



**THE DEVELOPMENT OF ENGLISH SPEAKING SKILL OF
GRADE 7 CHINESE STUDENTS USING GAMES BASED
TEACHING METHOD IN ANHUI PROVINCE, CHINA**

**BY
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Abstract

This research aimed to study whether using a game-based teaching method improves English speaking skills of 40 grade 7 Chinese students in Anhui Province, China, and further explored their satisfaction. The cluster random sample was conducted to select the sample from grade 7 classes in a middle school.

The quantitative data were collected using speaking skill tests (pretest and post-test), through the t-test for dependent samples, and the student satisfaction collected from questionnaires was analyzed using mean and standard deviation. The result shows that the speaking skill has significantly been improved ($p < .05$) while the mean difference was 7.12 (pretest is 44.38, post-test is 51.50). Moreover, the student satisfaction was the highest level ($\bar{x} = 4.44$) including Part A, ($\bar{x} = 4.48$), Part B ($\bar{x} = 4.37$), and Part. C ($\bar{x} = 4.46$). This indicated that all participants demonstrated improvement in speaking skill scores and their satisfaction was also positive. Therefore, the result of the study revealed that game-based teaching methods could improve the students' English-speaking skills.

(Total 110 pages)

Keywords: Games-Based Teaching Method, Grade 7 Students, Student's Satisfaction

Student's Signature Thesis Advisor's Signature

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CHAPTER 1

INTRODUCTION

This chapter elucidates the background and rationale of the study; research objectives; research questions; research hypothesis; scope and limitations of the study. It also includes the research terminology and significance of the study.

1.1 Background and Rationale of the Study

English is a West Germanic language in the Indo-European language family (Urokov & Sharipov, 2023). Originating in early medieval England, today English is both the most spoken language in the world and the third most spoken native language, after Mandarin Chinese and Spanish. English is the most widely learned second language and is either the official language or one of the official languages in 59 sovereign states, and English accounts for at least 70% of speakers of the Germanic language branch of the Indo-European family. (Khaitova, 2023). There are more people who have learned English as a second language than there are native speakers.

English education is one of the subjects that Chinese country has permanently attached great importance to. "Compulsory Education English Curriculum Standards (2022 Edition)" was formulated and issued by the Ministry of Education under the contemporary conditions in China. Under the new curriculum standards, in addition to highlighting the two characteristics of "tools" and "people-oriented," English teaching in primary schools should also focus on "language skills," "language knowledge", "emotional attitude," and "learning strategies.", "cultural awareness," and other five levels of "language learning" specific orientation. In the item of "emotional attitude", the author emphasizes that English teachers should pay attention to students' interests and points out that the most important thing for students to get good English grades is

a good attitude (Bojčić & Dukić, 2022). In the teaching process, teachers should continuously stimulate and strengthen students' interest in learning and let them gradually transform their interest into a stable learning motivation so that they can build up self-confidence, exercise the will to overcome difficulties and realize that they are in learning the strengths and weaknesses in working with others, it is a pleasure to cultivate a harmonious and healthy personality.

Observing the current situation of primary and secondary education in China, compared with the relaxed and free classroom atmosphere of schools in developed countries, the following problems often exist in the classrooms of primary and secondary schools in China such as the teaching content and form make students feel boring. The classroom form is mainly based on teachers lecturing and students listening so that the atmosphere in the classroom makes students feel reserved (Watson, Mong, & Harris, 2011). Therefore, students with learning difficulties, are either very nervous or listless in English class, a vicious circle, and over time, they develop feelings of disgust and resistance to English learning. The emergence of this phenomenon urgently requires teachers to transform and change their teaching concepts and teaching design, and seriously think about and explore new teaching models that are more suitable for primary school students.

Game-based teaching is a teaching method that creates specific game situations according to teaching objectives, uses games to carry out Chinese pinyin teaching, mobilizes students' enthusiasm for independent learning, and allows students to master knowledge in a relaxed and enjoyable process. Ferencz-Flatz (2022) regarded games as virtual activities children perform with the help of imagination. Imagining a virtual world or situation is constructing a rule for the game, specifying the standards or boundaries of children's game behavior. Therefore, the game has specific inherent limitations. Dutch linguist and game expert Tay, Goh, Safiena, and Bound (2022) once mentioned: "Behind every abstract expression, there are many bright and bold metaphors, and each metaphor is just a game of words. In this way, human beings have a great understanding of life. In expression, a second-level, poetic world is created to follow the material world." Jääskä and Aaltonen (2022) defines games as individuals

and groups that do not focus on achieving specific goals but on obtaining pleasant experiences and enriching society. The activity process of life, and believes that the game has the characteristics of pleasure, non-utility, transcendence, and equality. The development direction of the game is also open and uncertain. The game's content, gameplay, and movement are generated and changed as children interact with the environment and stimulate imagination. Games are enjoyable and satisfying. This is from the player's experience during the game, "the gameplay experience is where the charm of the game lies." Hou (2023) believes that games are recreational activities, games are spontaneous activities, games are autonomous activities, games are imaginary activities, and games are a way of human existence. These studies cover the evaluation of the use of gamification mechanisms in actual classrooms and the analysis of possible bottlenecks in their implementation. In addition, they include the analysis of the effectiveness of specific gamification mechanisms, such as badging mechanisms, in the curriculum.

In elementary school English teaching, the teachers' teaching objects are generally a group of children aged 6-12 (Harwood et al., 2022). The research on children's physical and psychological characteristics at this age found that they are curious about the things around them, active and playful, and willing to play. Imitate, like praise and love games. Therefore, as mentioned above, the application of the game-based teaching in teaching English vocabulary may be fruitful, and to enable primary school students to learn English better, more actively, and more efficiently, educators and front-line teachers must change the traditional educational concept and explore a new and creative teaching method based on respecting the natural nature of students. Method: introducing "games" in primary school English classes, which is the concept of "learning" in "playing." The application of the game teaching method is conducive to the long-term harmonious development of primary school students' body and mind and has the significance of eliminating student fatigue, developing students' intelligence, and cultivating students' skills.

English speaking skill play a vital role in today's society. With the development of globalization, English has become the main tool for international communication and business cooperation. Mastering good English speaking skills can increase the convenience of communication and enhance one's employment competitiveness. In the following article, I will describe in detail the importance of English speaking skills and discuss how to improve your speaking skills.

The importance of learning oral English skills for first-year students lies in establishing a foundation: the first year of junior high school is a critical period for learning spoken English. Learning and training can help students establish an excellent oral foundation, including correct pronunciation, fluent expression, and accurate Use of basic sentence patterns, etc. And it can improve communication skills: Spoken English is the most direct way of communication between people. By learning and training in oral skills, first-year junior high school students can improve their communication skills and be better able to use English for daily conversations exchange ideas and expressions. Opinion. Statistics show that more than a quarter of the world's population speaks English, which means that approximately 1.5 billion people rely on the language of English to understand and communicate (Evans, 2017). People with good English speaking skills can better cooperate with foreign customers and colleagues, improving work efficiency and career development opportunities. That is, the benefits that knowledge of English brings to a person's life are countless (Riemer, 2002). If a person does not have good English speaking skills, it will be difficult for him to integrate into the local society and communicate effectively with the locals (Lim & Pham, 2016). Speaking is an integral part of English learning. By learning and training speaking skills, first-grade students can better understand and apply English, enhance their interest in English learning, and improve learning motivation and effectiveness.

English speaking skill can also improve one's cognitive and thinking abilities. Learning a foreign language requires thinking about different expressions and cultural backgrounds, which can broaden our horizons and enhance our thinking flexibility. Speaking English is not just about simply mastering language skills but also about

enriching our thinking and understanding abilities by learning new ways of thinking. Generally speaking, it can help learners establish a foundation, improve communication skills, develop self-confidence, broaden their horizons, and increase their interest in learning, which will positively impact their future study and work.

In China, many students start learning English from primary school. But unfortunately, this does not help them communicate with foreigners. In contrast, partly due to some influencing factors, they have lost confidence in learning English. According to relevant research, some teachers who have taught English in schools over the past ten years revealed that the most common challenges encountered in oral English teaching are students' insufficient vocabulary, pronunciation problems, nothing to say, lack of motivation, and lack of native language skills (Songbatumis, 2017). That is, due to the aging of the teaching methods in the past, students were taught to learn English through textbooks. Although some students' scores were not bad, there were still problems in their oral skills. Their oral skills could not reach a higher or higher level, and most could not. Speak English, or they still have problems communicating with foreigners or visitors. Chand (2021) pointed out that speaking is a common problem in English learning. Many students are still passive in speaking but have a close relationship with the teachers in teaching. It can be said that teaching problems cause oral skills to be affected by factors such as lack of oral practice, lack of vocabulary and grammar exercises, low motivation, incomplete English speaking skills course syllabus, and inappropriate teaching materials. Bactol et al. (2023) identified a problem in the classroom where students at the college were having difficulty learning English skills because of their limited English background, their anxiety and fear of making mistakes, and their lack of student engagement and satisfaction. Therefore, there is a significant correlation between speech problems and the factors that cause them, and current English skills teaching methods and teaching materials need to be modified and developed to meet the needs of learners in the labor market.

Based on the above situation, the game-based teaching could cultivates students' interest and enthusiasm, provides an authentic language environment, and promotes the improvement of students' English speaking skills (Xie, 2023). The game-

based teaching, is the key to improving students' English speaking skills. Games should be close to students' real lives and be challenging and exciting. For example, role-playing games can be designed to allow students to play different roles and practice dialogue. The game provides some situation and dialogue prompts, and students use the knowledge they have learned to conduct dialogues in the game. This will stimulate students' interest and help them flexibly apply the knowledge they have learned to practical situations.

In addition, stimulating students' interest is an integral part of improving students' English speaking skills. The characteristic of the game-based teaching is to stimulate students' interest and enthusiasm through games. Teachers can design games according to students' preferences and interests so that students can actively use spoken English in the games. For example, you can design a word card game where students express and describe the words on the cards in English. At the same time, teachers can also use competitions, teamwork, and other methods to increase the fun and challenge of games and stimulate students' competitive psychology and enthusiasm.

In summary, game-based teaching can improve students' English speaking skills. By designing appropriate games, creating a natural language environment, and stimulating students' interest, students' oral expression ability and language sense can be cultivated, and students' English speaking skills can be improved. At the same time, teachers provide real-time feedback and guidance in the game to help students correct mistakes in time and improve their speaking accuracy. Therefore, the game-based teaching is effective and can stimulate students' interest in learning and improve students' English speaking skills.

The English speaking skills are very important, so that the researcher design the research to study about how to improve students' English speaking skills and their satisfaction through the game-based teaching. This is crucial in our education and provides a unique perspective for the sustainable development of improving the English language skills of Chinese first-grade students based on game-based teaching.

1.2 Research Questions

1.2.1 What were the Chinese Grade 7 students' English speaking skill improve after using game-based teaching?

1.2.2 How the Chinese Grade 7 students satisfied after using game-based teaching?

1.3 Research Objectives

1.3.1 To compare the English speaking skill of grade 7 Chinese students before and after using the game-based teaching.

1.3.2 To examine the students' satisfaction of grade 7 Chinese students through game-based teaching.

1.4 Research Hypotheses

1.4.1 Chinese students' English speaking skill in Grade 7 improve after using game-based teaching.

1.4.2 Chinese students' satisfaction in Grade 7 satisfy after using game-based teaching.

1.5 Scope of the Study

This study was be conducted within the specific scope described in this article; therefore, generalizing the results must be done cautiously, especially at different educational levels and using various research tools.

First, the background is one of the junior high schools in Anhui Province, China. In addition, these data will be collected from grade 7 students at that particular school through questionnaires and test scores.

Secondly, searching for literature, sorting out the information related to game teaching methods, understanding and analyzing the relevant theoretical knowledge of current game teaching methods, and laying a theoretical foundation for thesis writing.

Finally, the purpose of using games in English classes is to create a relaxed and pleasant learning environment, thereby helping students "learn by playing and learning by playing," attracting their excellent attention and helping them tap into their potential. It can be designed and implemented freely according to the needs and interests of students. It is necessary to deeply understand the importance of game teaching and pay attention to the vital role that game teaching plays in English education and teaching.

Therefore, through this study, the researcher wants to propose using game-based teaching as a teaching method to improve students' English skills and contribute to the development of students' English learning.

1.5.1 Overview of the Study Area

Anhui, referred to as "Anhui", is a first-level administrative region of the People's Republic of China, the capital of Hefei. Located in the central and eastern part of China, it is the most dynamic part of the Yangtze River Delta, as shown in the Figure 1-1, by the end of 2022, in terms of education, the province has 21 graduate training units, 121 regular colleges and universities, 249 secondary vocational education schools of various types, 679 regular high schools, 2,780 junior high schools and 6,509 primary schools.



Figure 1.1 Study Area-Anhui

Source: Wikipedia, 2023

The choice to conduct research on English game-based teaching methods at a certain junior high school in Anhui is due to its provision of an ideal practical setting and access to resources suitable for game-based teaching, such as technological equipment and teaching materials. The support from the school and teachers, along with the provision of these resources, aids researchers in implementing game-based teaching effectively, evaluating its effectiveness, and the geographic location and advanced practices enable the exploration of the potential and limitations of game-based teaching based on existing practices.

1.5.2 Population and Sample

Population: The target population of the study consisted of individuals with the same characteristics. In this way, the target population of this study is seventh grade students from a junior high school in Anhui Province, China. The study population had 6 classes in grade 7, with 40 students in each class, and a total of 240 students. They ranged in age from 13 to 16 years and varied in gender and ability in studying English.

Sample: Using clustered random sampling one class (40 students) from grade 7 with varying levels of English proficiency and mixed genders.

1.5.3 Time Frame

This study took place in the first semester of decade year. The teaching experiment will last 2 weeks. Classroom instruction will be conducted twice a week. In addition, online research can save a lot of work and input. The Chinese version of the questionnaire is available at <https://www.wjx.cn/>, a widely used online survey site in China. These questionnaires were linked WeChat in China, which are the most frequently used software by Chinese internet users and are known by many people. Table 1.1 below shows the timeline of the study.

Table 1.1 Timeline of the study

Activity	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Research Proposal												
Data Collection												
Data Analysis												
Report Writing												

For the study, the researcher will design two lessons, each lasting 40 minutes. The game lesson plan will create a good relationship between the teacher and the students and the friends in the group, using a game-based teaching every week. The weekly lesson plan is carried out in sequence.

Table 1.2 Content of the Study

Lesson Plans	Topics	Game-Based Teaching	Activities
		Pretest	
Lesson plan 1	Drinks	It provides a database of drinks card words that students need to learn before class, as well as a weekly lesson plan to proceed in sequence.	Card game

Table 1.2 Content of the Study (Cont.)

Lesson Plans	Topics	Game-Based Teaching	Activities
Lesson plan 2	Animals	Provide students with twenty words about animals in the bomb game that need to be used in class. To carry out game-based teaching.	Bomb game
Lesson plan 3	Fruits	Provide students with twenty words that need to be used in class, including words about fruits.	Throw the handkerchief game
Lesson plan 4	Family member	Provide students with five family member words that they need to use in class, and write word puzzles for students to guess and say the words.	Guessing game
		Post-test	

1.6 Definitions of Terms

Game-based teaching refers to the teaching method that the researcher design for teaching to the studies in the sample group in this study. The researcher designs 4 games for improving the English-speaking skill including card game, bomb game, throw the handkerchief game and guessing game. There were 4 steps for teaching as follows; Introduction, Implementation, Classroom activities and Summary.

English Speaking Skill refer to the ability of Grade 7 students to communicate, understand and remembering the vocabulary in English language. The pretest and post-test will be used for evaluate the English-speaking skill of the sample group based on four categories as follows: 1) Fluency; 2) Pronunciation 3) Vocabulary and 4) Grammar.

Students' Satisfaction refer to the student perceptions and emotions of the students in the sample group toward the game-based teaching method. For this study, the researcher investigate the students' satisfaction through the questionnaire from 5-point of Likert scale including three major categories, students' interest and motivation, students' engagement and the efficacy of game-based teaching.

Grade 7 Students refers to the grade 7 students in a junior high school in Anhui province, China. The research will take one class of students from grade 7 classes as the sample.

1.7 Conceptual Framework of this Study

As shown in Figure 1.2, there is the research framework of this study: This academic study started with grade 7 students in a school in Anhui Province, China, and clarified the independent variable: using game-based teaching to improve Chinese students' English skills. Analyze the impact of variables to verify whether it affects the dependent variable: students' academic achievement in English classes and the quality of using game teaching methods.

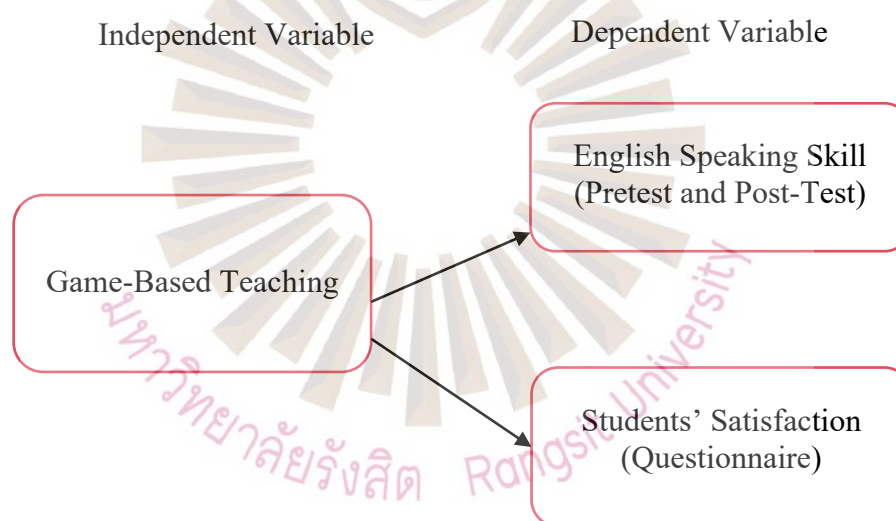


Figure 1.2 Independent and Dependent Variables

1.8 Limitations of the Study

1.8.1 The study is limited to grade 7 students in one of the private schools in Anhui province, China. Therefore, it may be unreliable to generalize the results to students at other levels or contexts.

1.9 Significance of the Study

The expected outcomes of the study are stated as follows:

1.9.1 The English speaking skill of grade 7 Chinese students will be improved after using game-based teaching.

1.9.2 The grade 7 Chinese students would have positive satisfaction towards the use of game-based teaching.



CHAPTER 2

LITERATURE REVIEW

This study expounds the definition of game teaching method, and then introduces the theoretical basis of this research, namely learning theory of constructivism and immersive theory, collecting the former research literature to prove that the game method is effective in English teaching in China. This chapter outlining the historical background of English in China, clarifying the advantages and importance of English in China, and how to improve oral English skills and satisfaction, for the innovation of game teaching methods, on this basis, this paper summarizes the primary school English game teaching method at home and abroad application status related literature, provides the theoretical data and related details for research. It lays a direct theoretical foundation for the research of English game teaching.

This chapter is divided into 7 parts:

- 2.1 The Historical Background of English Education in China
- 2.2 English Curriculum in China
- 2.3 The development of English teaching methods
- 2.4 Learning improvement in English Speaking skill and satisfaction
- 2.5 Games Based Teaching Method
- 2.6 Related Theory of Reviews
- 2.7 Related Research Studies

2.1 The Historical Background of English Education in China

English first arrived in China in 1637, when British traders reached Hong Kong, Macau and Guangzhou (Bolton, 2002). In the 17th century, Chinese Pidgin English originated as a lingua franca for trade between British people and mostly Cantonese-speaking Chinese people. This proto-Chinglish term "pidgin" originated as

a Chinese mispronunciation of the English word "business". The emphasis on English education in China only emerged after 1979 when the Cultural Revolution ended, China adopted the Open Door Policy, and the United States and China established strong diplomatic ties. Following the First and Second Opium War between 1839–1842, Pidgin English spread north to Shanghai and other treaty ports (Meierkord, 2020). Pidgin usage began to decline in the late 19th century when Chinese and missionary schools began teaching Standard English. In 1982, the People's Republic of China made English the main foreign language in education. Current estimates for the number of English learners in China range from 300 to 500 million (Jackson, 2022).

Chinglish may have influenced some English expressions that are "calques" or "loan translations" from Chinese Pidgin English, for instance, "lose face" derives from *diūliǎn* 丢脸; 'lose face; be humiliated'. Some sources claim "long time no see" is a Chinglish calque from *hǎojiǔbújiàn* 好久不见; 'long time no see'. More reliable references note this jocular American English phrase "used as a greeting after prolonged separation" was first recorded in 1900 for a Native American's speech, and thus more likely derives from American Indian Pidgin English (Jackson, 2022).

Chinese officials carried out campaigns to reduce Chinglish in preparation for the 2008 Summer Olympics in Beijing and the Expo 2010 in Shanghai. The rise of English education in modern China was a product of China's forced integration into the world (Moody & Moody, 2021). From the passive situation of political diplomacy to the active demand of learning the advanced technology and culture of the West, English was formally established as an important subject in the national education system through the new modern school system by virtue of its key role in the social transformation of modern China. In 2017, the government of the People's Republic of China launched a national standard for English translation to replace Chinglish. This regulation came into effect on December 1 of that year.

Since the "Cultural Revolution", China began to carry out reform and opening up, and English education has never been as accepted by the Chinese as it is today. In fact, since then, there has been a wave of English learning in the United States, making

English education develop well across the country. From the 1980s to the present, reform and opening up has made it necessary for "Chinese people to learn English or other foreign languages. The improvement of education, occupation, and economic status are closely related to the learning of English and other foreign languages (Lam & Chow, 2004, p. 235). For example In other words, if you want to go to a better middle school or university, English testing is particularly important. In addition, proficiency in English can help people get better employment opportunities. For example, working in a foreign company or a joint venture company, the salary is three times that of a local company. to four times (Lin, 2004a). In addition, another big reason why English teaching has achieved such great development is that Chinese parents have a deep prejudice against their children's education, and they will do whatever it takes to, spend money on their children, especially in English. This provides a huge and potential market for Chinese English and English education.

The English education market is experiencing a boom and is expected to continue to expand in the coming years. Bolton (2003) pointed out that China had only 850 English teachers in 1957, but by 2000, this number had reached 500,000; according to the latest statistics, more than 200 million people speak English in China, and Among more than 200 million people, 50 million are learning English. It is true that China's accession to the WTO and Beijing's winning of the right to host the 2008 Olympic Games have given Chinese people more desire for English; for example, from the age of 4 to 80, Beijing people are very keen to learn English (Lin, 2004).

As a global language, English is playing an increasingly important role in the communication of different native speakers, especially in Asia. It is worth mentioning that, from a historical perspective, China currently has the largest number of English learners in the world.

2.1.1 The importance of English learning to education and teaching in China

English is the most important second language in the world. Mastering English can provide Chinese students with more educational opportunities. Many

well-known international universities and research institutions use English to teach. Mastering English can help students better access advanced international educational resources (Rose et al., 2020). They need to learn spoken English, master communication skills, focus on the ideas conveyed, and involve purpose and attitude.

The advantage of introducing English courses from primary school is that for students, mastering good English speaking skills can help students build self-confidence. The ability to express one's thoughts and opinions fluently when communicating gives students greater confidence in relating to others and demonstrating their abilities (Amin & Sundari, 2020). On the other hand, learning spoken English can also help students better understand the culture and customs of English-speaking countries. By communicating with people from other countries, students can broaden their horizons and increase their understanding and respect for different cultures.

This situation has brought a great impact on educational administrators, parents and students in the choice of English teachers, and has also become a concern in English education. The researchers found that Chinese students did not achieve good language proficiency after a decade of English study (Ushioda, 2017). In university and international conferences, a large number of academic documents, scientific reports and other important documents are written in English or other minor languages. Representatives from developing countries either participate in the discussion in English (if their English proficiency is high enough) or have to rely on simultaneous translation. This will inevitably affect the normal communication.

At the end of a course, the learners should be able to communicate effectively in English outside the classroom for studying, working, or doing leisure activities (Davies & Pearse 2000). That is to say, global communication has become an irresistible historical trend, and the society is in urgent need of a large number of international talents who can express themselves well in English.

For China, the significance of introducing English courses in China mainly includes the following points:

1) International exchange and cooperation: English is the universal language for international exchange and cooperation. Mastering English allows Chinese students to better communicate and cooperate with students and people from other countries and promotes international exchange and understanding.

2) Improve employment competitiveness: English is the world's most widely used second language. Mastering English will increase the competitiveness of Chinese students in the international diversified labor market and create more employment opportunities and development space for them.

3) Broaden horizons and knowledge: By learning English, Chinese students can be exposed to broader knowledge and cultural content, broaden their horizons, increase their knowledge reserves, and cultivate broader international thinking and global awareness.

4) Promote scientific, technological and academic progress: English is one of the main languages for scientific, technological, and academic exchanges. Mastering English can help Chinese students better understand and participate in research and development in international scientific, technological, and academic fields and promote China's progress.

5) Enrich cultural experience: By learning English, Chinese students can better understand the culture and art of Western countries, enhance their tolerance and understanding of multiculturalism, and enrich their cultural experience and appreciation.

Therefore, introducing English courses is of great significance to Chinese students. It can improve their international communication skills and employment competitiveness, broaden their horizons and knowledge, promote technological and academic progress, and enrich their cultural experience. In particular, learning spoken English is very necessary for Chinese seventh-grade students. It can provide more opportunities and challenges and cultivate students' thinking ability and self-confidence, laying a good foundation for their future development.

2.1.2 The keys factors of English learning in China

Under the background of the increasingly global economic and cultural exchanges, English teaching, as a worldwide foreign language education, has become a hot topic in research.

There are many factors that affect students' English teaching in China. A series of recent studies have shown that teaching methods (Berenson et al., 2008), teaching emotions (Guo & Gao, 2022), personal abilities (Mogea & Joshua, 2022), teaching motivation (Bas, 2022), and student satisfaction (Yokoyama, 2019) have an impact on English teaching in China.

Communication is important in foreign language learning, but developing the ability to truly communicate in English is the main goal of an English course (Seven, 2020). Arini and Wahyudin (2022) proposed that speaking ability is a skill that students learn in order to master a second language and develop other language skills, enabling them to learn and communicate. Performance tools should be used to evaluate students' spoken language, which provides them with an opportunity to demonstrate their participation in the conversation. This means that if students can speak English fluently, it can affect English learning in China.

In terms of English language learning, emotional characteristics and personal ability cognition are beneficial for reading comprehension (Abdolrezaei & Tavakoli, 2012), introspection (Chang, 2021), speaking (Asadollahfard et al., 2012), listening comprehension (Serraj, 2013), and writing performance (Shao et al., 2013). In addition, learning motivation has a positive impact on language development (Kourakou, 2018) and language learning strategies (Aghasafari, 2006).

Student satisfaction plays a crucial role in the learning process and outcomes (Zhang & Ardasheva, 2019). It allows learners to participate more actively in the learning process of their motivation, cognition, and behavior (Anam & Stracke, 2016). Dubey (2012) found a positive correlation between students' satisfaction and their

teaching motivation. Henter (2014) also proposed that teaching methods, motivation, and language performance are positively correlated. According to Schunk and Meece (2005), motivation is a deep psychological phenomenon typically defined as the power that dominates individual behavior and drives them to engage in goal oriented behavior (Jenkins & Demaray, 2015). In addition, Bain et al. (2010) pointed out that student satisfaction is related to the effectiveness of learning. Students' learning can also be maintained through motivation stimulation. Tella (2007) reported that without learning motivation, it is difficult to achieve satisfactory learning outcomes. In Ivanova et al. (2019) their second language learning research, it was pointed out that students' learning motivation affects their foreign language grades. Therefore, teaching motivation is crucial as it is closely related to academic performance and performance (Duchatelet & Donche, 2019; Titrek et al., 2018).

In addition, in the past decade, there has been a significant increase in the number of students who are fluent in English. The number of English classes per week is an explanation, but the influence of the media may be more important. Electronic games are widely available to college students. In this study, we conducted a survey to examine the relationship between playing electronic games and English proficiency. Many students responded to the survey. This includes a series of questions about the frequency and effectiveness of electronic games. Researchers have concluded that electronic games have a significant impact on language acquisition, with vocabulary and pronunciation being the most useful areas (Ariastuti & Wahyudin, 2022). Electronic games are a very beneficial way of entertainment, creating a comfortable and stimulating environment for learning a foreign language, and can also serve as an influencing factor that to some extent affects the level of English speaking learning.

According to China's national conditions, strengthen the expression ability of oral language, strengthen the students to better communicate in English is very important. So English to the demand of Chinese education and social feedback, prompted now students must recognize this trend, improve the cognition of the importance of oral English, strengthen the study of oral communication (Khan et al., 2022). From the perspective of communicative method, the so-called mastery of a

language means that students can use the language to communicate effectively, so as to achieve the purpose of mutual communication. So in today's society, need more to communicate well, spoken well to accurately express their wishes and ideas, let everybody better, more intuitive understanding, so be sure to let students value the importance of oral expression, at the same time also let them understand in the university learning English is more important is the input and output, the so-called output is their oral expression ability.

In short, as the language of international communication, English is the main tool for spreading the British and American civilization. It can be seen that English plays an absolute advantage in the spread of civilization. China's English education keeps up with the needs of the development of the times, playing the role of both a "gatekeeper" and a promoter of the "national economy". Therefore, the main objective of this study was to explore the relationship between teaching methods, individual abilities, student satisfaction, and English teaching outcomes.

2.2 English Curriculum in China

2.2.1 Nature and standards of English courses in China

China's English curriculum, also known as the compulsory education English curriculum, is currently updated to the promulgation of the "Compulsory Education English Curriculum Standards (2022 Edition)" and has joined hands with the "General High School English Curriculum Standards (2017 Edition, Revised in 2020)" to build a brand-new The basic education English curriculum system with distinctive Chinese characteristics, guided by advanced curriculum ideas and under the development conditions of English education in China, conducts a comprehensive inspection of students' learning starting points, learning time and learning environment, and always adheres to the essentials Putting students first, we should also pay attention to the intellectual development characteristics of students at various stages and their development needs in language development to meet the future development of the English curriculum of China's current nine-year compulsory education. Lay a

foundation for students' lifelong learning and adaptation to future social development.

2.2.2 Chinese English Curriculum Concept

On the one hand, core competencies should play a leading role. English teaching is guided by Xi Jinping's thoughts on socialism with Chinese Characteristics for a New Era, based on adhering to putting morality first and taking the cultivation of modern talents with ideals, ability, and responsibility as the starting point and destination of teaching (Mandasari & Wahyudin, 2021). In cultivating students, we should take students as the center and establish the purpose of the curriculum, the selection of content, the reform of educational methods, the reform of assessment and assessment, the development of materials, and the training of teachers.

On the other hand, it promotes the deep integration of the Internet + new teaching methods and English teaching. Attention should be paid to reforming English teaching and learning methods under the conditions of teaching informatization so that English courses can better use modern informatization methods, rationally use and innovate digital technologies and online teaching platforms, and conduct online teaching. Integrate online and offline and innovate teaching methods to meet students' personalized learning needs better and promote the balanced development of compulsory education.

2.2.3 Learning objectives of Chinese English courses

Students should achieve the following goals through studying this course.

1) Cultivate students' Chinese proficiency. Through perception, experience, accumulation, application, and other methods, students can understand the differences between English and Chinese, gradually build up their language awareness, and accumulate their language experience to achieve effective communication and communication.

2) Improve the listening, speaking, reading, and writing learning goals of first-year junior high school students, aiming to cultivate students' comprehensive

development of English ability and the ability to use English for effective communication and communication in practical applications, including: (1) Improving English listening ability. With various listening materials and exercises, students can improve their listening comprehension of English at different speeds, intonations, and accents; (2) Cultivate oral English expression skills: Through oral practice, students can improve spoken English's fluency, accent accuracy, and grammatical correctness to communicate effectively in real life and work; (3) Develop English reading comprehension skills: By reading a variety of English texts, students can improve their understanding of different types of texts, such as English articles, news reports, and academic papers, and develop their own reading speed and reading strategies; (4) Develop English writing skills: Students can improve their organizational skills, grammatical correctness, and expression skills to communicate and write effectively in English through writing exercises.

3) Improve students' ideological quality. By cultivating students' thinking abilities, it can cultivate students' ability to see the world from different perspectives, understand things, be reasonable and coherent, and cultivate students' logical thinking ability, dialectical thinking ability, and creative thinking ability.

4) Improve learning effects. Establish the purpose of English teaching, stimulate students' interest, and actively participate in classroom teaching; pay attention to listening, be willing to communicate, and dare to try; cultivate students' ability to explore independently and help each other; students can conduct self-reflection and evaluation, and adjust their learning styles; Be good at self-discipline and be good at learning.

2.3 The development of English teaching methods

2.3.1 Trend to develop the English teaching method

Against the background of world educational trends, since the reform and opening up in the 1970s, English education in China has continued to develop steadily and rapidly, showing some new development trends (Friedman et al., 2020). This development trend can be summarized as some characteristics of the era: socialization, exam-oriented, colloquial, bilingual, informational, virtualization and diversification.

The diversified development of English education teaching methods and teaching models has opened up new ways of English education and teaching in China.

On the one hand, teaching methods are effective ways and models to achieve teaching activities. Teaching methods are teachers who construct a special teaching method based on their own teaching concepts, teaching theories and teaching methods so that students can acquire the required knowledge (Li & Xue, 2022). Only by using appropriate language situations in the classroom can we receive good teaching results. Since different teachers have different teaching perspectives, their teaching methods vary. Based on the macroscopic teaching perspective, teaching approaches include: experiential teaching approaches and cognitive teaching approaches. The experiential teaching approach focuses on the practical experience of English teaching and emphasizes the interaction between teachers and students, which is conducive to students' process learning; while the cognitive teaching approach focuses on understanding, starting from the basic framework of English, and through proficiency (Meierkord, 2020). Use the knowledge of English effectively, gradually improve the ability to use English, and achieve the purpose of English. At present, in China's English education, there has been a trend of the coexistence of these two teaching approaches, and the two teaching approaches are combined and developed innovatively.

On the other hand, the diversified development of teaching models is a current trend in English education in China. This is mainly reflected in: first, exploring a certain teaching model for certain language skills. Such as 3D foreign language speaking teaching method, long-writing English writing teaching model, continuous writing teaching model, etc.(Moss, 2023); secondly, target medium-sized schools to explore English teaching methods. For example, three-dimensional teaching methods, special learning with students as the main body, etc. Different schools have different concepts and adopt different educational methods.

Based on the above development trends, it can be seen that China's English education industry is developing steadily. The teaching method highlighting the interaction of teacher-student teaching is the trend of future teaching development (Li & Xue, 2022). Teachers have a leading role, but they cannot completely dominate the teaching activities. Because the essence of teaching should be communication. Maintaining the appropriate tension of bilateral teaching and learning activities and seeking the organic unity of teaching activities and learning activities should be one of the countermeasures for traditional teaching methods to respond to the challenge of "learning methods". Of course, it is more important to advocate the teaching idea of "injection infusion" to heuristic teaching, leading teaching to cooperative learning teaching, receptive learning to meaningful learning, and to realize mutual assistance and interaction.

2.3.2 Aims of English Teaching Methods

The Education Dictionary calls the behavior of teachers to students in the teaching process as the teaching behavior (Humaeroah, Sardi, & Ermawati, 2023). This includes not only the interaction between teachers and students and students but also an interaction between the two and the whole teaching environment. Teachers' English teaching behavior can strongly influence students, especially at the first meeting in the learning process, and promote students' learning, which can influence and promote students' learning (Muis, Eriyanto, & Readi, 2022). Therefore, the following explains the purpose of English teaching methods for junior middle school students in learning English.

First, it is necessary to clarify the academic goals of the English learning process. The academic goals are the presets or expectations for the academic achievements that students should achieve by studying this course at the end of this academic period (Mandasari & Wahyudin, 2021). They are the embodiment of the overall goal in each academic period. Especially for English speaking skills, the compulsory education English curriculum is divided into three school stages, and the goals of each school stage are set with corresponding levels. First-level recommendations are the goals that should be achieved in grades 3 to 4, and the

second-level recommendations are 5 to 6. The goals that should be achieved in each grade level. The third-level recommendations are the goals that should be achieved in grades 7 to 9. There is continuity, sequence, and progression between the goals of each academic stage. This study mainly analyzes the goals that should be achieved in grades 7 to 9 based on core competencies.

Table 2.1 Language Proficiency Learning Stage Goals

Expression	Grade 3 to Grade 4 / Level 1	Grade 5 to Grade 6 / Level 2	Grade 7 to Grade 9 / Level 3
Perception and accumulation	Ability to perceive the stress and adjustment of words, phrases and simple sentences; can consciously learn pronunciation through imitation; able to loudly follow audio and video materials; can perceive language information, accumulate simple sentence patterns to express personal preferences and basic information; can understand daily greetings, thanks and request language, understand daily instructions; able to read simple stories with pictures, understand basic	Can understand the basic intonation and meaning; can understand the meaning of common words, the meaning of this sentence and common tense expression; can understand the basic expression of personal information through listening; can understand simple instructions, dialogues, monologue and stories in daily study and life; can understand the communication intention directly transmitted by the language in daily life; can understand the short articles of simple language and theme, obtain specific	Can identify the meaning expressed by different intonation and rhythm; understand the short oral expressions with clear pronunciation and slow speed, obtain key information; accumulate the basic expressions of idioms and communication information in daily life; understand the structural features of sentences, such as sentence type, composition, word order and subject-predicate; recognize the theme and summarize the main information; listen to and watch the theme, extract and summarize the key

Table 2.1 Language Proficiency Learning Stage goals (Cont.)

Expression	Grade 3 to Grade 4 / Level 1	Grade 5 to Grade 6 / Level 2	Grade 7 to Grade 9 / Level 3
	information; able to write letters, words and sentences correctly.	information and understand the main content.	information, and understand the implied meaning.
Acquisition and construction	When listening or watching the audio and video materials with clear pronunciation, slow speed and simple words, can identify pictures, words and phrases familiar with things; can respond according to simple instructions; experience the difference between English pronunciation and Chinese pronunciation; can judge the mood and attitude of the speaker by pronunciation, intonation, gestures and expressions; and can understand the expression function of simple sentences in context.	When listening or watching clear pronunciation, moderate speed, simple sentence pattern, audio and video materials, can obtain basic information about people, time, place, events; can identify the type and structure of common stories; can understand the expression of personal preferences, emotions; can describe the people or things according to the pictures; can pay attention to the language used in life or in the media.	In the process of listening, reading and reading, it can record key information around the discourse, understand and briefly summarize the main contents; infer the people, places and events according to the key words heard or read; spell the words according to the pronunciation rules and phonetic symbols; summarize the learned grammar rules; identify and analyze the structural characteristics of common sentence patterns; analyze and sort out the basic structural features of common written articles; and establish semantic connections with simple connections.

Table 2.1 Language Proficiency Learning Stage goals (Cont.)

Expression	Grade 3 to Grade 4 / Level 1	Grade 5 to Grade 6 / Level 2	Grade 7 to Grade 9 / Level 3
Expression and communication	Can focus on relevant topics, use the language, make simple communication, introduce yourself and familiar people or things, express emotion and preferences, in written expression, can write simple sentences according to pictures or context.	Can around the relevant theme, transport, with the language, with others, simple communication, table, play short story or sketch, pronunciation, intonation is basically correct; in the written expression, can surround, around the picture content or imitation model, text, write a few words of coherent meaning.	Can use the language to communicate with others. My pronunciation, intonation and words are basically correct and coherent. In written expression, I can choose different sentence structures and tenses, describe and introduce people, things or events around me, and express emotions, attitudes, opinions and intentions.

Source: Mandasari & Wahyudin, 2021

2.3.3 The development of English speaking skills

In foreign language teaching, oral teaching is an indispensable part. In the course, spoken language is not only a basic means of communication for students, but also a part of the basic content and results of the course. However, speaking English in English classes is still a challenge faced by many teachers. The most important thing is whether what is done in class is "teaching" or "teaching". Therefore, English courses need to consider some basic elements that constitute oral proficiency and provide oral English teaching guidelines to systematically solve oral language teaching problems. After all, improving learners' oral English ability is one aspect of cultivating their communicative ability and language proficiency. In many social settings, speaking skills are required much more than other skills seemingly taught in English classes.

Only speaking more can improve your speaking ability (Meierkord, 2020). And the teacher's task is to design linguistically appropriate and cognitively challenging tasks to maximize student learning. Most importantly, it is wise to start with a general overview of the importance of speaking, its definition, and the reasons for teaching speaking.

Generally, among the many teaching method activities, the activities that teachers can use to cultivate students' speaking skills include:

1) Discussion

After a content-based course, discussions can be held for a variety of reasons. A student's goal might be to draw a conclusion, share thoughts about an event, or find a solution in a discussion group. Before the discussion, the teacher must determine the purpose of the discussion activity. This way, discussion points are relevant to the purpose so students don't spend time chatting with each other about irrelevant things. For example, students can engage in agree/disagree discussions. In class or group discussions, regardless of the purpose, students should be encouraged to ask questions, explain ideas, express support, check for clarification, and so on.

2) Role play

Another way to get students to speak is through role play. Students pretend to be in different social contexts and have different social roles. In role-play activities, teachers provide information to learners, such as who they are and what they are thinking or feeling.

3) Simulation

Simulations are very similar to role-playing, but they differ from role-playing in that simulations are more complex. In simulations, students can bring items into class to create a realistic environment. One is that because they are fun, they motivate students. Secondly, as Harmer (1984) points out, they increase the self-confidence of hesitant students because during role-playing and simulation activities they will play different roles and do not have to speak for themselves, which means they do not have to Accept the same responsibility.

4) Debate

Debate is a persuasive speaking activity. Here, students maintain an attitude, present opinions, and prove that the arguments they present support the ideas. These topics are prompted by the teacher or found in the textbook. The topic of the debate should be related to the students' preferences and language knowledge level. Combine drama with debate and role play to make the event fun and meaningful.

5) Picture description

Show students one or two pictures. Then ask students to describe what's inside. Let students communicate about the characters, scenes, weather, moods, etc. they saw. Two people can do it together or one person. This project can improve students' creativity and imagination, which also trains their ability to speak in public.

2.4 Learning Improvement in English Speaking Skill and Satisfaction

2.4.1 English Speaking skill

Speaking is a verbal skill used to express our feelings, thoughts, and opinions to others. Students can communicate and disseminate information through speeches, and listeners can process information. According to Masuram and Sripada (2020), speaking investments producing systemic verbs is used to express our feelings, thoughts, and opinions to others. It involves systematic verbal expression to convey meaning. In English-speaking speeches, students will learn how to express their ideas based on their context and generate a sentence with good pronunciation and understandable language to express what they want to say.

English Speaking skills are related to students' ability to react and communicate with others. The speaker understands the conveyed content and must have someone who can respond to it. It should be noted that a person not only acts as a listener but also as a responder or speaker when speaking. According to Herlisya and Wiratno (2022), speaking skills are productive skills that can be directly and empirically observed. Proficiency in speaking can affect the accuracy and effectiveness of a candidate's listening ability, which inevitably undermines the reliability and effectiveness of oral output testing. In oral

teaching, many skills are crucial to teaching students to interact effectively in English: pronunciation, grammar, vocabulary, fluency, and comprehension (Zhen & Hashim, 2022). Therefore, improving English speaking skills is meaningful.

Improving English speaking skills can also be defined as improving a person's ability to communicate ideas with others. People communicate effectively through conversation. According to Saragih, Batubara, Halawa, Sipayung, and Napitupulu (2022), there are three reasons for teaching oral English: 1) Oral activities enable students to practice real-life speaking skills, thereby feeling protected in the classroom; 2) Students strive to use one or all known individuals in their oral assignments and provide feedback to teachers and students; 3) Many students have the opportunity to become more energetic or dynamic in many aspects of language. In summary, there are three reasons for improving students' English speaking skills: it allows them to participate in the classroom actively, provides them with a large amount of vocabulary to use in foreign language sentence making, and makes them more effective in word-making skills, especially in English. Oral practice also encourages students to express their different perspectives in front of other students before and outside the classroom. Therefore, when students explain the topic or background during discussions, they must confidently communicate. Furthermore, English speaking skills are crucial for students who want to succeed in their academic careers and future job markets. Students who can communicate effectively in English have a good performance in their speaking skills in English (Setyaningsih, Fansury, & Maulina, 2022)

It can be seen from this part that it is very important to learn oral English in China, and improving their oral skills is mainly influenced by learning ability factors. So this analysis in order to improve the students' oral English, from the aspects of teaching, let students actively participate in the classroom, provides them with a lot of words to use foreign language sentences, greatly enrich the students' oral English learning ability, and design the two tests, before and after the change of teaching methods, evaluation ability is improved.

2.4.2 Satisfaction

Satisfaction is one of the is an important factor for success in English learning, it mainly affects the success of language learners (Seven, 2020). Generally speaking, satisfaction means the consumer's positive evaluation of the product or service, sense of satisfaction, and the degree of pleasantness of the satisfaction associated with consumption, satisfaction with teaching competence had an indirect influence on the subtypes of English learning motivation (Zhang & Zhang, 2021). Regarding definitions in the Mandasari and Wahyudin (2021) context, student satisfaction is defined as students' perceptions of the value of a course and their learning experience, this study is aimed at describing the implementation of flipped classroom learning model and analyzing the impact of this learning model on students' satisfaction on Grammar class. This study was conducted at Universitas Teknokrat Indonesia. It was found that flipped classroom was easy to implement, promote self-directed learning and improve grammar knowledge. That is, it can be suggested that flipped classroom learning model is an alternative mode incorporating education with technology advancement, it is also the state of well-being when students achieve their desires or needs.

According to Letcher and Neves (2010), student satisfaction refers to students' subjective evaluation of education, student satisfaction refers to the favorability of a student's subjective evaluations of the various outcomes and experiences. Furthermore, student satisfaction refers to "short-term attitudes resulting from the evaluation of students' educational experiences" (Bücker et al., 2018).

Student satisfaction is one of the main factors determining speaking skills course quality, improve their practical communication skills (Tratnik et al., 2019). Student satisfaction is considered one of the key predictors of online learning success. Numerous studies indicate that satisfaction affects increased acceptance, willingness to learn, course effectiveness, and distance learning success, it confirm that internet quality is one of the major factors determining student (Ngo & Ngadiman, 2021). According to Khan et al. (2022), the variables derived from theory and literature are

information quality, service efficiency, teaching quality, overall quality, student satisfaction, negativity and word-of-mouth. The findings suggest that universities should focus more on faculty satisfaction, leading to a positive attitude toward students and better satisfaction. That is, high levels of student satisfaction lead to more remarkable persistence and motivation to take additional classroom courses. Additionally, course syllabi and quality delivery can be better standardized by providing training and workshops to teachers to help them improve their teaching style and course syllabus where needed.

Satisfaction can have an impact on improving English speaking skills to a certain extent. Especially student satisfaction. Student satisfaction with speaking skills courses has been studied based on several factors influencing their satisfaction. We researched several factors that influence student satisfaction. Gao et al. (2020) conducted the relationship between students' perception of blended learning platform and course satisfaction based on engagement. The results show that perceived ease of use, value, learning atmosphere, and teacher-student interaction positively relate to student satisfaction.

From the above overview, students' satisfaction factors influence learning English speaking skills in China.

In summary, student satisfaction is a personal evaluation of the overall situation of a school based on students' perceived needs. Middle schools should attach importance to and begin organizing the implementation of student satisfaction assessments, using student satisfaction as an important means of measuring educational quality, which has certain significance. Improving student satisfaction can improve student retention and create a brand of higher education. Through research on student satisfaction, the overall teaching quality and educational level of a school can be comprehensively tested, and it can be used as the core indicator for school evaluation. In order to better carry out scientific and effective evaluation work in primary and secondary schools, many schools have conducted in-depth surveys and implemented student satisfaction. Therefore, this study focuses on the satisfaction of

first grade middle school students and measures the actual survey results of the school by designing a questionnaire with satisfaction indicators. The questionnaire design questions will measure the satisfaction of middle school students from three aspects: teaching process, teaching content, and teaching effectiveness.

2.5 Games Based Teaching Method

2.5.1 Definitions of game

Kar et al. (2021) said about the game is an ancient human play behavior and the most essential item for children. Its characteristics align with children's age, with purpose, consciousness, and imitation as the main means of using imagination.

Landers and Sanchez (2022) said about the game is through the shared way players experience them across that diversity. For a person to perceive a game as a game, the game must create a gameful experience, defined by the simultaneous experience of three psychological states.

Qureshi, Mahdiyyah, Mohamed, and Ardchir (2022) said about the game is a "reading while playing" and advocated that children read without coercion; early childhood is learning while playing. This is from the player's experience in the game process, "gameplay experience is the charm of the game."

Tacarraoucht, Zano, and Zamorano (2022) said that the games are casual recreational activities, spontaneous activities, independent activities, and imaginary activities, and games are a way of survival for people.

Pasqualotto et al. (2022) said about the game as the activity process in which individuals and groups unconsciously pursue specific goals, focusing on obtaining pleasant experiences and enriching social life, and believe that games are characterized by pleasure, non-utilitarian, transcend, and equality.

Dalimunthe and Haryadi (2022) said about the games are a physical and mental activity. Game learning method for the group of students with high vocabulary mastery had an average value of speaking revolves around the corresponding rules and is favorable to a certain extent.

Chandler (2023) said about the “Every game is its rules, game as played and experienced”. However, it is more common to view games as more complex and rule-containing positioning artifacts. Playing is the activity system (or artifact) of manipulating the instrument, meaning that play is not necessarily fun or voluntary – it can just as well be goal-oriented, boring, or mandatory.

Combined with the research purpose of this study, the game is the fun of spontaneous activity itself, can fully stimulate the subjective initiative of junior high school students, and is one of the primary psychological needs of growing children. In this study, the researchers designed the teaching game for Small games, Game situational role-play imitation dialogue, and post-test. It aligns with the characteristics of junior high school students' physical and mental development around particular teaching objectives and teaching guidelines. Through the activity in English class, get the fun of exploration and improve students' enthusiasm for learning.

2.5.2 The importance of games based teaching method

In foreign countries, people have conducted early research on games based teaching method. It is practical and instructive in that it can develop and improve students' interest and ability to the relationship between "play" and "teaching" and advocated the use of "play" in "teaching".

The game teaching method is to use the form of games to carry out teaching activities and achieve teaching goals through games. Tang (2022) defines game teaching as: "It is a teaching activity that closely combines educational factors with game factors, allowing students to learn more naturally in a relaxed mood and strong interest." It allows children to learn in a relaxed and cheerful way. In the game

activities and atmosphere, students naturally learned the knowledge in the textbooks and acquired extracurricular knowledge that they should know better.

The "game-based" teaching method organically combines "game activities" with "classroom learning." Teachers impart knowledge through games, and students gain knowledge and experience through games, thereby improving learning efficiency. In the English classroom, teaching through language games can achieve better results in English classroom teaching, provide students with a better learning environment, give them more opportunities, and enable them to use English more. Enter the world of English, conduct more meaningful language exchanges and teaching, and encourage them to proactively solve problems and learn to cooperate (Ushioda, 2017). On this basis, based on his own work experience, Lee (2021) defines "game teaching" as teachers transforming boring language in the classroom into a "situational" teaching method that is easy for students to accept, lively, and interesting. It is a kind of "situational" teaching method that is easy for students to accept. Based on scientific theories, it aims to cultivate students' comprehensive language application ability and multiple intelligences, tap students' potential, and gradually promote English teaching methods according to specific teaching content and certain steps.

In the Republic, he pointed out that "knowledge and reason are innate, and the essence of education is to awaken forgotten knowledge" (Lee, 2022). In proposing the theory that "learning is memory," he believed that learning is not about obtaining something from the outside world, but about encountering appropriate conditions and giving appropriate prompts to awaken relevant knowledge. The traditional Chinese middle school classroom teaching is mainly taught by teachers, while students engage in autonomous learning under passive conditions. So this analysis, combined with this idea, should pay attention to creating a suitable atmosphere in the classroom, so that students can learn autonomously and naturally acquire knowledge. The teaching and learning methods advocate the use of "games" to cultivate the "natural" ability of middle school students to learn spoken English.

A lively and interesting teaching method is the key to learning English speaking skills well. Teachers transform dull and uninteresting language in the classroom into a lively and exciting "game-based teaching" method that students can easily accept. It is a teaching method based on scientific theory to cultivate students' comprehensive language application ability, cultivate students' multiple intelligences, tap students' potential, and gradually promote English teaching methods according to specific teaching content and certain steps. The better the English speaking skills, the better the English learning effect, and the higher the students' satisfaction. Therefore, "game teaching" is essential in middle school English teaching.

2.5.3 The Goal of games based teaching method

China Educational institutions and scholars have studied several teaching/learning methods and suggested that active learning strategies are the most effective and important ways to improve student outcomes such as student performance and satisfaction (Zhen & Hashim, 2022). This shows that students' satisfaction needs to be paid attention to improve their participation and enthusiasm, so as to help improve the level of learning oral English skills, which are inseparable from learning methods.

Game-based teaching as a pedagogical method utilizes a game to teach knowledge and skills in an activating and experiential game environment (Jaccard et al., 2022). The motivational effect of GBL has been studied in several disciplines, such as computer, education, and psychological sciences. Research has discovered that GBL methods can both increase and decrease students' motivation. The relationship between degree and performance expectancies and effort expectancies. Report that performance and effort expectancies can increase learner satisfaction, discussing the implications of our results for the use of marketing simulation games in business projects with experiential learning theory linking learner satisfaction to learning outcomes.

Teachers impart knowledge through games, and students gain knowledge experiences through games, thereby achieving the goal of improving learning efficiency. In English classrooms, teaching through language games can achieve better results, provide students with a better learning environment, provide them with more opportunities, enable them to use English more, enter the English world, engage in more meaningful language communication and teaching, and motivate them to solve problems and learn cooperation actively (Alqasa & Afaneh, 2022).

According to the literature review on "games based teaching method" mentioned above, the "games based teaching" is essentially a artificially optimized learning scenario. Based on the purpose of this study, it is necessary to understand how to improve students' ability to actively learn English speaking, thereby improving student satisfaction and also improving the classroom teaching environment. Based on the above review, this paper conclusion that students should be proactive, and teachers can interact with students through this interesting teaching strategy. games based teaching method refers to a method in which teachers create certain game content and emotional colors, create vivid and specific scenes, and enable students to have a certain attitude experience, thereby helping students understand English speaking materials, speak English more, and develop skill learning and psychological functions.

Therefore, game based teaching is a method of improving the learning effectiveness of students' English speaking skills by creating scenes or backgrounds that are conducive to their learning.

2.6 Related Theory of Reviews

Constructivism theory and immersion theory are two major innovative theories in the education field. They propose theories and methods to promote and understand learning from a new perspective. Therefore, this section outlines constructivism theory and immersion theory as the theoretical basis, provides relevant literature reference for teaching method development experience, and in this study ideas.

2.6.1 Constructivism of learning theory

Constructivist learning theory is based on that proposed by Swiss cognitive psychologist J. Piaget, and it is currently the most widely used learning theory at home and abroad (Nino & Evans, 2015). Constructivist learning theory means that learners acquire new knowledge or skills by actively participating in constructing knowledge, understanding, and meaning (Zhuang, 2021). It focuses on students' autonomy, interaction, and socialization, focusing on their individual and collective construction and innovation. Deepa, Sujatha, and Mohan (2022), in a conceptual study on the application of constructivist learning theory stated that “meaningful constructivist learning implements constructivist learning theory using types of assessment in learning, but rather by understanding what they have learned in a specific context, and form their learning style”.

The object of teaching methods is students, that is, as the main body of teaching, teaching methods or plans need to be formulated according to the actual situation of students. As the theory of constructivism holds, constructivism is relevant to the classroom, and students, as cognitive subjects in the classroom, should propose student-centered learning activities and build more innovative teaching methods to promote their enthusiasm and satisfaction in learning.

In this study, the researcher designed a game for teaching some small games to be used as teaching materials and interventions to help students achieve certain learning goals (York & DeHaa, 2018). By creating game mechanism scenes, learners' subjective initiative and enthusiasm are stimulated to actively explore, practice, and construct knowledge in the game.

It is a new teaching method that emphasizes allowing students to gain more experience in real life and gain more knowledge in games to build learning outcomes that have authenticity and application significance. At the same time, teachers should adjust the knowledge content promoted in the classroom according to the different situations of students and give students the habit of independent preview and

reflection, which is beneficial to them. Furthermore, students gained new knowledge throughout the game instruction process, which was a result of the feedback they received from the game and the consequences of the decisions they made in the game. Therefore, it can help build new knowledge on these foundations.

In order to ensure that students acquire relevant knowledge, teachers should construct interactive scenarios conducive to constructivism, emphasize the interaction and social attributes between learners, and emphasize that learning is not just personal (Tanaka, 2023). This process is also a socialization process. Gamification teaching is a learning method that combines games with education to enhance student participation, initiative, and effectiveness (Ansaldo, U., Matthews, & Smith, 2010). Game teaching provides students with an interactive situation, allowing students to cooperate, compete and communicate with other students in games, thereby improving students' social and cooperative abilities.

In short, constructivist learning theory is used as theoretical support because constructivist learning theory advocates learning based on rich resources and believes that one of the core elements of instructional design is to create game-based teaching activity scenarios. Teachers can create classroom game situations that meet the teaching objectives and content in English classroom teaching. They mainly design teaching games such as mini-games, game situations, role-playing, imitation dialogues, and post-tests to promote interesting language exchanges among students. Use knowledge of English speaking skills in this process.

2.6.2 Immersion theory

Immersion is defined as dipping something into something and completely covering it, such as being completely immersed in a project (Nilsson, Nordahl, & Serafin, 2016). American scholar Mihaly Csikszentmihalyi proposed the immersion theory to explain that when people are committed to an activity, their attention is highly concentrated, and their bodies seem to be involved, automatically filtering out irrelevant perceptions and thoughts (Irkinovich & Izatullaevna, 2022). This theory has important

implications for game teaching methods. Learners' immersion participation and learning effects can be improved through game-based teaching (Ansaldo et al., 2010).

In the game-based teaching, the most critical thing is to create a scene that immerses students in learning English speaking skills so that the teaching quality can be further improved. For junior high school students, adding game teaching methods to teaching can immerse them in the theory, stimulating their interest and motivation in immersion learning and making them more willing to participate. Shermukhammadov (2022) discussed that in the actual teaching of English speaking skills, immersive game teaching can help students build profound emotional and cognitive experiences, focusing on creating an environment in which the input language can be understood. The immersion learning environment created by teachers will be more realistic. In this way, it is easier for junior high school students to absorb language input that they can understand, subconsciously input it into the immersion learning content, consolidate the content learned by junior high school students, and conduct it in a way that interests the students. This method of language input is psychologically related to the immersion learning process.

The samples of this study are mainly seventh-grade students. Due to the unique nature of China's nine-year compulsory education, students can listen to, speak, and learn language in a real daily environment and experience language in an environment they are familiar. Therefore, combining game-based teaching and designing game situation role-playing to imitate dialogue means immersing children in "language." Compared with immersion learning, it increases experience and cognition, thereby better understanding and mastering English speaking skills.

2.7 Related Research Studies

Traditional classroom teaching usually uses injection and cramming teaching methods (Chan & Lo, 2022). The classroom atmosphere is dull, and students' interest in learning is shallow. This teaching method will double the learning pressure for some students and cause psychological problems such as fatigue. With the continuous advancement of curriculum reform, more and more front-line educators realize the

importance of improving students' learning experiences and using game activities to guide students to acquire knowledge in a relaxed and enjoyable learning atmosphere.

In recent years, the Chinese education community has gradually realized the importance of game teaching methods in increasing students' interest in learning and improving teaching quality. This section discusses research related to this area.

Game-based teaching can be used in many areas of language subject teaching, such as listening, speaking, reading, and writing. At present, Olayvar (2023) has achieved rich results in exploring game-teaching methods, which shows that game-teaching methods have attracted the attention of many researchers and have gradually become a mature teaching system that has been applied in teaching practice. These results have also provided Follow-up research, which provides an essential reference basis. This section will summarize the research on the game-based teaching in Chinese speaking skill.

Savitri (2013) studied in *The Use of Language Games to Improve the Students' Speaking Ability of Class VII a of SMP Ma'arif Terpadu Muntilan in the Academic Year of 2012/2013*. The purpose of this study is to describe the types of language games and their implementation to improve the oral language skills, especially those who are in class VII A of junior high school. It is conducted for junior high school students. The implementation of language games is helpful for improving students' There is a significant effect on the oral English ability, and the students' oral English scores increased from 5.64 in the pre-test to 7.35 in the post-test, which also supports this result.

Dewi et al. (2017) studied in *Using Communicative Games in Improving Students' Speaking Skills*. The aims of the study are to know whether communicative games have an impact on teaching speaking skill and describe how communicative games give an influence on speaking skills of students at junior high schools in Jakarta, Indonesia. The research results showed that the average score of the pre-test was 60.42 to 69.02 points, and the average score of the post-test was 78.77 points,

indicating that communicative games have a positive impact on the teaching process. This also implies that communicative games are expected to improve students' enthusiasm and motivation. Clearly, it has a positive impact on students' active participation, self-confidence, and fluency in their speaking skills.

Slavinska (2018) studied in *The Effect of Using Educational Games on the Students' Achievement in English Language*. The purpose of this study is to determine the role of educational games in foreign language learning by designing educational games for junior high school students to finish language learning and combining games with traditional practices. The result shown that the game teaching method is effective to the students' achievement in English Language to connect new vocabulary and oral English learning courses.

Omachonu and Offorma (2020) studied in *Effect of Games Technique on Junior Secondary School Student' Achievement in Oral English*. This study explores the impact of game skills on junior high school students' English speaking performance. A quasi-experimental research design involving a non-equivalent control group using the 60-item Oral English Achievement Test (OEAT), with a sample of 304 JS III students. The results showed that students who used game technology achieved higher grades than students who used traditional methods to teach spoken English.

Ahmed et al. (2022) studied in *Investigating the Effect of Using game-based teaching on EFL Learners' Motivation and Anxiety*. The aim is that integrating games into foreign language learning is an effective strategy that can reduce students' stress and improve their learning. For this purpose, 50 Iranian junior high school students were selected as research participants and assigned to two groups, one was the experimental group and the other was the control group. The result was that teaching through game-based teaching tools may be better than through traditional methods. Teaching produces better results. Additionally, the implications of this study can encourage students to practice and learn English outside of the classroom.

Kazu and Kuvvetli (2023) studied in a Triangulation Method on the Effectiveness of Digital Game-Based Language Learning for Vocabulary Acquisition. This study aimed to explore eighth grade students' perceptions of English as a foreign language learning (EFL) based on digital games. A total of 69 students aged 12 to 14 participated in this study, all of which were junior high school students. It was concluded that students across pre- and post-tests expressed generally positive views of digital game-based EFL, stating that it was very successful and that in-game reinforcement, competing with other students, and receiving rapid feedback increased their motivation.

Almusharraf (2023) studied in Incorporation of a Game-Based Approach into the EFL Online Classrooms: Students' Perceptions. This paper aims to stated that game-based teaching can help students learn languages. Given junior high school students' low independent learning ability, game-based teaching not only help students arouse the curiosity and desire of grade-level students but are also deeply loved by them. Teachers can also understand and guide students' independent learning. The result revealed that the combination of teaching and games reflects humanistic care and promotes the renewal of teaching concepts and the development of modern education and teaching.

Nowadays, game-based teaching are already used in classrooms in some parts of China and are expected to become more widely used. Based on the above evidence, games can promote learners' voluntary activities. It is necessary to continue research on this subject continuously. This through the study of the game-based teaching is integrated into the classroom for seventh-grade students to learn English speaking skills, providing a reference. On the one hand, the quantitative data are presented in the form of students' pre-test and post-test speaking scores. On the other hand, teachers can design game-based teaching activities suitable for students' age and abilities based on the teaching content, including role-playing, mini-game learning tasks, game challenges to ensure that game elements are consistent with teaching objectives, arouse their enthusiasm for speaking skill learning, improve their English scores.

CHAPTER 3

RESEARCH METHODOLOGY

This study aims to improve Chinese grade 7 students' English speaking skills and satisfaction with learning English speaking using the game-based teaching. In this chapter, will introduce the outlined of this study. It includes the research design, population and samples, the research instrument used to collect data, content validity and reliability, data collection and data analysis.

3.1 Research Design

This study applied a quantitative approach to collect the data, including a pretest and a post-test to assess grade 7 students' English speaking skill, and then a questionnaire to indicate their satisfaction towards the use of game-based teaching to improve their speaking skill. Figure 3.1 below describes the research design of the study.

The following is the study design.

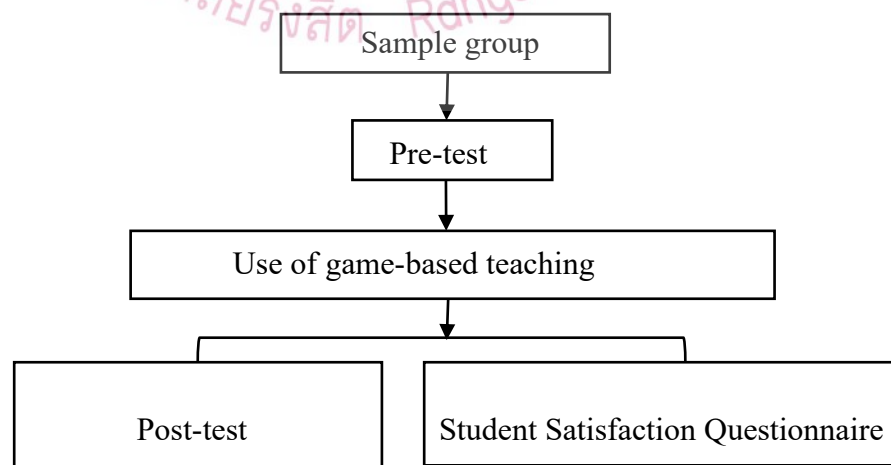


Figure 3.1 Research Design of the study

3.2 Population and Sample of This Study

Population: The target population of this study is seventh grade students from a junior high school in Anhui Province, China. There are 6 classes in grade 7, with 40 students in each class, and a total of 240 students. They ranged in age from 13 to 16 years and varied in gender and ability in studying English.

Sample: Using cluster random sampling one class (40 students) from grade 7 with varying levels of English proficiency and mixed genders.

3.3 Research Instruments

This study used quantitative research in the form of the research. There are three key instruments for collecting the data including: lesson plans, English speaking skill tests, and students satisfaction questionnaire.

The diagram of research questions and instruments to answer the research questions is illustrated in Figure 3.2 as follows:

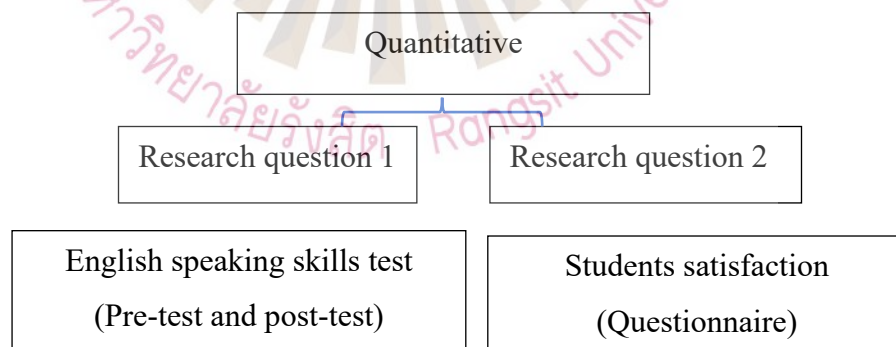


Figure 3.2 Research Questions and Instruments

3.3.1 Lesson Plan (Instructional Instruments)

The lesson plans are important part of teaching. By formulating a teaching course plan, it can better help teachers to teach, and make students have a clearer understanding of the learning content. Therefore, this research design the lesson plan into 4 steps: introduction, implementation, classroom activities and summary.

The lesson plan is designed for a whole month, that is, 4 weeks of teaching content, all focusing on the theme and using a game-based teaching method. Two classes per week, 40 minutes each, which can have an impact on students' English speaking skills. According to the course content and classroom activities is conducted through the four game-based teaching (See Appendix C). The lesson plans were directed to 3 experts for verifying the Item-Objective Congruence (IOC), and the three experienced people are English teachers in China at the site of this survey. Item-objective congruence (IOC) is typically used to evaluate the correspondence of an item to an objective based on scores +1, 0, and -1. Accuracy of test items with values between 0.67 and 1.00 is considered satisfactory, but if the value below 0.67 indicates that the test item should be rewritten based on expert advice and feedback. In this study, the IOC score is +1. So, the lesson plans are valid. (See Appendix H).

Table 3.1 Lesson Plan Design

Lesson Plan	Topic	Time Length	Learning Objectives
Lesson Plan 1	Drinks	80 mins	1.The students can give some advantage and disadvantage of some drinks. 2.The students can communicate how to get some drinks.
Lesson Plan 2	Animals	80 mins	1.The students can deepen how to speak and remember the animal's vocabulary in the zoo. 2.The students can give some characteristic about animal.

Table 3.1 Lesson Plan Design (Cont.)

Lesson Plan	Topic	Time Length	Learning Objectives
Lesson Plan 3	Fruits	80 mins	1.The students can give some advantage of some fruit. 2.The students can remember the fruit's vocabulary and their characteristic.
Lesson Plan 4	Family member	80 mins	1.Students can determine the hierarchy of family members. 2.The students can explain the relationship between the family members.

3.3.2 English Speaking Skills Test

1) For English-speaking skill tests on learning game-based teaching, the researcher conducted an English-speaking test with a series of questions that focused on four topics: drinks, animals, fruits and family members. Students choose a topic they were familiar with from the four topics (each topic included 3 questions) and were then given three minutes to speak (Appendix D).

2) Participants were rated using the English-speaking skill test rubric. The rating scale included four aspects of speaking: Fluency, Pronunciation, Vocabulary and Grammar (Appendix E). with a total score of 60 points. The English speaking skill test included pretest and post-test, and the two test questions were consistent. By comparing the subjects and analyzing the students' oral skills before and after the learning method intervention.

3) The researcher found validity using the IOC. The criterion of item-objective congruence was used. In the grading procedure, three experts were invited to review the observation assessment and fill out the IOC form. The three experts included three English teachers currently teaching in the Zongyang Middle School, Anhui Province, China (See Appendix G). The IOC scores were calculated based on each expert's rating.

The IOC index's result varies from - 1 to +1, as mentioned below:

If the rating is 1, the project clearly meets the given goals.

0 means that the item is uncertain or uncertain, whether it meets the goals or not and needs further improvement.

A value of -1 indicates that this project is clearly irrelevant to the goal.

The formula used to calculate the IOC score is $IOC = \Sigma R/N$, where ' ΣR ' represents the total score of the experts' ratings and ' N ' represents the number of experts. The IOC score is 0.67-1.00, indicating that the content validity of the scale is consistent and acceptable, and it has a certain degree of reliability. If the average score of three experts for each question item is lower than 0.67, it is considered that the item needs to be modified or deleted. In this study, the IOC score is +1, so the English-speaking skill tests are valid (See Appendix I).

3.3.3 Student Satisfaction Questionnaire

1) The questionnaire had three sections on interest and motivation, student engagement, and efficacy in game-based teaching.

2) Students' satisfaction was examined with the use of game-based teaching in English classes; a questionnaire was administered that included 15 (5 items per section) statements using a five-point Likert scale system ranging from 5 to 1. (5) Strongly agree, (4) Agree, (3) Neutral, (2) Disagree, and (1) Strongly disagree. The rubric scoring is as follows:

Table 3.2 The Level of Students' Satisfaction

Mean Score Range	Students' satisfaction Level
5 - 4.01	Highest
4 - 3.01	High
3 - 2.01	Moderate
2 - 1.01	Low
≤ 1	Need improvement

Source: Hou, 2023

3) The researcher found validity using the IOC. The criterion of item-objective congruence was used. In the grading procedure, three experts were invited to review the observation assessment and fill out the IOC form. The three experts included a three English teachers currently teaching in the Zongyang Middle School, Anhui Province, China. The IOC scores were calculated based on each expert's rating.

The IOC index's result varies from -1 to +1, as mentioned below:

If the rating is 1, the item clearly meets the given objectives.

0, means the item is uncertain or unsure if it matches the objectives or not.

-1, tell us that the item is clearly unrelated to the objective.

The formula used to calculate the IOC score is $IOC = \Sigma R/N$, where ' ΣR ' represents the total score of the experts' ratings and ' N ' represents the number of experts. An IOC score of 0.67 to 1.00 indicates that the content validity of the scale is consistent and acceptable. If the mean of the three experts' scores for each question item falls below 0.67, the item is considered unclear and requires revision or deletion. In this study, the IOC score is +1 (See Appendix J). This numerical value explains the students' satisfaction questionnaire is valid.

4) Furthermore, the researcher conducted a test on another class of graders in the Middle School, Anhui Province, and the Cronbach's Alpha coefficient was used to calculate the reliability coefficient. If the Cronbach's Alpha is equal to or greater than 0.70, it indicates that the questionnaire is reliable; otherwise, it is unreliable (Bland & Altman, 1997). Questionnaires below 0.70 need to be reconsidered or changed. The reliability of the questionnaire in this survey was found to be good, with a Cronbach's alpha coefficient of 0.86, based on a sample size of 40 participants and comprising 15 items.

Table 3.3 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: Bland & Altman, 1997

3.4 Data Collection Procedure

3.4.1 Approval and Ethical Considerations

In order to conduct the study at the school, the researcher obtained a letter of approval from the school administration at Middle School, Anhui Province, China (see Appendix A). Since the participants in this study were between the ages of 13 and 16, the researcher also sought permission from school authorities and parents.

3.4.2 Confidentiality

Prior to data collection, participants were informed of all information about each study procedure, including students' biological data, questionnaire responses, etc. Questionnaire data should be used for research purposes only and cannot be used for other unrelated purposes. All data were kept confidential and deleted by the researcher after the study was completed.

3.5 Data Analysis

Two aspects of the collected data were analyzed, which were consistent with the two study objectives. Quantitative data obtained from the pretest to post-test was used to analyze the improvement of English speaking skill in the sample group. Also, data collected through questionnaires was used to analyze students' satisfaction with the use of game-based teaching in their English courses.

3.5.1 Analysis for English Speaking Skills Test (Pretest and Post-test)

To compare the test results of the pretest and post-test on speaking skill, researchers designed the same test paper for the same group of students before and after using game-based teaching. The results were analyzed through a paired sample t-test (t-test for dependent sample) to define the students' achievement. The mean, standard deviation, and significance value of the pretest and post-test were calculated using reliable computer software.

3.5.2 Analysis for Students' Satisfaction questionnaire

To determine the learning satisfaction of the participants, a questionnaire survey was used to collect the data. The questionnaire allowed the researcher to understand satisfaction on a deeper level. The survey questionnaire with 15 statements, among 15 statements categorized under three clusters (See Appendix F), was administered to study the students' satisfaction with the use of game-based teaching. The data gathered from the questionnaire were analyzed using the standard deviation and mean.

CHAPTER 4

RESULT

Chapter 4 mainly contained the most important findings of the entire thesis, include a presentation and the interpretation of the study's findings. The data analyzed consisted of two main components. The first part focused on the outcomes of an English-speaking skills test, addressing the first research question. The data was gathered through pretests and post-tests. The second part examined a student satisfaction through the questionnaire.

4.1 Analysis of the English speaking skill of grade 7 Chinese students before and after using the game-based teaching.

4.2 Analysis of the students' satisfaction of grade 7 Chinese students through game-based teaching.

4.1 Analysis of English Speaking Skill Test Scores

This section specifies the results of the first research question, using the game-based teaching to improve the English speaking skill of grade 7 Chinese students. The study assessed through the pretest and post-test evaluations, using paired sample t-test for dependent sampling to analyse based on mean scores, standard deviations, and inferential statistics, with a significance level of $p < 0.05$.

4.1.1 Comparison of Pretest and Post-test Scores of the Sample Group

The researcher conducted an English-speaking skill test with a series of questions that focused on four topics: drinks, animals, fruits and family member each category there are 3 questions with a total of 12 questions. Students choose a topic they were familiar with from the four topics and were then given three minutes to speak. Participants were rated using the English-speaking skill test rubric, with a total

score of 60 points. Participants were evaluated using a rubric that assessed fluency, pronunciation, vocabulary, and grammar. In the pretest, the students' test scores ranged from 27 to 55, and after a month of study, the students' post-test scores changed significantly from 33 to 60. Significant improvements with all 40 participants showing an increase in their scores, the minimum increase is 4 (20.00%), and the maximum is 11 (55.00%), which indicates that using game-based teaching can improve students' speaking English skills. Table 4.1 displayed the scores for each participant in the pretest and post-test, as well as the increase in scores and percentage differences.

Table 4.1 Pretest & Post-test scores of the sample group

No.	Pretest Score	Post-test Score	Increase in test Scores	Difference%
	(Full Score=60)	(Full Score=60)		
1	43	49	6	30.00%
2	45	51	6	30.00%
3	29	39	10	50.00%
4	39	45	6	30.00%
5	27	33	6	30.00%
6	39	45	6	30.00%
7	49	54	5	25.00%
8	53	59	6	30.00%
9	48	59	11	55.00%
10	45	51	6	30.00%
11	42	49	7	35.00%
12	49	56	7	35.00%
13	53	59	6	30.00%
14	44	50	6	30.00%
15	45	51	6	30.00%
16	48	57	9	45.00%
17	42	48	6	30.00%
18	45	54	9	45.00%
19	55	60	5	25.00%

Table 4.1 Pretest & Post-test scores of the sample group (Cont.)

No.	Pretest Score	Post-test Score	Increase in test Scores	Difference%
	(Full Score=60)	(Full Score=60)		
20	49	55	6	30.00%
21	38	44	6	30.00%
22	45	52	7	35.00%
23	53	60	7	35.00%
24	49	57	8	40.00%
25	52	60	8	40.00%
26	49	55	6	30.00%
27	39	45	6	30.00%
28	38	46	8	40.00%
29	45	53	8	40.00%
30	38	46	8	40.00%
31	45	53	8	40.00%
32	44	53	9	45.00%
33	45	53	8	40.00%
34	38	42	4	20.00%
35	47	55	8	40.00%
36	43	52	9	45.00%
37	45	53	8	40.00%
38	46	56	10	50.00%
39	48	56	8	40.00%
40	39	45	6	30.00%
Mean Scores	44.38	51.50	7.12	35.63%

We could see that all participants scored higher on the post-test than on the pretest.

4.1.2 Analysis of Paired Sample t-test

The data collected from the pretest and post-test were analyzed using paired samples t-test (t-test for dependent sample) by using a suitable computer program, as shown below.

Table 4.2 Sample t-test

Paired Sample Statistics						
	n	Mean	Std. Deviation	Mean Difference	t	p - value
Pretest	40	44.38	9.54	7.12	29.141	.000**
Post-test	40	51.50	11.14			

* $p < .05$

As shown in Table 4.2 above, paired-sample analysis of the test scores showed positive results. The pretest mean score is 44.38 with a standard deviation of 9.54; the post-test mean score is 51.5 with a standard deviation of 11.14. The post-test increasing in mean score and differ from the pretest was 7.12. The obtained significance value (p) was .01, which was lower than .05 ($p < .05$) indicating a statistically significant increase in the post-test score compared to the pretest score for the sample group.

4.1.3 Comparison of Pretest and Post-test Scores of the Sample Group

This section focuses on the use of the game-based teaching in the classroom and examines the enhancement of students' English-speaking skill. The students' speaking proficiency was evaluated based on the criteria for each speaking component, and the score ranges in the table below indicate their levels of English-speaking proficiency. The following table presents the speaking proficiency of the 40 students in this study, assessed over four weeks when the game-based teaching was used for teaching English lessons. Figure 4.1 below represented the individual students' pretest and post-test scores. In the figure, blue represented the pretest scores, and orange represented the post-test scores. It could be found from the figure that all students'

post-test scores improved, indicating that the using the game-based teaching helped improve grade 7 Chinese students' English speaking skill scores.

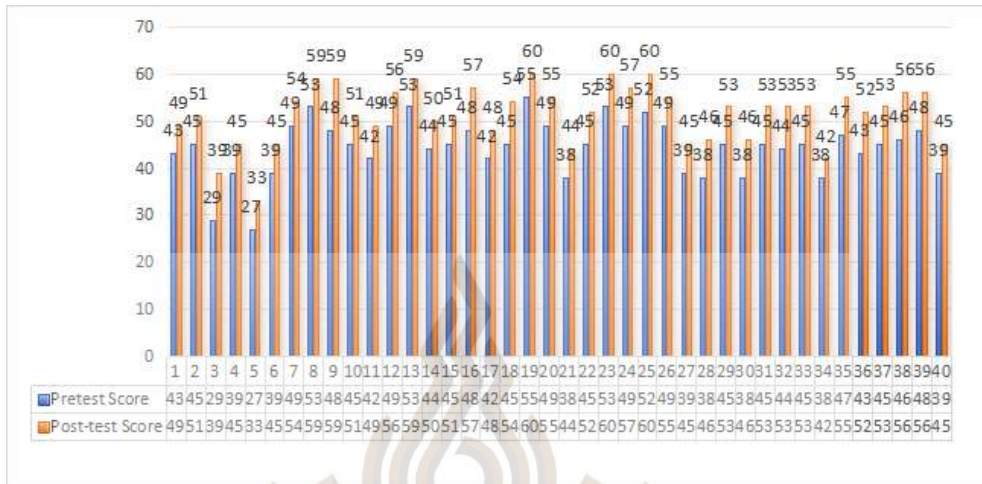


Figure 4.1 Graphical representation of students’ pretest and post-test scores

Figure 4.2 illustrates the comparison between the average scores of the pretest and post-test. The pretest average score was found to be 44.38, while the post-test average score was notably higher at 51.50. This indicated that all participants demonstrated improvement and achieved higher scores on the post-test.

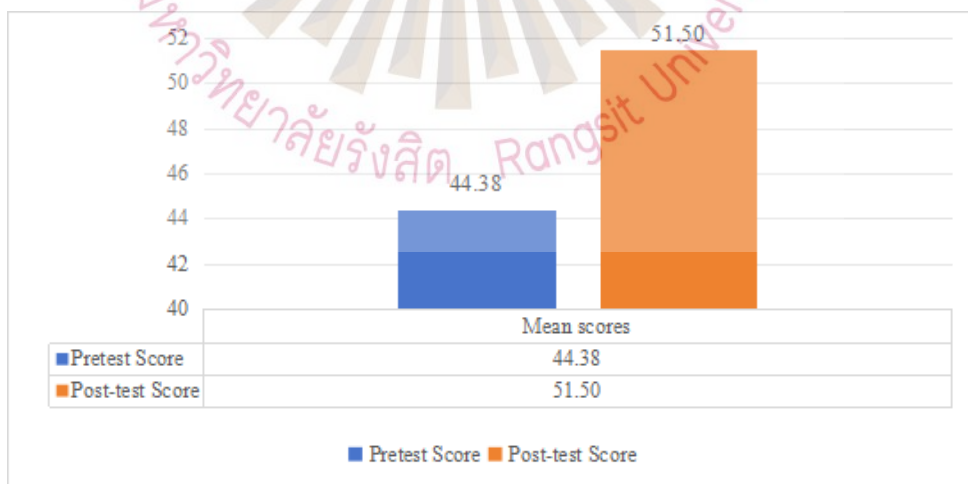


Figure 4.2 Comparison of pretest and post-test mean

Therefore, it can be concluded that everyone progressed and scored higher on the post-test.

4.2 Analysis of Student Satisfaction

To collect quantitative data of the students' satisfaction through game-based teaching, a questionnaire was administered to the sample group in 3 part; Part A - Interest and Motivation; Part B - Engagement; and Part C - Efficacy of game-based teaching on student learning. It's included 15 statements and using a five-point of Likert scale 1 means Strongly disagree, 2 means Disagree, 3 means Neutral, 4 means Agree and 5 means Strongly agree: Descriptive statistics (mean and standard deviation) were used to analyze the survey results. In the mean interpretation, 1.01-2.00 is the low level and ≤ 1 is the lowest level; 2.01-3.00 is the moderate level; 3.01-4.00 is the high level; 4.01-5.00 is the highest level.

A questionnaire was administered to all 40 (n =40) study participants. Survey results were analyzed using descriptive statistics (mean and standard deviation). From the table 4.3 below, it can be seen that the mean scores for part A is 4.48, the score for part B is 4.37, and the score for part C is 4.46, which were all at the highest level. According to the data after the survey, it was found that the average satisfaction score of the overall students was 4.44, and the level is also the highest.

Table 4.3 Questionnaire of the Sample Group

	n	Mean	Interpretation
PART A: Interest & Motivation	40	4.48	Highest Level
PART B: Engagement	40	4.37	Highest Level
PART C: Efficacy of game-based teaching on student learning	40	4.46	Highest Level
Total	40	4.44	Highest Level

4.2.1 Analysis of Questionnaire part A: Interest and Motivation

Table 4.4 below shows the title score and mean scores of students' satisfaction with Part A - Interest and Motivation. Although the mean score for Item 4 - "game-based teaching make me to have more confidence to speak English" had the highest mean score of 4.65, which denoted the "Highest" level of mean score range on a Likert scale. "The game-based make me fun to learn English speaking skill." Item-1 had the highest mean score of 4.45. Item 2 - "All the games were interesting and make me easier to remember the words." had the highest mean score of 4.33. Item 3- "game-based teaching help you to more understand the lesson." had the highest mean score of 4.45. Item 5- "Using game-based teaching motivates me to speak English." had the highest mean score of 4.53, ranked second. The interpretation of the highest mean score showed that students' perception, interest, and motivation for Part A of the questionnaire average mean score were at the highest level (\bar{x} =4.48).

Table 4.4 Part A: Interest and Motivation

	Part A: Interest and Motivation	Mean	Std. Deviation	Interpretation
1	The game-based make me fun to learn English speaking skill.	4.45	0.71	Highest Level
2	All the games were interesting and make me easier to remember the words.	4.33	0.69	Highest Level
3	Game-based teaching help you to more understand the lesson.	4.45	0.64	Highest Level
4	Game-based teaching make me to have more confidence to speak English.	4.65	0.48	Highest Level
5	Using game-based teaching motivates me to speak English.	4.53	0.55	Highest Level
	Average	4.48	0.62	Highest Level

4.2.2 Analysis of Questionnaire Part B: Engagement

Table 4.5 below shows the title score and mean scores of students' satisfaction with Part B -Engagement. (Item 10) "Learning through games based makes me need to learn English more." had the highest mean score of 4.58, which is within the range of average score for the "highest" level." All the activities of game-based teaching were interesting and make me to learn English better." Item-6 had the highest mean score of 4.5 Item 7 - "I would like to have more participate in class through game-based teaching." had the highest mean score of 3.98, is high level. Item 8- "I felt more engaged when using game-based teaching." had the highest mean score of 4.3. Item 9 - "I dare more to answer the questions in a class." had the highest mean score of 4.48. The interpretation of the highest mean score showed that students' engagement for Part. B of the questionnaire average mean score were at the highest level (\bar{x} =4.37).

Table 4.5 Part B: Engagement

	Part B: Engagement	Mean	Std. Deviation	Interpretation
6	All the activities of game-based teaching were interesting and make me to learn English better.	4.5	0.60	Highest Level
7	I would like to have more participate in class through game-based teaching.	3.98	0.77	High Level
8	I felt more engaged when using game-based teaching.	4.3	0.76	Highest Level
9	I dare more to answer the questions in a class.	4.48	0.64	Highest Level
10	Learning through games based makes me need to learn English more.	4.58	0.59	Highest Level
	Average	4.37	0.67	Highest Level

4.2.3 Analysis of Questionnaire Part C: Efficacy of game-based teaching on student learning

Table 4.6 below shows the title score and mean scores of students' satisfaction with Part C: Efficacy of game-based teaching on student learning. "game-based teaching help me to improve my English speaking skill." Item-11 had the highest mean score of 4.63. Item-12 - "game-based teaching help me to have more confident to communicate to the others." had the highest mean score of 4.33. Item-13- "I have got a lots of vocabulary from game-based teaching." had the highest mean score of 4.3. Item-14- "Using game-based teaching regularly will make me easier to receive new knowledge." had the highest mean score of 4.4. Item-15- "I can learn better through game-based teaching." had the highest mean score of 4.63. The interpretation of the highest mean score showed that students' Efficacy of game-based teaching on student learning for Part C of the questionnaire average mean score were at the highest level (\bar{x} =4.46). It could be determined that game-based teaching would enhance students' English efficacy.

Table 4.6 Part C: Efficacy of game-based teaching on student learning

	Part C: Efficacy of game-based teaching on student learning	Mean	Std. Deviation	Interpretation
11	Game-based teaching help me to improve my English speaking skill.	4.63	0.54	Highest Level
12	Game-based teaching help me to have more confident to communicate to the others.	4.33	0.62	Highest Level
13	I have got a lots of vocabulary from game-based teaching.	4.3	0.69	Highest Level
14	Using game-based teaching regularly will make me easier to receive new knowledge.	4.4	0.67	Highest Level

Table 4.6 Part C: Efficacy of game-based teaching on student learning (Cont.)

	Part C: Efficacy of game-based teaching on student learning	Mean	Std. Deviation	Interpretation
15	I can learn better through game-based teaching.	4.63	0.59	Highest Level
	Average	4.46	0.62	Highest Level

In summary, Part A: Interest and Motivation has the highest score among the three parts, with an average score of 4.48 and standard deviation of 0.62. The average scores of Parts B and C are 4.37 and 4.46 respectively. Nevertheless, the researcher was convinced that most students had a positive satisfaction with the use of game-based teaching in English speaking skill learning.



CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter provides the conclusion of the study, outlining the recommendations in the following order:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

5.1 Conclusion

The two research objectives stated for this study were:

- 1) To compare the English speaking skill of grade 7 Chinese students before and after using the game-based teaching.
- 2) To investigate the students' satisfaction of grade 7 Chinese students through game-based teaching.

This study applied a quantitative research methodology to assess the English speaking skill of grade 7 Chinese students in Anhui Province, China through the English speaking skill test. Additionally, a questionnaire was administered to collect data to explore students' satisfaction with the use of game-based teaching. Based on the gathered data, the following conclusions were drawn:

5.1.1 Results of Student's English-speaking Skill Analysis

The first objective of the study was to compare the English speaking skill of grade 7 Chinese students before and after using the game-based teaching in Anhui Province, China. The results of the pretest and post-test were analyzed using a paired sample t-test to compare the differences between the sample groups.

1) The statistical analysis of the paired-samples t-test for the English-speaking skill scores showed that the pretest average mean score was found to be 44.38, while the post-test average mean score was notably higher at 51.50. This indicated that all participants demonstrated improvement and achieved higher scores on the post-test. In the pretest, the students' test scores ranged from 27 to 55, and after a month of study, the students' post-test scores changed significantly from 33 to 60. Significant improvements with all 40 participants showing an increase in their scores, the minimum increase is 4 (20.00%), and the maximum is 11 (55.00%), which indicates that using game-based teaching can improve students' English speaking skills.

2) There was only one student least improvement in score (20.00%) and the others were higher than 20.00%.

5.1.2 The Results of Students' Satisfaction

The second objective of this study was to investigate students' satisfaction with the use of game-based teaching in English speaking skill. Quantitative data concerning this objective was collected through a questionnaire containing 15 items, which were further divided into three parts:

Part A - Interest and Motivation;

Part B - Engagement;

and Part C - Efficacy of game-based teaching on student learning.

1) The data from Part A of the questionnaire showed that students had the highest level of interest and motivation with the use of game-based teaching ($\bar{x}=4.48$, $SD=0.62$). Students agreed that using game-based teaching to learn English speaking skill was interesting and motivated.

2) The data from Part B of the questionnaire showed that students had the highest level of satisfaction in terms of engagement when using game-based teaching in English speaking skill lesson ($\bar{x}=4.37$, $SD=0.67$), indicating that game-based teaching could engage students in learning English speaking skill.

3) The data from Part C of the questionnaire showed that students consented to the idea that game-based teaching had a positive impact on the effectiveness of the their English speaking skill learning and gave it the highest level of satisfaction

(\bar{x} =4.46, SD=0.62), implying that students affirmed game-based teaching helped improve their English speaking skill.

Thus, the above quantitative data analysis directly revealed students had a positive satisfaction with the use of game-based teaching in English speaking skill learning.

5.2 Discussion

As mentioned above, studies have proven that game-based teaching can improve the English speaking skills of seventh-grade students in Anhui Province, China. Analysis of the student satisfaction questionnaire also showed that students were satisfied with the use of game-based teaching. The following discussion details the findings and explains how they effectively address the research questions posed in this study.

5.2.1 English speaking skill of grade 7 Chinese students

The results of this study indicate that the game-based teaching successfully helped improve students' English speaking skills. This is evident through the pretests and post-tests. After four weeks of study, the scores of the 40 students improved significantly. It sounds like there was a significant improvement in the participants' scores from the pretest to the post-test. Increasing from an average of 44.38 to 51.50 is quite impressive. It suggests that whatever intervention or study was conducted between the pretest and post-test was effective in helping the participants improve their performance. Among the 40 students, the most remarkable improvement was made by student number 9, whose scores on the pretest and post-test were 48 and 59 respectively, with a difference of 11 points (55.00%) between the post-test and pretest. This student studied the material provided by the teacher very seriously before class and actively participated in classroom activities. That's why he improved his speaking score most significantly. While, the lowest improvement was made by student number 34, with a difference of only 4 points (20.00%) between the post-test and the pre-test, because the student's foundation is not good and his oral score is slightly worse, and

the ratio of his pre-test and post-test scores has below than the others but still to improved 20%. This result shows that game-based teaching can significantly improve students' Chinese speaking skills. However, through the game-based teaching, this student's speaking ability was also improved to a certain extent.

In summary, the improvement in students' scores suggests that the use of the game-based teaching could improve students' Chinese speaking skill. Therefore, all of the above findings credibly addressed the first research question. This result has been confirmed in previous studies.

Tongsom and Tangkiengsirisin (2022) conducted to examine the game-based teaching could enhance the learning. The findings revealed that the game-based teaching could enhance the learning of grammar. Velaora, Dimos, Tsagiopoulou, and Kakarountas (2022) also pointed out in his article that the game-based teaching is more student-centered and can have a positive impact on students' motivation and learning outcomes.

5.2.2 Students' Satisfaction of grade 7 Chinese students

A five-point Likert scale was used in the student satisfaction survey to collect quantitative data on students' satisfaction with the game-based teaching in a Chinese classroom. The survey included 15 items covering Part A - Interest and Motivation; Part B - Engagement; and Part C - Efficacy of game-based teaching on student learning. All 40 students participants completed the questionnaire. Descriptive statistics, such as mean and standard deviation, were utilized to analyze the survey results. The results, indicate that the mean scores for parts A, B, and C were 4.48, 4.37, and 4.46, respectively, which are all at the highest level. The 15 statements in the questionnaire were rated using a five-point Likert scale, with 1 indicating Strongly Disagree and 5 indicating Strongly Agree. Mean scores falling between ≥ 1 indicate a need improvement of agreement, 1.01-2.00 indicate a low level of agreement, 2.01-3.00 indicate a moderate level, 3.01-4.00 indicate a high level, and 4.01-5.00 indicate the highest level of agreement.

The data from Part A showed that the game-based teaching can effectively enhance students' interest and motivation in Chinese speaking skill was at the highest level ($\bar{x} = 4.48$). Notably, Item 4 –“Game-based teaching make me to have more confidence to speak English” had the highest mean score of 4.65. This may be due to the researcher providing students with more activities and materials, including games and participation in the class. These interesting contents were very popular with students and increased their interest in learning as Ghazy, Wajdi, Sada, and Ikhsanudin (2021) explore the using of game-based teaching to increase students' interest in learning English. The findings show that the teacher used some game-based platforms, such as Kahoot!, Quizizz, ESL Games Plus, and Duolingo, has successfully increased the students' confidence in learning English correspond to. Li (2021) shown that the game-based teaching in the classroom was make the students to have more confidence to speak English.

The data in Part B showed that the game-based teaching can effectively enhance students' engagement in English speaking skill was at the highest level ($\bar{x} = 4.37$). Notably, in item 10, "Learning through games based makes me need to learn English more." Had the highest mean score of 4.58. This may be due to the researcher providing students with various activities to engaged the students' engagement in English speaking skill to join the class. These interesting contents were very popular with students and increased their engaged learning as Mahmoud and Tanni (2014) found, the role of games could greatly increased students' engagement in class activity.

The data in Part C showed that the game-based teaching can effectively enhance students' efficacious in Chinese speaking skill were at the highest level ($\bar{x} = 4.46$), 4.46 falling in the highest level, it could be determined that game-based teaching would enhance students' English speaking skill. Notably, in item 11, "Game-based teaching help me to improve my English speaking skill." had the highest score of 4.63 This may be due to the researcher providing students with more participated in class and practice to speak in English, These interesting contents were increased their English speaking skill as Hwang, Shih, Ma, Shadieiev, & Chen (2016) found that the game-based teaching activities that facilitate students' in speaking skills can greatly mobilize students' initiative and enthusiasm for learning, thereby improving students' learning efficiency.

5.3 Recommendations

Provide perfect suggestions for improving the English speaking skills of grade 7 students based on interests and motivations, student participation and the effectiveness of game-based teaching, the following recommendations were proposed:

5.3.1 Recommendations for Implementation

Through the above analyses we found that the game-based teaching played a positive role in the English speaking skill of grade 7 Chinese students. The following recommendations are listed:

1) The game-based teaching efficiently and successfully improved the English speaking skill of grade 7 Chinese students from a junior high school in Anhui Province, China. So, game-based teaching could be implemented to other schools English speaking skill courses.

2) Since the game-based teaching required students to self-study at school, the researcher suggested that the game-based teaching should be used with develop personalized reward mechanisms based on students' interests and needs, such as praise, prizes, or special events, to enhance their motivation for learning, thereby improving students' English speaking skill.

5.3.2 Recommendations for Future Research

In this part, considering the limitations of this study, the researcher made some suggestions for those researchers who are interested in considering to conduct a similar study:

1) A limitation in this study is that the number of researchers was only 40 grade 7 Chinese students. Therefore, expanding the research to encompass various grades and larger sample sizes across different schools in China could bolster the credibility of the findings.

2) The duration of this study is limited only four weeks, a month, so future researchers may get different results if they have conducted a longer study.

3) While this research primarily targeted the enhancement of students' English speaking skills, it suggests a pathway for future exploration into applying similar methodologies to other facets of English instruction, such as listening, reading, and writing.

After detailing the experiment earlier in the chapter, a concise recap is offered in conclusion. The findings indicate that game-based teaching significantly enhances English speaking skills, fostering greater student engagement and motivation in the classroom. This approach emerges as a valuable resource for both English educators and learners in China, offering a potent avenue for honing speaking proficiency and related competencies.



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APPENDIX A
LETTER OF APPROVAL



Certificate of Approval

Zongyang middle school of Anhui Administration Department

Subject: Approval of data collection for M.Ed. Thesis

Dear Sir/Madam,

I am currently enrolled in the master in Curriculum and Instruction at Rangsit University, Thailand. I am conducting a research on the "THE DEVELOPMENT OF ENGLISH SPEAKING SKILL OF GRADE 7 CHINESE STUDENTS USING GAMES BASED TEACHING METHOD IN ANHUI PROVINCE, CHINA". This research requires students participation. The instruments involved during the study pretest and protest for obtaining the required data. Therefore, I would like to seek permission from the administration to allow me to collect data at this school where the names and identities of the students will not be used publicly.

Yours Sincerely, Zuo Hanfang, Student
Rangsit University Thailand

Since the study requires data for analysis purposes, the researcher would collecting data from this school and you are kindly requested so allow he to collect data with the following conditions:

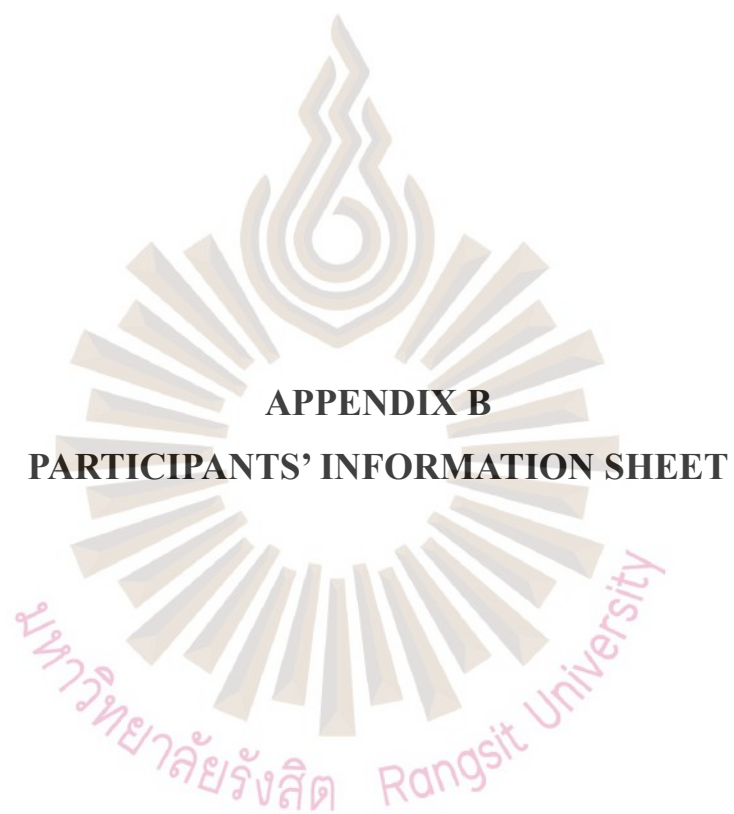
Providing research participants with information to make an informed decision as to whether to take part in research (informed consent).

Follow the the prior mentioned document have been reviewed and approved by the administration of Zongyang middle school of Anhui.



Signature: _____ Date: _____

Zongyang middle school of Anhui



APPENDIX B
PARTICIPANTS' INFORMATION SHEET



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: Zongyang middle school of Anhui, Anhui Province, China

Name: Zuo Hanfang **Student ID:** 6509170

Studying University: Survadhep Teachers College of Rangsit University, Thailand

Research Title:

THE DEVELOPMENT OF ENGLISH SPEAKING SKILL OF GRADE 7 CHINESE STUDENTS USING GAMES BASED TEACHING METHOD IN ANHUI PROVINCE, CHINA

1. What is the purpose of the study?

To compare the English speaking skill of grade 7 Chinese students before and after using the game-based teaching. To examine the students' satisfaction of grade 7 Chinese students through game-based teaching.

2. Expected results

The use of the game-based teaching will help improve through the use of grade 7 Chinese student's' English speaking skill. Chinese grade 7 student's' will exhibit satisfaction towards using the game-based teaching in English speaking skill.



3. Number of participants in the study 40 individuals

4. Research procedures

The researchers will collect the data in four steps. This study applied a quantitative approach to collect the data, including a pretest and a post-test to assess grade 7 students' English speaking skill, and then a questionnaire to indicate their satisfaction towards the use of game-based teaching methods to improve their speaking skill. There are three key instruments for collecting the data including: lesson plans, English speaking skill tests, and students satisfaction questionnaire. The questionnaire had three sections on interest and motivation, student engagement, and efficacy in game-based teaching.

5. Duration

The research period will be 4 weeks, 4 sessions,

There is no possible risk in his 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 40 students to assist her with her thesis research, either voluntarily or by voluntary experiments, by agreeing to (Zuo Hanfang), who is enrolled at Rangsit University in Thailand to research her thesis.

Signature: _____ Date: _____
Zongyang middle school of Anhui, Administration





APPENDIX C
LESSON PLANS

Lesson Plan 1

Lesson Plan 1		
<p>Subject: English</p> <p>Topic: Drinks</p> <p>Grade: 7</p> <p>Class Strengths: 40 students</p> <p>Time: 80 minutes (40 minutes/1session)</p> <p>Teaching and learning method: Game-base learning.</p> <p>Lesson Objectives: At the end of this lesson, students will be able to.</p> <p>1.The students can give some advantage and disadvantage of some drinks.</p> <p>2.The students can communicate how to get some drinks.</p>		
Stage	Teacher's activities	Time
Introduction	<p>1. Let's students guess the words to understand the topic of the lesson: students need to guess the hidden word or words.</p> <p>2. Prepare enough word cards to let the students guess. Make sure that the students can understand the context and goals of the game.</p>	5 min
Engagement Stage	<p>1. Four students at a time were randomly invited to use cards to draw drinks presented to the group, writing the words on the blackboard and covering them up.</p> <p>2. Then, the teacher randomly the students to ask the questions to their classmates to guess the word for drink covered by the blackboard.</p>	15 min
Implementation Stage	Give students 5 minutes to read aloud the dialogue, then let's them in pairs to give some advantage and disadvantage of the drinks.	30 min
Classroom Activities Stage	Divide the students into 4 groups, the represent of each group choose some the flashcard about the drinks and ask their group-mates to give the advantage and disadvantage	20 min

Stage	Teacher's activities	Time
	then ask the other student to do the same but different flashcard.	
Summary Stage	1. The representative of each group come in front to present their job and exchange ideas with their classmates 2. The teacher give some the ideas and let's them to get the new knowledge.	10 min



Lesson Plan 2

Lesson Plan 2		
<p>Subject: English</p> <p>Topic: Animals</p> <p>Grade: 7</p> <p>Class Strengths: 40 students</p> <p>Time: 80 minutes (40 minutes/1session)</p> <p>Teaching and learning method: Game-base learning.</p> <p>Lesson Objectives: At the end of this lesson, students will be able to.</p> <p>1.The students can deepen how to speak and remember the animal's vocabulary in the zoo.</p> <p>2.The students can give some characteristic about animal.</p>		
Stage	Teacher's activities	Time
Introduction	<p>1. Let's students understand the course theme through the bomb game: students learn words from the animal category.</p> <p>2. Prepare a certain number of animal vocabulary, so that students have a basic understanding of key vocabulary patterns and topic background.</p>	5 min
Engagement Stage	<p>1. Show students pictures of the animal's vocabulary in the zoo and introduce their characteristics through ppt.</p> <p>2. Then, the teacher writes the words on the blackboard and randomly places bombs on the word "animal" covered by the blackboard.</p>	15 min
Implementation Stage	<p>Students were required to master the vocabulary in the ppt, then let's them in pairs to give some characteristic about animal.</p>	30 min

Stage	Teacher's activities	Time
Classroom Activities Stage	1. Divide 40 students into 5 groups and each group was given a representative to record their conversation about speak the animal's vocabulary in the zoo. 2. Each five animal words are drawn on the blackboard, and the bomb is drawn behind one of the animal words, starting to point and ask questions.	20 min
Summary Stage	1. The representative of each group review the key and characteristic about animal with their classmates 2. The teacher give some the ideas and guides students to get the correct concept of the animal's characteristic.	10 min



Lesson Plan 3

Lesson Plan 3		
<p>Subject: English</p> <p>Topic: Fruits</p> <p>Grade: 7</p> <p>Class Strengths: 40 students</p> <p>Time: 80 minutes (40 minutes/1session)</p> <p>Teaching and learning method: Game-base learning.</p> <p>Lesson Objectives: At the end of this lesson, students will be able to.</p> <p>1.The students can give some advantage of some fruits.</p> <p>2.The students can remember the fruit's vocabulary and their characteristic.</p>		
Stage	Teacher's activities	Time
Introduction	<p>1. Explain the rules of the game to students, give examples and encourage students to repeat them after the teacher.</p> <p>2. Let's students come up with some vocabulary about "fruit" so that students have a basic understanding of the scope of fruit vocabulary.</p>	5 min
Engagement Stage	<p>Divide the students into 6 groups, and have them sit in a circle.</p> <p>Explain that one student from each team will sit in the middle holding the handkerchief.</p>	15 min
Implementation Stage	<p>1. Randomly invite 8 students to answer each time. Give students the word "fruits" and ask them to remember it.</p> <p>2. Then, let 's student can remember the fruit's vocabulary and their characteristic.</p>	30 min

Stage	Teacher's activities	Time
Classroom Activities Stage	<p>1. Give students will call out a word related to the fruits vocabulary previously reviewed.</p> <p>2. The student holding the handkerchief must quickly stand up, say the correct fruits word, and pass the handkerchief to the next player in their team. If a student hesitates or gives an incorrect answer, the handkerchief is passed to the other team, and they have a chance to answer.</p> <p>3. The team with the most correct answers at the end of the game wins.</p>	20 min
Summary Stage	<p>1. Wrap up the game by reviewing the fruits words and the benefits of each type of fruits.</p> <p>2. The teacher encourage students to ask questions or share any challenges they encounter.</p>	10 min

Lesson Plan 4

Lesson Plan 4		
<p>Subject: English</p> <p>Topic: Family member</p> <p>Grade: 7</p> <p>Class Strengths: 40 students</p> <p>Time: 80 minutes (40 minutes/1session)</p> <p>Teaching and learning method: game-base method.</p> <p>Lesson Objectives: At the end of this lesson, students will be able to.</p> <p>1.Students can determine the hierarchy of family members.</p> <p>2.The students can explain the relationship between the family members.</p>		
Stage	Teacher's activities	Time
Introduction	<p>1. Let's students guess the words to understand the topic of the lesson: Guess the words for family members hidden in the cards.</p> <p>2. Prepare enough word cards to let the students guess. Learn to pronounce correctly and memorize English words for family members.</p>	5 min
Engagement Stage	<p>1. Randomly invite one student each time to grab a card from the box and place the card on the podium.</p> <p>2. Then, the teacher randomly asks students to use simple movements, expressions or English prompts to their classmates to guide students to guess words.</p>	15 min
Implementation Stage	<p>1. Students are divided into 4 groups, then let's them to have discuss about their family members to the groupmates.</p> <p>2. Then, let 's students explain the relationship between the family members.</p>	30 min

Stage	Teacher's activities	Time
Classroom Activities Stage	1. Divide students into 4 groups, the teacher ask the representative of each group come participate in the game. 2. The student representative grabs the card from the box and then demonstrates the same way for other group members to guess.	20 min
Summary Stage	After the game, teachers can assess students' mastery of family member words by asking the questions to get the new concept.	10 min





APPENDIX D

SPEAKING SKILL TEST

มหาวิทยาลัยรังสิต Rangsit University

Subjects: English **Name :**

Direction: Please answer the question all of the following.

TOPIC 1: Drinks

1. Can you describe the advantage and disadvantage of the drink?
2. Give me the reason about the drinks that you like or dislike?
3. Can you think slogan for your favorite drink?

TOPIC 2: Animals

1. Describe the characteristic of animal that you like most?
2. Give me some differences between animal and human being.
3. How do you feel about wildlife? And how to preserve them?

TOPIC 3: Fruits

1. Can you describe the advantage of the fruit?
2. Give me some foreign fruits that you like most and why?
3. Give me the reason about the fruit that you like or dislike?

TOPIC 4: Family member

1. What are your family member do?
2. How do you feel about your family member?
3. Can you make the steps in your family member?



APPENDIX E

ASSESSMENT RUBRIC

มหาวิทยาลัยรังสิต Rangsit University

Table 1 Speaking skill Observation Assessment Form

Scores	Fluency	Pronunciation	Vocabulary	Grammar
5	Smooth and fluid speech; a slight search for words inaudible word or two.	Pronunciation is good effort at accent.	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structure possible caused by attempt to include a variety.
4	Speech is relatively Smooth; some hesitation and unevenness cause by rephrasing and searching for words volume wavers.	Pronunciation is good; Some effort a accent. but is definitely non-native.	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning little variety in structures
3	Speech is frequently hesitant with some sentences left uncompleted; volume very soft	Pronunciation is okay; No effort towards a native accent.	Weak language control; basic vocabulary choice with some words clearly lacking.	Frequent grammatical errors even in simple structures that a times obscure meaning.
2	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task.	Frequent grammatical errors even in simple structure; meaning is obscured
1	Speaker makes no attempt to respond of response is unrelated to the topic.			



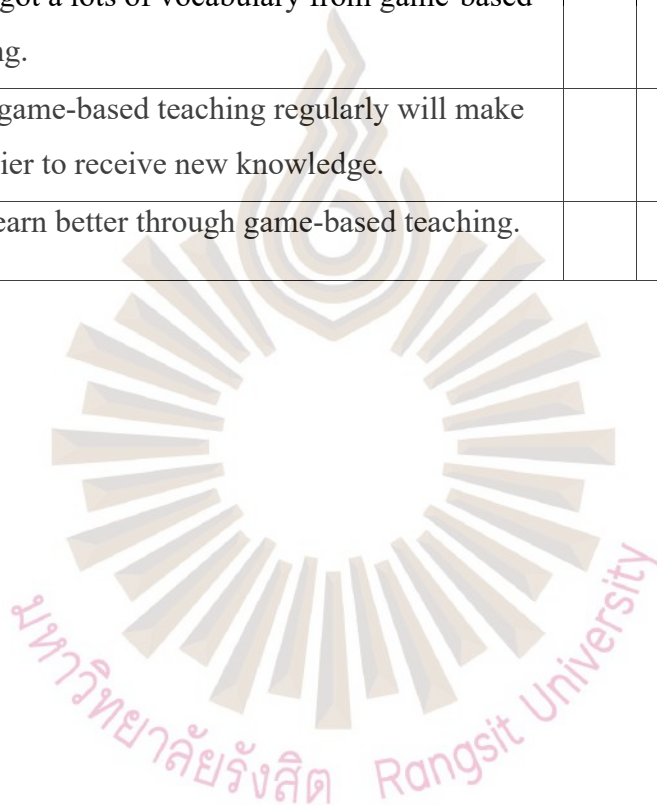
APPENDIX F

STUDENT SATISFACTION QUESTIONNAIRE

Mark your level of opinion from 1-5 (strongly agree to strongly disagree) against each statement. Strongly Agree-5 Agree- 4 Neutral -3 Disagree-2 Strongly Disagree-1. The description of each scale 1-5 is as shown in the table below.

No.	Items	5	4	3	2	1
PART A: INTEREST & MOTIVATION						
1	The game-based make me fun to learn English speaking skill.					
2	All the games were interesting and make me easier to remember the words.					
3	Game-based teaching help you to more understand the lesson.					
4	Game-based teaching make me to have more confidence to speak English.					
5	Using game-based teaching motivates me to speak English.					
PART B: ENGAGEMENT						
6	All the activities of game-based teaching were interesting and make me to learn English better.					
7	I would like to have more participate in class through game-based teaching.					
8	I felt more engaged when using game-based teaching.					
9	I dare more to answer the questions in a class.					
10	Learning through games based makes me need to learn English more.					

No.	Items	5	4	3	2	1
PART C: EFFICACY OF GAME-BASED TEACHING ON STUDENT LEARNING						
11	Game-based teaching help me to improve my English speaking skill.					
12	Game-based teaching help me to have more confidants to communicate to the others.					
13	I have got a lots of vocabulary from game-based teaching.					
14	Using game-based teaching regularly will make me easier to receive new knowledge.					
15	I can learn better through game-based teaching.					





APPENDIX G

EXPERTS WHO VALIDATED THE RESEARCH

No.	Name	Position/Title	Institutes
1	Wu Xiaoxiang	Primary English teachers	Zongyang Middle School, Anhui Province, China
2	Li Chunhe	Primary English teachers	Zongyang Middle School, Anhui Province, China
3	Zha Jinhua	Primary English teachers	Zongyang Middle School, Anhui Province, China





APPENDIX H

IOC OF LESSON PLANS

มหาวิทยาลัยรังสิต Rangsit University

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





APPENDIX I

IOC OF SPEAKING SKILL TEST

มหาวิทยาลัยรังสิต Rangsit University

Item No	Attributes	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Can you describe the advantage and disadvantage of the drink?	+1	+1	+1	+1	Congruence
2	Give me the reason about the drinks that you like or dislike?	+1	+1	0	0.67	Congruence
3	Can you think slogan for your favorite drink?	+1	+1	+1	+1	Congruence
4	Describe the characteristic of animal that you like most?	+1	+1	+1	+1	Congruence
5	Give me some differences between animal and human being.	+1	+1	+1	+1	Congruence
6	How do you feel about wildlife? And how to preserve them?	0	+1	+1	0.67	Congruence
7	Can you describe the advantage of the fruit?	+1	+1	+1	+1	Congruence
8	Give me some foreign fruits that you like most and why?	+1	+1	+1	+1	Congruence
9	Give me the reason about the fruit that you like or dislike?	+1	+1	+1	+1	Congruence
10	What are your family member do?	+1	+1	+1	+1	Congruence
11	How do you feel about your family member?	+1	0	+1	0.67	Congruence
12	Can you make the steps in your family member?	+1	+1	+1	+1	Congruence



APPENDIX J

IOC OF SATISFACTION QUESTIONNAIRE

มหาวิทยาลัยรังสิต Rangsit University

No.	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
PART A: INTEREST & MOTIVATION						
1	Learning to speak English using game-based teaching is fun.	+1	+1	+1	+1	Congruence
2	Using game-based teaching makes learning meaningful.	+1	+1	+1	+1	Congruence
3	Using game-based teaching to better help you understand the lesson.	+1	+1	+1	+1	Congruence
4	Using game-based teaching helps me develop confidence to speak English.	+1	+1	+1	+1	Congruence
5	Using game-based teaching motivates me to speak English.	+1	0	+1	0.67	Congruence
PART B: ENGAGEMENT						
6	All the activities related to game-based teaching were interesting	0	+1	+1	0.67	Congruence
7	All the activities related to game-based teaching improves fluency and accuracy.	+1	+1	+1	+1	Congruence
8	I felt more engaged when using game-based teaching.	+1	+1	+1	+1	Congruence
9	Using game-based teaching can help you try to answer questions in English.	+1	+1	+1	+1	Congruence
10	Using game-based teaching help you take the initiative to learn English.	+1	+1	+1	+1	Congruence
PART C: EFFICACY OF GAME-based teaching ON STUDENT LEARNING						
11	Using game-based teaching regularly will help improve my speaking skill.	+1	+1	+1	+1	Congruence
12	Using game-based teaching regularly will help improve my pronunciation skill.	+1	+1	+1	+1	Congruence

No.	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
13	Using game-based teaching regularly will help improve my fluency skill.	+1	+1	+1	+1	Congruence
14	Using game-based teaching regularly will make it easier for you to receive new knowledge.	+1	+1	+1	+1	Congruence
15	Using game-based teaching regularly will help improve my oral presentation skills.	+1	+1	+1	+1	Congruence



BIOGRAPHY

Name	Zuo Hanfang
Date of birth	January 7, 2000
Place of birth	AnHui, China
Education background	TongLing University, China Bachelor of Economics, 2022 Rangsit University, Thailand Master of Education in Curriculum and Instruction, 2024
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