answer fluently.	No tests or no words	
	5. Students do not say any English words or sing any English songs.	spoken	

The logo of Rangsit University is a circular emblem. At the top is a stylized flame or sunburst. Below it is a central circle surrounded by a ring of radiating lines. The text 'มหาวิทยาลัยรังสิต Rangsit University' is written in a semi-circle at the bottom of the emblem.

APPENDIX F
SURVEY QUESTIONNAIRE

มหาวิทยาลัยรังสิต Rangsit University

QUESTIONNAIRE

A questionnaire distributed to a sample group of students in grade 6. This questionnaire assesses students' perceptions of applying the game method in the English speaking classes. Responses to this questionnaire remained confidential and only was used for this study.

In response to each statement, please indicate your level of agreement or disagreement on a scale of 1 - 5 (strongly agree to disagree strongly) . A description of each scale is provided in the table below.

Scale						
Strongly Agree (SA)-5 Agree(A)- 4 Neutral (N)-3 Disagree(D)-2 Strongly Disagree (SD)- 1						
SI No.	Items	SA 5	A 4	N 3	DA 2	SD 1
1.	Applying Interactive Game Teaching Method in improveing English speaking skill is fun.					
2.	Applying Interactive Game Teaching Method is helpful for English speaking skills.					
3.	After applying the Interactive Game Teaching Method, speaking English became more confident.					
4.	Applying Interactive Game Teaching Method has inspired my creativity.					
5.	Applying Interactive Game Teaching Method has fostered relationships with my classmates and teachers.					

Scale						
Strongly Agree (SA)-5 Agree(A)- 4 Neutral (N)-3 Disagree(D)-2 Strongly Disagree (SD)- 1						
SI No.	Items	SA	A	N	DA	SD
		5	4	3	2	1
6.	Applying Interactive Game Teaching Method makes my English pronunciation more standard.					
7.	Applying Interactive Game Teaching Method makes a lot of sense.					
8.	Applying Interactive Game Teaching Method makes me enjoy the English speaking course even more.					
9.	Applying Interactive Game Teaching Method makes my learning goals more clear.					
10.	Applying Interactive Game Teaching Method increased student motivation.					

BIOGRAPHY

Name	Jia Liu
Date of birth	August 22, 1997
Place of birth	Sichuan, China
Education background	Aba Normal University, China Bachelor of English, 2020 Rangsit University, Thailand Master of Education in Curriculum and Instruction, 2022
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