



**THE DEVELOPMENT OF ENGLISH SPEAKING SKILL THROUGH  
GAME-BASED TEACHING METHOD OF GRADE 5 STUDENTS  
AT A SCHOOL IN YUNNAN, CHINA**

**BY  
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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
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### Abstract

This study aimed to improve English-speaking skills among Grade 5 Chinese students and examine their satisfaction with game-based teaching methods. A class of 30 students was selected from three classes using cluster random sampling. The first objective was assessed through pre-test and post-test scores, analyzed using a paired-sample t-test. The second objective was evaluated through questionnaires and semi-structured interviews, with data analyzed using mean and standard deviation.

The results indicated an improvement in English-speaking skills, with the mean pre-test score of 8.93 (SD = 1.94) increasing to a post-test mean of 16.23 (SD = 1.90). Additionally, the analysis of student satisfaction revealed that all students were satisfied with the use of game-based teaching in their English-speaking classes, with an overall mean score of 3.95 (SD = 0.37) across 15 items.

The study highlights the effectiveness of game-based teaching in enhancing Grade 5 Chinese students' English-speaking skills while also fostering their satisfaction with the teaching method.

(Total 150 pages)

Keywords: Game-Based Teaching Method, Grade 5 Chinese Students, English Speaking Skill

Student's Signature ..... Thesis Advisor's Signature .....

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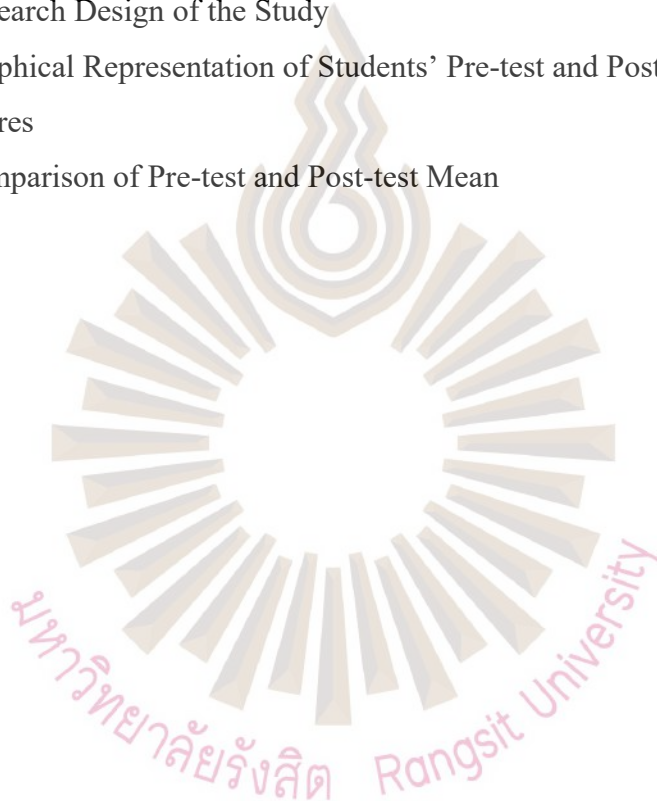
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# CHAPTER 1

## INTRODUCTION

This chapter provides an overview of the study's background and rationale; research objectives; research questions; research hypothesis; scope of the study; definition of terms; conceptual framework, limitations of the study and significance of the study.

### 1.1 Background and Rational of the Study

English is a language widely used in economic, political, scientific, technological and cultural activities in today's world, an important communication tool for international exchanges and co-operation, and one of the carriers for spreading the fruits of human civilization. In the modern globalized world, proficiency in English has become a valuable asset, especially speaking skills, which play a vital role in personal and professional development. English, as the lingua franca of international communication, facilitates cross-cultural interactions and enables individuals to explore opportunities across national boundaries (Rao, 2019). Acquiring solid oral English skills not only enhances an individual's ability to effectively express ideas and engage in meaningful dialogue, but also opens doors to a wide range of economic and educational prospects.

For developing countries such as China, developing the English language skills of its citizens is a strategic priority. Improved English language proficiency can greatly contribute to the country's economic growth by increasing participation in global trade and business (Fitriani, 2022). In addition, it can facilitate knowledge transfer, technological advancement and international co-operation in various fields, ultimately supporting the country's development agenda.

In addition to the economic benefits, English speaking skills can enrich one's personal life by providing access to a wealth of cultural resources, literature, and media from around the world. Individuals with strong English speaking skill are more deeply exposed to different perspectives, promoting cross-cultural understanding and global citizenship (Baker & Fang, 2021).

Recognizing the importance of English language proficiency, the Chinese government has implemented a new English language curriculum (Ministry of Education, 2021), which aims to develop students' practical language skills from an early age, particularly speaking and communication skills. The curriculum emphasizes an interactive and communicative approach to language learning, a change from the traditional teacher-centred approach that focuses primarily on guiding students to learn to use the language, constructing new knowledge, developing thinking, fostering language awareness and enhancing language use through practical language activities.

One key aspect of the new curriculum is the emphasis on task-based learning and the incorporation of real-life scenarios and authentic materials into the classroom (Ministry of Education, 2021). By engaging students in meaningful and contextualized language use, the curriculum aims to foster functional language skills that can be applied in practical situations.

Despite efforts to strengthen English language education, a number of challenges remain in developing effective oral English skills among Chinese students. One of the major problems is the deep-rooted test-oriented educational culture, where teachers and students are pressured by exam-oriented education, and many students tend to focus only on the mastery of textbook content as well as their English test scores, while neglecting the use of spoken English in real life and paying no attention to oral English practice (Wang, 2017). This cultural orientation, coupled with a limited English native language environment and authentic language resources, can impede the development of fluent and confident oral communication skills and further exacerbate the challenges students face in improving their speaking skill.

In addition, traditional teaching methods, which rely heavily on rote memorization, teacher-centred teaching and a focus on grammar rules and vocabulary memorization, often fail to provide students with sufficient opportunities for meaningful and interactive language practice, resulting in many students' lack of interest in the subject of English, insufficient motivation, and poor learning outcomes (Ma, 2022). Especially for students with learning difficulties, they are either very nervous or lethargic in English lessons, which is a vicious circle that produces dislike and resistance to English learning over time. The emergence of this phenomenon urgently requires teachers to transform and change their teaching concepts and teaching design, and to seriously think about and explore a new mode of teaching that is more suitable for primary school students.

In order to meet the challenges in the development of English speaking skills, educators have explored various innovative teaching methods, and game-based teaching is one of them. Game-based teaching, also known as game-based learning, refers to the integration of educational content and learning objectives into an engaging and interactive game environment (Bado & Niamboue, 2022). This approach utilizes the motivational and immersive nature of games to create an enjoyable and effective learning experience. Ying (2023) stated that the atmosphere of an English classroom using the game-based teaching method was more relaxed and active than that of an English classroom using the traditional teaching method, and that both teacher and student participation in the classroom increased. The game teaching method effectively increases students' interest in learning English, which in turn improves their comprehensive humanistic qualities in a comprehensive way.

The importance of game-based teaching lies in its ability to foster active participation, provide contextualized language practice, and create a low-anxiety environment conducive to risk-taking and experimentation (Reinders & Wattana, 2014). Games can simulate real-life scenarios and encourage spontaneous language use, allowing students to practice their speaking skill in a fun and engaging manner.

Various types of games can be incorporated into the English language classroom, ranging from traditional board games and card games to number and computer games. Collaborative games, competition and role-playing have been identified as game elements that engage students cognitively and emotionally. Role-playing games, for example, can provide students with opportunities to practise conversational skills and develop fluent conversational competence in a variety of social contexts.

In various game-based teaching methods, most students are inspired when teaching methods are enriched by adding gamified elements such as scores and competition to the instruction (Jääskä & Aaltonen, 2022). The use of digital games and gamification technologies has received particular attention for their ability to increase motivation, engagement and personalized learning experiences. Digital games can simulate immersive environments, create interactive narratives, and provide adaptive challenges based on learners' individual needs. The pedagogical approach of games can foster students' interest and enthusiasm, provide an authentic language environment, and promote the improvement of students' English speaking skill (Liu, 2023).

The game teaching method is the key to improve students' English speaking ability. Games should be close to students' real life, challenging and exciting. For example, teachers can introduce performance games in English teaching activities, so that students can realize their desire to perform through English learning activities, and provide students with a good space to express their knowledge and output knowledge, and also improve the teaching efficiency of English classroom with the help of performance games. Through acting games, students can have the opportunity to express themselves, and can complete the oral communication learning task more easily.

In addition, stimulating students' interest is an integral part of improving their English speaking skill. The game teaching method is characterized by stimulating students' interest and motivation through games (Zhu, 2023). Teachers can design games according to students' preferences and interests so that students can actively use spoken English in the games. For example, teachers can also use game activities to

reduce the difficulty of English learning, make the boring vocabulary knowledge and grammar knowledge more vivid and interesting, and make the oral expression and text comprehension with a certain degree of difficulty easier and more flexible, so as to better enhance the effect of students' independent learning and improve their English cognitive ability. Teachers can combine the unit knowledge to create a 'fun quiz' game, allowing students to use English to express the information they see, which can not only reduce the pressure of the students to quiz, but also effectively enhance their confidence in oral expression, so that the game can really achieve the purpose of oral training, improve the overall oral communication skills of the class.

In conclusion, game-based teaching methods can improve students' English speaking ability. Through contextualized learning and interactive activities, gamified teaching provides opportunities to actually use English for oral communication and enhances students' oral expression and self-confidence. By stimulating students' motivation, providing contextualized learning environments, and promoting students' cooperation and communication, gamification teaching can effectively improve primary school students' speaking English learning outcomes and learning experiences.

English speaking skill are important, and the researchers aimed to investigate the effectiveness of game-based instruction in improving English speaking skill and student satisfaction among grade 5 students in Yunnan Province, China. By implementing a game-based instructional intervention and conducting a comprehensive evaluation, this study aims to contribute to the growing knowledge base of innovative language teaching methods.

## **1.2 Research Questions**

1.2.1 Could the game-based teaching method improve the English speaking skill of grade 5 Chinese students in Yunnan Province, China?

1.2.2 What was the level of grade 5 Chinese students' satisfaction towards the game-based teaching method in Yunnan Province, China?

### **1.3 Research Objectives**

1.3.1 To compare grade 5 Chinese students' English speaking skill before and after using the game-based teaching method.

1.3.2 To investigate the grade 5 Chinese students' satisfaction towards the use of game-based teaching method.

### **1.4 Research Hypothesis**

Grade 5 Chinese students' English speaking skill after teaching through game-based teaching method was higher than that before teaching.

### **1.5 Scope of the Study**

The scope of the study outlined the boundaries and parameters within which the research was conducted. It defines the geographical area, target population, and time frame, ensuring a clear understanding of the study's context and limitations. Firstly, this study was conducted in the specific context described in the thesis; the school learning environment was a school in Yunnan Province, and data were collected from 30 grade 5 students. Second, in Yunnan Province, China, English teachers have standardized teacher's books and manual outlines that allow teachers to select learning materials and design interesting game-based teaching activities according to students' needs and levels. Game-based teaching will be used to improve the English speaking skill of students at specific educational levels. Through this study, the researchers designed and implemented learning activities to help improve students' English speaking skill and satisfaction. In addition, these research data were collected from selected specific schools through test results, questionnaires and structured interviews.



Sample: The sample group selected through a cluster random sampling consisted of a 30 students class with mixed gender and English language proficiency for the study.

### 1.5.3 Time Frame

The study began in August 2024 and end in February 2025. The teaching experiment was conducted in December 2024 for four weeks, with two sessions per week, each session lasting 45 minutes. The study timeline is shown in Table 1.1.

Table 1.1 Timeline of the Study

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Literature Review									
Research Proposal									
Data Collection									
Data Analysis									
Report Writing									
Final Defense									

### 1.5.4 Content of the Study

The English textbook used in Yunnan Province is the People's Education Press (PEP).



Figure 1.2 Course Teaching Materials

Source: Yicheng Creative Bar, 2022

In this study, the researcher developed four lesson plans, each consisting of two sessions, making a total of eight sessions. Each session lasted 45 minutes and two sessions were completed in one week, so this study involved a total of 4 weeks of teaching sessions. The course material consisted of a test of speaking English, both a pre- and post-speaking test. The learning activities were based on the themes and content of the study programme, and each week, the teacher taught a different theme and assigned related tasks. The students in the sample group were taught according to a specific schedule and completed the speaking test before and after the start of the study so that the researcher could check whether the students' speaking skill had improved after applying the game-based teaching method. The detailed study plan of the study is shown in Table 1.2.

Table 1.2 Lesson Outline

Topic	Learning Objectives	Game-Based Teaching Methods	Game
Pre-test			
1. My Day	By the end of the lesson: 1. The students can explain what did they do in one day.	1. Prepare 30 activity cards, each with a different activity for the day. Divide the students into 5 groups of 6.	Sorting Game

Table 1.2 Lesson Outline (Cont.)

Topic	Learning Objectives	Game-Based Teaching Methods	Game
	2. The students can communicate with others about their daily lives and weekend activities.	2. Group members share and discuss with each other and sort the activities on the cards in chronological order to organize the most logical order of activities and speak it. 3. Each group takes it in turn to present to the class the specifics of each of the activities of the day.	
2.My Favourite Season	By the end of the lesson: 1. The students can express their favourite seasons and why they like it. 2. The students can give some advantages and disadvantages of the seasons.	1. Prepare 30 cards with seasonal descriptions, such as 'peach blossoms are blooming,' 'leaves are becoming yellow,' 'I can build a snowman,' etc. 2. Divide the students into five groups. Each group guesses the correct season based on the cards given and each person speaks the relevant sentence based on the cards. 3. The group that guesses correctly gets 1 point, and the group with the highest score wins.	Guessing Game
3.My School Calendar	By the end of the lesson: 1. The students can accurately express and discuss events on the school calendar, including the name of the event, time, place, and their feelings. 2. The student can ask and answer questions based on events or dates on a calendar.	1. Prepare 15 different holiday pictures and 15 different date cards. 2. Divide the students into 5 groups and each group gets 3 holiday pictures and 3 date cards total of 6 cards. 3. Each group matches the holiday pictures with the date cards according to the teacher's instructions and speaks the matches in complete sentences.	Matching Game
4.When is Easter?	By the end of the lesson: 1. The students can discuss about the Easter's day and related activities.	1. Divide the students into 5 groups then, role-play on the topics provided by the teacher.	Role-Play

Table 1.2 Lesson Outline (Cont.)

Topic	Learning Objectives	Game-Based Teaching Methods	Game
	2. The students can compare between foreign festivals and Chinese festivals.	2. Within the groups, students practice using Easter vocabulary according to the topic selected by the group. 3. Each group takes turns to present their role-play dialogue in front of the class.	
Post-test			

## 1.6 Definition of Terms

**Game-Based Teaching Method** refer to a teaching method that the researcher designed for teaching to the students in the sample group. Using games for teaching can help stimulate students' interest in learning, create a more natural learning environment, inspire students and enhance their overall learning experience. In this study the researcher designed 4 games for teaching to improve English speaking skill including Sorting Game, Guessing Game, Matching Challenge and Role-Play. There are 4 steps for teaching: Introduction, Practice Activities, Presentation and Summary.

**English Speaking Skill** refer to the ability of students to be able to use English effectively in oral communication for expression and comprehension. In this study, the English speaking skill evaluated by pre-test and post-test through 4 aspect criteria; fluency, pronunciation, vocabulary usage and communicative competence.

**Students' Satisfaction** refer to the students' perceptions and attitudes towards the game-based teaching method after the grade 5 students have learnt through the game-based teaching method. In this study, the researcher investigated students' satisfaction through a five-point Likert scale, which includes three main categories: students' interest and motivation, students' engagement, and the effectiveness of game-based teaching. The five-point scales are 1-5; "Strongly Satisfied", "Satisfied", "Neutral", "Unsatisfied" and "Strongly Unsatisfied". In the research, students' satisfaction questionnaires and semi-structured interviews were used to investigate students' satisfaction.

**Grade 5** students refer to the grade 5 Chinese student in a primary school in Yunnan province, China. The age of this student was approximately 10 to 11 years old.

## 1.7 Conceptual Framework

As shown in Figure 1.3, which is the research framework of this study, this academic study started with Grade 5 students in a school in Yunnan Province, China. The study had three variables, one independent variable and two dependent variables. The independent variable is the use of game-based teaching method to teach speaking English, and the dependent variables are Students' English speaking skill and Students' English learning satisfaction with teaching using the game-based method.

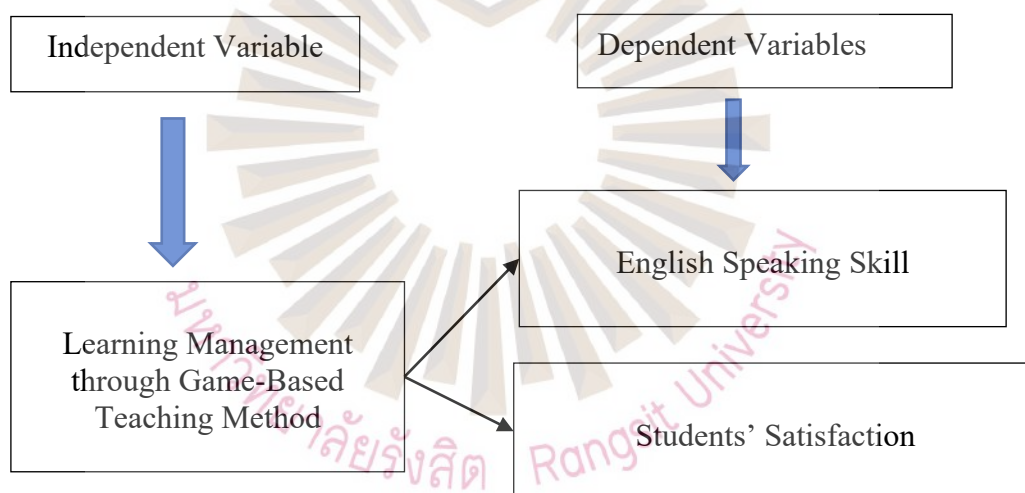


Figure 1.3 Conceptual Framework

## 1.8 Limitation of the Study

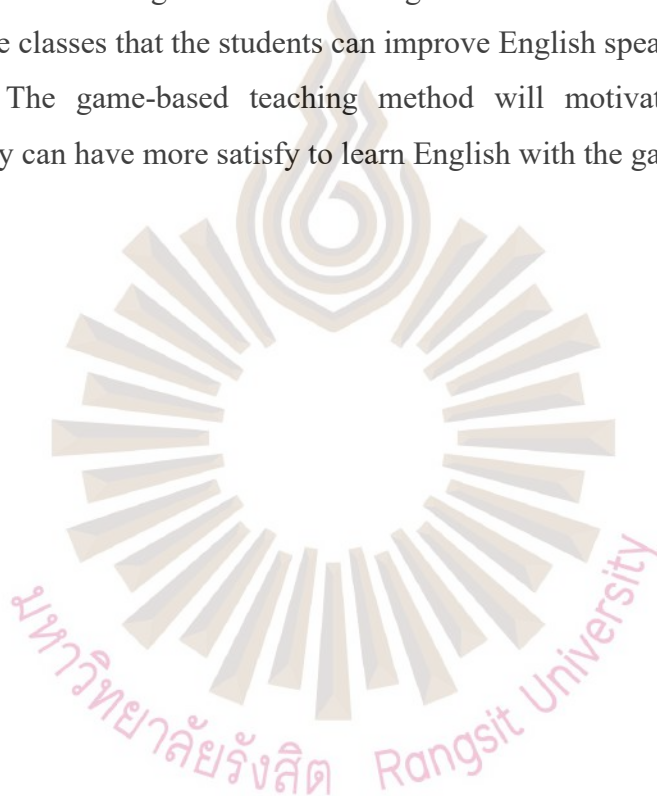
1.8.1 The study was conducted in urban areas of Kunming, Yunnan Province, China. While this location offers a diverse sample of students, the findings may not be directly transferable to other regions or contexts within China or internationally, due to potential cultural, socioeconomic, and educational differences.

1.8.2 The teaching and learning experiment study lasted for only four weeks and students' performance could be observed in a short period of time. The results of this study are not representative of the learning of all students in Grade 5 of primary school and will not be generalized to all students.

## **1.9 Significance of the Study**

1.9.1 The use of game-based teaching method can have more time to practice speaking in the classes that the students can improve English speaking skill.

1.9.2 The game-based teaching method will motivate students to learn English so they can have more satisfy to learn English with the games based teaching.



## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter reviews the background of English language education in China, the English curriculum in China, the English teaching for speaking skill, the game-based teaching method, the measurement and evaluation for English speaking skill and satisfaction, relevant theories and related research and study in the following order:

- 2.1 The Background of English language Education in China
- 2.2 English Curriculum in China
- 2.3 English Teaching for Speaking Skill
- 2.4 Game-Based Teaching Method
- 2.5 Measurement and Evaluation for English Speaking Skill and Satisfaction
- 2.6 Related Theories
- 2.7 Related Research and Study

#### **2.1 The Background of English Language Education in China**

China's English development has been significantly influenced by the country's economic development, globalization and educational reforms. Over the past five years, this development has continued to evolve, with English playing a central role in China's international participation and domestic policy initiatives.

While English was introduced to China centuries ago, its modern importance has grown exponentially, especially since China's reform and opening up in 1978. In the past five years, as China continues to assert itself on the global stage, a new emphasis has been placed on English. According to Caruso (2019), English has become an integral part of China's soft power strategy, facilitating international cooperation and increasing China's global influence. An increasing number of Chinese

universities are offering English-as-medium-instruction (EMI) courses, with the aim of attracting international students and fostering global academic partnerships (Rose, McKinley, Xu, & Zhou, 2020).

English education in China remains a critical area of focus, particularly given its role in national examinations and higher education. Recent policy changes have sought to improve the quality and accessibility of English education across the country. Luo and Wang (2020) highlight that the Ministry of Education has worked to bridge the urban-rural divide in English education, recognizing the disparities in access to quality teaching and learning resources. Efforts to incorporate more communicative and practical language use in English education are also emphasized to better prepare students for real-world applications (Han, 2022).

In the past few years, the importance of English in China has been further enhanced by globalization and digitalization. English is now seen as the gateway to participation in the global digital economy. The rise of online English learning platforms, especially during the COVID-19 pandemic, has expanded access to language education and created new opportunities for language acquisition (Gulati, 2020). In addition, the growth of English content on Chinese social media platforms reflects the increasing demand for English proficiency in digital communication and international business (Yu & Sun, 2021).

In general, English language teaching in China has developed rapidly, with an expanded range of curriculum and a strengthened teaching force and faculty. Textbooks have been developed in accordance with regional and student development, teaching methods have been diversified, information technology has been widely applied, and English teaching theories with Chinese characteristics have been researched.

### 2.1.1 The Importance of English Language in China

English has become an integral part of the Chinese educational system, reflecting the country's rapid globalization and the need for a skilled workforce that can communicate effectively in the global marketplace. The significance of English learning in Chinese education and teaching is multifaceted, encompassing economic, cultural, and educational dimensions.

Firstly, the economic benefits of English proficiency are evident. As China continues to play a pivotal role in global trade and investment, the demand for individuals who can navigate international business environments is on the rise (Wang, 2019). English, being the lingua franca of international business, is a critical tool for Chinese professionals to engage with global partners and secure economic opportunities.

Secondly, the cultural exchange facilitated by English learning enriches the educational experience in China. English opens doors to a wealth of literature, media, and academic resources that can broaden students' perspectives and foster a deeper understanding of diverse cultures (Zhou, 2022). This exposure is vital for nurturing a generation of Chinese citizens who are not only economically competitive but also culturally aware and respectful of global diversity.

Thirdly, the educational benefits of English learning are significant. The language serves as a medium for accessing advanced knowledge in various fields, including science, technology, engineering, and mathematics (STEM), where English is predominantly used (Zhou, 2018). Proficiency in English thus becomes a gateway to higher education and research opportunities, both within China and abroad.

Lastly, the Chinese government recognizes the importance of English and has integrated it into the national curriculum, making it a compulsory subject from primary school through to higher education (Ministry of Education of the People's

Republic of China, 2011). This policy reflects the nation's commitment to preparing its youth for the global stage.

In short, the importance of English learning in Chinese education and teaching cannot be overemphasized. It is an important bridge connecting China and the world. English as a common language, plays a crucial role in promoting mutual understanding and cooperation between China and the world in diplomatic, trade, and cultural exchanges.

### **2.1.2 Current Situation of English Language Teaching in China**

The current pattern of English education in China reflects the country's continuous efforts to improve the English proficiency of its citizens under the impetus of globalization and the needs of economic development. English is a compulsory subject in China's national curriculum, from primary education to higher education. In recent years, the Chinese government has attached great importance to improving English education in order to better prepare students to participate in the global economy (Huang, Zou, Cheng, Chen, & Xie, 2023). This has led to a significant expansion of English language courses at all levels of education, with particular emphasis on Communication Language Teaching (CLT) methods aimed at improving students' practical language skills (Yang & May, 2023).

English education in China is characterized by its wide coverage and increasing importance. From primary school, students are required to learn English, and many schools offer specialized English courses and extracurricular activities to improve their language skills (Luo, 2023). In secondary schools, English is a core component of the National College Entrance Examination (Gaokao), further emphasizing the importance of English in the education system. In higher education, English language instruction (EMI) has gained traction, especially in science, technology, engineering and mathematics (STEM) fields, reflecting the demand for English in academic and professional contexts (Liu, Zhang, & Fang, 2023).

In addition, the rise of digital learning platforms has further widened access to English education, with many students using online resources to supplement classroom learning. COVID-19 has accelerated the adoption of online English learning. The platform offers a range of courses and interactive tools to support language learning (Yuan, 2023).

Despite the progress made in English education, there are still some challenges. Firstly, English teaching at the basic education level places too much emphasis on exam-oriented education, neglecting the cultivation of comprehensive language use and communication skills, resulting in students' poor listening and speaking skills (Zhang, 2019). Secondly, some teachers still use traditional teaching methods that lack interest and are difficult to stimulate students' enthusiasm for learning, resulting in students' lack of interest in English (Wang, 2024). Thirdly, the primary school English curriculum focuses more on teachers' explanations and neglects students' active learning and independent exploration skills, which affects their ability to explore and use English (Wang, 2024). These problems result in students having unclear speech, being afraid to speak and unable to express themselves fluently when communicating with others. At present, the evaluation system still focuses on exam scores, neglecting the development of students' overall quality and ability level (Zhang, 2024).

From the above issues, there are many things that need improvement, especially in terms of curriculum, teaching methods and learning management. The integration of game-based teaching methods into English language teaching has been proposed as a viable solution. Game based learning (GBL) strategies provide an interactive and engaging approach to language teaching, which can increase students' motivation and promote the development of practical language skills (Yang & Wan, 2023). By incorporating games into the curriculum, teachers can create a more dynamic learning environment, encourage active participation and develop communication skills.

Cao (2019) pointed out for the speaking skill the role-playing can have more effectively to improve the participation of students in the classroom. By creating a good language environment, students can use language structures more flexibly. And also Ma (2022) using the game based for teaching into classroom it's can improve in learning efficiency, cultivate students' creative thinking and cooperative awareness. Likewise, Zhu (2023) emphasizes that in English speaking classes, teachers who use engaging guessing games can improve students' speaking skill while providing timely feedback and encouragement.

Therefore, China's English education must first change the traditional 'duck-filling' method of teaching and stimulate students' interest in learning English through an active learning especially the game-based teaching methods.

## **2.2 English Curriculum in China**

The English curriculum in China was developed in the late 1970s, following the country's economic reforms and opening up to the world. Since then, it has undergone several major updates to align with global standards and the evolving needs of Chinese society. The most recent version, released in 2022, focuses on fostering communicative competence, critical thinking and cultural awareness. Nowadays, learning English has become more important in China, as it is a key skill for international communication, higher education and career advancement. The researcher will talk about the English curriculum as follows:

### **2.2.1 English Curriculum Standards for Compulsory Education in China (2022 Edition)**

The Ministry of Education of the People's Republic of China has taken a pivotal step in revamping the English language curriculum with the release of the 2022 edition of curriculum standards (Ministry of Education, 2022). This update is aimed at enhancing the educational role of the English curriculum and refining its content structure to meet modern educational goals.

A significant feature of the curriculum standards is the introduction of “grand concepts” that transcend the rudimentary levels of survival English. These concepts are designed to refine discourse-related content and place a premium on the cultivation of “thinking quality” among students (Fu, 2022). The curriculum is now firmly anchored in core literacy, advocating an activity-based approach to English learning that stimulates interdisciplinary, theme-based learning (Mi, 2024). This approach is intended to bolster the inter-connectivity and interaction between different subjects, thereby addressing the limitations of current English teaching methodologies and reinforcing the nexus between content and educational objectives.

The English Curriculum Standards for Compulsory Education requires that the English classroom provide students with opportunities and situations for experiential learning, practical application, transfer and innovation, let students become the main body of language learning activities, and carry out the view of English learning activities based on synchronization of learning and thinking, integration of learning and use, and use and creation. It emphasizes the cultivation of students’ language skills, the formation of cultural awareness, the enhancement of the quality of logical thinking, and the improvement of students’ comprehensive abilities (Ministry of Education, 2022).

In essence, this revision of China's English curriculum standards marks a trans-formative stride towards an integrated and comprehensive educational paradigm. The focus on core literacy, interdisciplinary learning, and the amalgamation of moral education is designed to shape well-rounded individuals who possess robust English proficiency and a solid ethical foundation (Qiu, 2024). With an accent on thinking quality and a tiered advancement in language competencies, these standards are crafted to ready students to thrive in the complexities of a globalized era.

### **2.2.2 English Speaking Standards for China Compulsory Education (2022 Edition)**

The Speaking Standards for English Language Learning in the Curriculum emphasizes the importance of communicative competence and interaction, setting forth clear benchmarks for students' speaking and listening skills at various educational levels (Yang & Wan, 2023). The goal is to develop proficient English speakers who can participate effectively in real-life communication scenarios.

This edition of the standards advocates for a shift in language learning from rote memorization to practical application, enabling students to comprehend spoken English in diverse contexts and to respond fittingly (Chen, 2022). The curriculum promotes interactive game-based teaching methods designed to enhance student engagement and the practical use of language skills (Zhao, 2022). Additionally, it acknowledges the heterogeneity of learning styles, necessitating personalized instruction that aligns with individual student needs. The integration of technology in the classroom is encouraged as a means to facilitate language learning, offering students access to a wealth of authentic English materials (Zhu & Li, 2022).

In summary, the speaking standards for English language learning encapsulates a comprehensive approach to assessment strategies, emphasizing both formative and summative evaluations of students' speaking skill. It endorses a variety of assessment tools aimed at precisely gauging student progress and offering valuable feedback (Li, 2022). This holistic approach to English language education is intended to nurture well-rounded language proficiency and ensure that students are equipped with the necessary skills to excel in communicative contexts.

### **2.2.3 English Speaking Standards for Grade 5 Students (2022 Edition)**

The speaking standards for Chinese compulsory education students in Grade 5 presented in this edition are designed to ensure that students can communicate effectively in English by the end of grade 5. Emphasis is placed on developing

students' listening and speaking skills so that they are able to engage in everyday conversation and understand spoken English in a variety of contexts (Ministry of Education, 2022).

The English curriculum standards for grade 5 students in primary school requires students to be able to use English to communicate in simple dialogues and conversations in daily life, to use correct speech in the English classroom, to pay attention to the different feelings expressed by elevation and intonation, to be able to judge the clusters of meaning in oral expressions and to express their thoughts correctly according to the clusters, and to be able to distinguish between different features of the discourse. The speaking standards cover aspects such as pronunciation, intonation, vocabulary, sentence structure, communicative ability and pragmatic function (Ministry of Education of the People's Republic of China, 2022). The requirements for language skills are shown in Table 2.1.

Table 2.1 Grade 5 Standards for Speaking English:

Speaking Proficiency Requirements	Specific Standards
Pronunciations	<ol style="list-style-type: none"> <li>1. Be able to speak in a simple dialogue using correct intonation.</li> <li>2. Have a basic grasp of the correct pronunciation of words and sentences.</li> </ol>
Fluency	<ol style="list-style-type: none"> <li>1. Be able to express simple ideas coherently and clearly.</li> <li>2. Be able to avoid noticeable pauses or repetitions when engaging in short dialogues.</li> </ol>
Communication Skills	<ol style="list-style-type: none"> <li>1. Be able to engage in brief question-and-answer interactions and take part in simple everyday conversations, such as introducing yourself, describing the weather or asking about other people's preferences.</li> <li>2. Be able to express and respond to basic needs and wants when conversing.</li> </ol>

Table 2.1 Grade 5 Standards for Speaking English: (Cont.)

Speaking Proficiency Requirements	Specific Standards
Self-Expression	1.Be able to make short statements on familiar topics (e.g., family, school, hobbies, etc.). 2.Be able to make appropriate additions and adjustments according to the dialogue situation.
Collaboration and Sharing	1.Be able to work with peers in group activities or games to engage in simple dialogues and discussions. 2.Be able to demonstrate listening, responding and collaborative skills in dialogue.

Source: Ministry of Education of the People's Republic of China, 2022

In essence, the Speaking Standards for English Language Learners outlines a comprehensive strategy for grade 5 English language education in China. It aims to produce well-rounded language users who are not only able to speak and listen, but are also sensitive to cultural diversity and proficient in grammar (Xie, 2023). The inclusion of formative assessment emphasizes a commitment to continuous learning and improvement, ensuring that students are supported in their journey to improve their speaking skill in English.

### 2.3 English Teaching for Speaking Skill

Developing speaking skill in English is increasingly becoming a priority for educators around the globe, especially when students have limited exposure to speaking English. As a core component of communication skills, speaking is the foundation of language proficiency. The following reviews trends in the evolution of English language teaching methods aimed at developing speaking skill, with a particular focus on interactive and game-based methods that promote speaking practice.

### 2.3.1 Trend of English Teaching Methods

The evolution of English language teaching methods has been influenced by changes in teaching methods, technological advances and changing learner needs. Historically, English language teaching has followed a grammar-translation approach that emphasized reading and writing, often neglecting speaking skill (Rustamov & Mirzaogli, 2023). However, as global communication has become increasingly important, English language teaching methods have evolved significantly, moving away from traditional teacher-centred approaches to more interactive, student-centred approaches (Woods & Copur-Gencturk, 2024). These modern trends focus on improving communication skills, particularly speaking skill, and often include game-based instruction as a core teaching strategy. Three key pedagogical methods, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT) and Game-Based Learning (GBL), and their impact on the development of speaking skill, particularly through game-based learning content, are explored below.

Communicative language teaching (CLT) emerged as a response to the limitations of the grammar-translation approach, which focused primarily on reading and writing, with little attention paid to speaking. CLT is built around the idea that language learning should emphasize communicative competence, which means that learners must actively use language in meaningful and interactive ways (Alamri, 2018). This approach prioritizes fluency over grammatical accuracy and encourages students to engage in real-world communication, where speaking is essential.

CLT is essential for the development of speaking skill, as it provides learners with the opportunity to practise the language in authentic communication situations. Activities such as dialogues, role-plays and discussions create a platform for students to improve their speaking skills (Rahmatillah, 2019). In addition, CLT allows for a shift in classroom dynamics where students become active participants in the dialogue rather than passive recipients of information. CLT becomes more effective when combined with game-based instruction (García León, 2019). Language games, such as

interactive role-plays and guessing games, fit well with CLT principles by providing students with dynamic, low-stress opportunities to practice speaking. These games encourage spontaneous communication and help learners gain confidence and fluency in using English in a variety of situations.

Task-based language teaching (TBLT) is based on the principles of CLT but emphasizes the completion of specific tasks that require meaningful use of language. Unlike CLT, which focuses heavily on communication, TBLT structures learning around clearly defined tasks, such as giving instructions, solving problems or engaging in debate (Ellis, Skehan, Li, Shintani, & Lambert, 2020). In this approach, language is the tool for completing the task, making the learning experience more practical and goal oriented.

TBLT is particularly important for the development of speaking skill because it mimics real-life scenarios in which language is used to achieve a goal. Learners are required to engage in tasks that involve collaboration, negotiation and problem solving, which inherently promotes oral communication (Nguyen & Jaspert, 2021). In game-based teaching, many of the activities are naturally aligned with TBLT. For example, team-based language games or simulations often involve task completion where students must communicate effectively to win or solve challenges. These game-based tasks encourage learners to use language in a functional and purposeful way, thereby improving their speaking skill. Game-based learning also adds a competitive or collaborative element, which increases motivation and engagement, key factors in language development (Thurairasu, 2022).

Game-based learning (GBL) has emerged as a powerful teaching strategy that combines educational content with the motivational elements of games. Unlike traditional teaching methods, GBL provides an interactive and engaging environment where students learn through play, often without realizing that they are practising language skills (Eltahir, Alsalhi, Al-Qatawneh, AlQudah, & Jaradat, 2021). Research has shown that this approach is particularly effective in improving speaking skill, as

games require active participation and real-time communication, both of which are essential for oral language development (Bilak & Henrietta, 2024).

GBL is essential for the development of speaking skill because it creates a natural environment for students to practice speaking in an enjoyable, low anxiety environment. The fun aspect of the game reduces the fear of making mistakes and encourages students to take risks and speak more freely (Aragón Sandoval, 2024). In addition, the immediate feedback provided by games allows learners to adjust their language use in real time, improving fluency and accuracy (Kao, 2020). Games such as role plays, information gap activities or team challenges require learners to interact verbally, making them ideal for practising spoken language. The competitive or cooperative nature of the game further motivates learners, leading to increased engagement with the speaking task (Duncan, 2020). Thus, GBL directly contributes to the improvement of speaking skill by creating an environment where learners are motivated, engaged and actively using language to communicate.

In summary, each of these methods has a crucial role to play in improving speaking skill. Taken together, these approaches provide a coherent framework for understanding how game-based instruction can enhance the development of speaking skills. By emphasizing communication, interaction and task completion, CLT, TBLT and GBL ensure that students are actively engaged in meaningful language use. In the context of developing Chinese grade 5 students' speaking skills, game-based learning offers a practical and motivating approach to improving fluency, accuracy and confidence in speaking.

### **2.3.2 Development of English Speaking Skill**

The development of speaking skill is a key aspect of English learning, especially in primary school where students are laying the foundations for future communication skills. For Chinese Grade 5 students, speaking skill are crucial to improving their overall English proficiency and increasing their confidence in speaking. Effective development of speaking English involves improving fluency, accuracy, pronunciation and the ability to engage in spontaneous dialogue. The role of

curriculum, instruction, teachers and learners in the development of speaking skills is crucial in the context of game-based teaching and learning.

Firstly, a curriculum that supports the development of speaking skill must provide opportunities for speaking and communicating orally through dialogues, presentations and interactive activities. The 2022 Chinese English Curriculum Standards emphasize the importance of speaking as a core skill and advocate the integration of communicative tasks and games to encourage students to actively use English. The curriculum should be flexible enough to incorporate games that target speaking skill (Ministry of Education, 2022).

Secondly, instruction to develop speaking skill must be student-centred, focusing on communicative activities rather than rote learning (Hoidn & Reusser, 2020). Teachers should facilitate activities that require students to speak and interact, such as group discussions, role-plays and language games. Game-based learning encourages repetitive use of language in a fun and engaging way, making it an ideal method for teaching speaking skill. Through guided instruction, teachers can guide students' learning and provide feedback to help them improve their speaking skill (Horwitz, 2020).

Thirdly, teachers play a crucial role in creating a supportive environment for oral practice. Their ability to facilitate communication and game-based activities has a direct impact on students' speaking development (Bilak & Henrietta, 2024). In the context of game-based learning, teachers need to act as facilitators to ensure that students engage in meaningful dialogue and help guide language use during the games (Yu, Denham, & Searight, 2022).

Finally, the development of speaking skill is not only related to teaching, but also to the active participation of learners (Toro, Camacho-Minuche, Pinza-Tapia, & Paredes, 2019). Learners need to engage in meaningful dialogue, practice pronunciation and try out new vocabulary in context. Game-based activities provide opportunities for learners to take risks and practice speaking in a non-risky environment (Adipat, S.,

Laksana, Busayanon, Asawasowan, & Adipat, B., 2021). This helps to reduce speaking anxiety and builds confidence, which is essential for developing speaking skill.

In summary, there has been a shift towards a more communicative and interactive approach to teaching English, particularly through game-based teaching methods that promote the development of speaking skill. This trend reflects the increasing importance of speaking skill in language learning. Game-based learning, with its emphasis on communication, collaboration and interaction, provides a dynamic platform for developing speaking skills. Curriculum, instruction, teachers and learners all play an important role in ensuring that these approaches are effective in promoting the development of students' speaking skill.

## **2.4 Game-Based Teaching Method**

Game-based teaching methods have become a popular teaching strategy, especially in language learning, as they provide dynamic alternatives to traditional methods. These methods combine different types of games to engage students in active learning and promote the development of basic language skills (Ma, 2022). For young learners, such as grade 5 students in China, this method provides a pleasant and low-stress environment to improve their speaking skill by encouraging active participation, interaction and collaboration.

### **2.4.1 Definition of Game-Based**

There are different definitions of game-based from different perspectives. The widely accepted and recognized definition of game-based comes from Deterding, who sees game-based design elements as the application of game design elements in non-game situations (Deterding, Dixon, Khaled, & Nacke, 2011). In recent years, game-based has flourished in various fields with many applications. It has been used in a wide range of fields such as science, maths, business and education. According to Swacha (2021), the largest area of game-based is education. Especially in English language education, game-based has begun to attract academic attention. For example,

game-based teaching is considered to be a useful tool for improving English speaking skill (González Londoño, 2022).

Game-based activities are often defined as rule-based activities that provide a structured environment for interaction and competition. According to Larssen and Amundsen (2023), games provide a system of constraints and opportunities in which players interact within a set of rules to achieve specific goals. In an educational context, this rule-based structure provides students with a framework within which to explore and practise language skills. The clarity of the rules ensures that learners focus on task-based goals, such as completing language-based challenges, which promotes consistent use of English in a controlled environment (Scholz, 2021).

In the context of game-based learning, games are not just for entertainment but for improving cognitive and linguistic skill. According to Cao (2023), educational games combine instructional content with engaging and interactive experiences to create meaningful learning opportunities. Games designed for language learning involve tasks that require active speaking and listening, which encourages students to practice their speaking skill (Daulay, 2023). These activities immerse students in authentic communication scenarios where they have to use English to achieve the game's objectives, thus promoting the development of their speaking skill.

A key feature of games is the intrinsic motivation they create for players. According to Anisa, Marmanto, and Supriyadi (2020), game-based learning often includes features such as goals, feedback and challenges to drive player engagement. In educational settings, these elements are crucial for language learning, especially in the development of speaking skill. The motivational aspect of games reduces the anxiety usually associated with speaking a foreign language and makes students more willing to participate. This in turn increases their practice time and improves their speaking fluency. Game elements such as instant feedback also allow learners to improve their pronunciation and grammar in real time, thus improving their overall speaking skill (Wulantari, Rachman, Sari, Uktolseja, & Rofi'i, 2023).

Game-based learning has also been defined by their ability to facilitate social interaction. Duncan (2020) states that game-based learning provides an environment for collaboration, communication and teamwork, which are important components of language learning. In the classroom, games that involve role-playing or group challenges require students to communicate in English to solve problems or complete tasks, promoting the use of speaking in a natural and engaging way (Ferreira, 2022). Such interactions help students practice their dialogue skills and learn to express themselves more confidently.

Recent studies have also emphasized the cognitive benefits of games in an educational context. According to Angelelli et al. (2023), game-based learning stimulates cognitive processes that are essential for language development, such as memory, problem solving and critical thinking. In language learning, these cognitive processes are activated through game-based tasks that require students to recall vocabulary, construct sentences, and respond to prompts. The active cognitive engagement provided by game-based learning supports the development of speaking skill by encouraging learners to process and use language in a dynamic way (Lee, Yang, & Wu, 2024).

In summary, game-based is defined as a structured, rule-based system that combines educational goals with engaging and motivating elements. Game-based learning promotes social interaction and cognitive development, making it particularly effective in language learning as it gives students the opportunity to practice speaking in a structured but dynamic environment. For young learners, especially grade 5 students in China, game-based learning offers a fun and motivating way to improve English speaking skill, helping to reduce language anxiety and increase fluency.

#### **2.4.2 Importance of Game-Based Learning**

The use of game-based learning (GBL) in education, particularly in language teaching, has shown significant positive results. It not only increases student motivation and engagement, but also promotes active learning and facilitates the

development of key language skills (Hartt, Hosseini, & Mostafapour, 2020). The importance of GBL is to create an interactive learning environment where students can acquire language skills through meaningful and purposeful activities that reflect real-life communication.

Game-based learning it encourages active student participation. Unlike traditional lecture-based approaches, which often position students as active recipients of information, GBL promotes an active learning environment (Asniza, Zuraidah, Baharuddin, Zuhair, & Nooraida, 2021). Through games, learners become participants in the language learning process, engaging in practical activities that require them to apply their speaking skills in real-life contexts. As Lei, Chiu, Wang, D., Wang, C., and Xie (2022) point out, GBL shifts the learning experience from teacher-centred to student-centred, where learners are directly involved in the construction of knowledge through dialogue, decision-making and problem-solving. Active participation is particularly important for the development of speaking skill because it requires students to engage in authentic communication that builds language fluency.

Another key aspect of GBL is to increase students' motivation to learn. Language learners, especially young people, tend to be more motivated when the learning process is enjoyable and engaging. Games bring fun into the classroom, which greatly increases students' willingness to participate in speaking activities (Foster & Shah, 2020). According to Taşkın and Kılıç Çakmak (2023), students are more inclined to practise speaking in game-based learning environments because they find it less daunting and more enjoyable than traditional classroom activities. The positive emotions associated with games improved students' overall attitudes towards language learning and encouraged them to work harder to develop their speaking skill.

Game-based learning also plays a crucial role in promoting social interaction and collaboration between students. Many language games are played in pairs or groups and require students to work together and interact with each other to achieve a common goal (Ismaizam et al., 2022). This interaction is crucial for the development of speaking skill as it reflects the natural use of language in a social context. As

highlighted by Tacarraoucht, Zano, and Zamorano (2022), games encourage peer-to-peer communication and provide learners with the opportunity to practice speaking in a cooperative and supportive environment.

An important feature of game-based learning is the provision of immediate feedback, which is crucial for the development of language skills. When playing a game, students receive real-time feedback on their language use from the game mechanics, the teacher, or their peers (Yang, 2018). This immediate feedback allows learners to see their mistakes and correct them on the spot, thus speeding up language acquisition.

In conclusion, the importance of game-based learning (GBL) in language education lies in its ability to create a positive, engaging and collaborative learning environment that promotes the development of speaking skill. Through learning experiences that increase motivation, stimulate student interest, and provide immediate feedback, GBL is a powerful tool for improving the English speaking skill of Chinese grade 5 students. By integrating games into the classroom, educators can provide a dynamic and supportive platform to enhance language learning and promote long-term speaking proficiency.

#### **2.4.3 Types of Games for Game-Based Teaching**

Game-based teaching methods include a variety of game types that can be used to develop students' English speaking skill. Different types of games provide unique opportunities for students to practice their speaking skill in an interactive and engaging way. There are various games for teaching such as Story Chain Game, Simulated Dialogue Game, Picture Puzzle Game and Bomb Game. In this study, four main types of games were used to develop the speaking skill of Grade 5 Chinese students: Sorting Game, Guessing Game, Matching Game and Role-Playing.

### 1) Sorting Game

Sorting games require students to sort or organize information according to specific criteria. In the context of English language learning, sorting games may involve sorting words, pictures or phrases according to themes such as seasons, daily activities or holidays. Sorting games foster critical thinking and allow students to practice using vocabulary in a structured way, which strengthens their speaking skill when explaining choices out loud. For example, in a sorting game about daily activities, students may be asked to categorize activities into 'morning', 'afternoon' and 'evening'. This prompts them to verbalize the time of day and related activities.

Sorting games practise speaking by encouraging students to describe and justify their sorting process, increasing fluency in the process.

### 2) Guessing Game

Guessing games are highly interactive and require students to ask and answer questions to infer hidden information. In the English classroom, guessing games help students practice forming questions, making predictions, and providing descriptions, which are essential for speaking development. A common guessing game might involve a teacher or student describing a mysterious object or event while others ask yes or no questions to identify it (e.g., 'The leaves are turning yellow, what season is it?' 'What season is it when you can build a snowman?"). The game can be used to reinforce vocabulary related to topics such as seasons. For Chinese Grade 5 students, guessing games can help lower speaking barriers by creating a fun and interactive environment that encourages oral participation without fear of failure.

### 3) Matching Game

Matching games involve matching related items in some way, such as words and pictures, questions and answers, or sentences and their meanings. In the context of English language learning, matching games can be designed to improve vocabulary use, sentence formation, and dialogue creation as students must use language to express the connections they make. For example, in a matching game

about school activities, students may need to match the names of holidays with the corresponding dates or activities. This activity encourages them to talk about specific details in complete sentences. Matching games help students strengthen their speaking skill by improving their vocabulary recall and sentence structure when explaining their matches to the class or to their peers.

#### 4) Role-Playing

Role-playing games immerse students in real-life scenarios in which they must take on different roles and interact with others. This game is particularly valuable for practising conversational English as students engage in dialogue and perform linguistic functions such as asking for information, making comments or explaining situations. In a role-play game about Easter, students can take on roles such as a teacher explaining the holiday to a foreign visitor using relevant vocabulary, dates and cultural traditions. Role-play games are very effective in developing students' speaking confidence because they mimic real-world dialogue and give students the opportunity to experiment with language in a supportive environment.

These games not only improve students' English communication skills, but also make learning more engaging and interactive. By incorporating sorting, guessing, matching and role-playing games into the curriculum, students have the opportunity to practice speaking in meaningful contexts, ultimately improving fluency and communication skills.

#### **2.4.4 Advantages and Disadvantages of Game-Based Teaching Method**

Game-based teaching methods are becoming increasingly popular in modern language education because of their ability to engage students, encourage active participation and create interactive learning environments. However, while these methods offer many benefits, they also present certain challenges. The following section explores the advantages and disadvantages of using game-based teaching methods.

### Advantages

1) Improving motivation and engagement: Research has shown that games significantly increase students' motivation to learn by making the classroom more interactive and enjoyable. The competitive and cooperative nature of games attracts young learners, keeping them interested and engaged (Yu, Gao, & Wang, 2021).

2) Improving speaking skill: Game-based methods provide students with more opportunities to practice speaking in meaningful contexts. Unlike traditional methods, games encourage active participation, which helps students improve their fluency and confidence in using the language (Nazarov, 2023).

3) Reduce anxiety: Game-based methods often create a low-stress environment, making students feel more comfortable experimenting with language. This is particularly beneficial for young learners who may be worried about making mistakes when speaking (Yang, Hsieh, Wong, Hong, & Lai, 2024).

4) Development of social and communication skills: Game-based learning requires interaction, collaboration and communication between peers, which are fundamental skills in language learning and wider educational contexts. By working together to solve problems or complete tasks, students engage in authentic communication, which improves their speaking skills (Rybchynska, 2023). Especially in cooperative games, encouraging students to practice negotiation and discussion is crucial for improving their speaking skill (Crisianita & Mandasari, 2022).

### Disadvantages

1) Classroom management challenge: Introducing games into the classroom can sometimes lead to increased noise levels and extra task behaviour. Teachers need to manage their time carefully and ensure that students are focused on their learning objectives (Barahona Mora, 2020).

2) Limited content coverage: Compared to traditional methods, game-based methods typically require more time to complete, which may limit the amount of content that can be covered during the course. Teachers may find it difficult to balance game-based activities with the need to meet curriculum standards (Greipl, Moeller, & Ninaus, 2020).

3) Resource intensity: Some games require specific materials or techniques that may not be available in all classrooms. In addition, the preparation and planning required for effective implementation of games can be time consuming for teachers (Jing, 2022).

4) Learner limitations: Although many students thrive in game-based learning environments, others may find it difficult to adapt to this less structured approach. Teachers need to consider individual learning styles and ensure that games are inclusive and accessible to all students (Zheng, 2022).

In summary, although game-based teaching methods offer many benefits for developing students' English speaking skill, they need to be implemented with care to ensure that they effectively support learning objectives. By selecting appropriate games and integrating them into broader teaching strategies, teachers can maximize the benefits of game-based learning while minimizing its drawbacks.

## **2.5 Measurement and Evaluation for English Speaking Skill and Satisfaction**

In quantitative research, the measurement and evaluation of language proficiency and student satisfaction play a crucial role in determining the effectiveness of teaching methods. In this study, the effectiveness of the game-based teaching method was measured by pre-test and post-test, while student satisfaction was measured using a Likert 5-point scale.

### **2.5.1 Measurement and Evaluation for English Speaking Skill**

Assessing English speaking skill in a quantitative framework typically involves the use of pre-test and post-tests to measure students' progress before and after an intervention. The pre-test establishes a baseline of students' speaking skill, while the post-test measures the degree of improvement following a game-based teaching intervention. According to Skehan (2018), pre-test and post-test designs are widely used in language learning research to quantitatively measure the impact of different teaching methods.

A range of assessment tools are used to evaluate critical components such as fluency, pronunciation, grammar, vocabulary and communicative competence when measuring English speaking ability. Fluency is often assessed by measuring the smoothness of speech delivery, typically through tasks that measure the number of words spoken per minute or the length of pauses (Shiple & McAfee, 2023). Pronunciation can be assessed through phonological accuracy tests, which measure aspects such as intonation, stress and the production of individual sounds (Xu, 2022). For grammar and vocabulary, assessments such as the Oral Proficiency Interview (OPI) and picture description tasks are used, which require students to produce spontaneous speech using accurate grammar and appropriate vocabulary (Lei, 2021). Communicative competence, which involves the ability to use language effectively in real-life situations, is often assessed through role-playing or paired interaction tasks. These tasks are designed to measure how well students initiate, maintain and conclude conversations in context (Idham, Subramaniam, Khan, & Mugair, 2022).

This study will use a combination of pre-test and post-test assessments to measure the improvement in students' English speaking skill in these key areas. The pre-test will serve as a baseline, while the post-test will measure the impact of the game-based teaching methods. Specifically, fluency and pronunciation will be assessed through a free-speech task where students will speak for three minutes on familiar topics such as 'My Day' or 'My Favourite Season'. The assessment will be based on speaking rate and pronunciation accuracy using a standardized phonological scale (Wang, 2022). For grammar and vocabulary, a picture description task will be used in which students describe pictures related to everyday or seasonal events, allowing for the assessment of grammatical structure and lexical range (Jumrah, 2022). Finally, communicative competence will be measured through a role-playing activity that simulates real-life scenarios, such as discussing weekly schedules or talking about holidays. This method will test students' ability to engage in meaningful dialogue and use appropriate conversational strategies (Pikulthong & Kerdnoonwong, 2022).

The use of both pre-test and post-test formats allows a direct comparison of students' speaking skill before and after the game-based intervention, providing insights

into the effectiveness of these teaching methods. This test design ensures comprehensive coverage of the different aspects of speaking skill, making it both relevant and applicable for assessing the progress of grade 5 students in this framework.

### **2.5.2 Students' Satisfaction**

Students' satisfaction refers to students' perceptions of the game-based learning experience. It includes their enjoyment of the activity, comfort with speaking, perceived enhancement of language skills, and the quality of interactions with peers and teachers during the learning process (Chen & Liu, 2023).

In the field of English language education, satisfaction, especially in relation to speaking skill, is an important indicator of the effectiveness of teaching methods and the overall learning experience (Murillo-Zamorano, Sánchez, & Godoy-Caballero, 2019). It reflects students' satisfaction with the educational environment, the strategies used by teachers, and their own perceived developmental progress and achievement (Hamutoglu, Gemikonakli, Duman, Kirksekiz, & Kiyici, 2020).

The impact of teaching quality on satisfaction cannot be overstated; research has shown a strong link between high quality teaching and increased satisfaction (Lukman, Setiani, & Muhassanah, 2020). Student engagement is another key factor contributing to the relationship between perceived teaching quality and satisfaction. Research has shown that students who are actively engaged, interact meaningfully and participate in collaborative learning are more likely to be satisfied with their educational learning (Chatterjee & Correia, 2020).

Furthermore, task difficulty and satisfaction are intertwined; when speaking tasks are perceived as both challenging and achievable, they can increase satisfaction and self-efficacy in English language learning (Bielak, 2022). In essence, satisfaction with English language learning, particularly with regard to speaking skill, is a multidimensional construct influenced by the quality of teaching, technology integration, student engagement, task difficulty, self-efficacy beliefs and the classroom

environment. A synergistic combination of these elements promotes a more satisfying learning experience, which in turn increases student engagement and learning outcomes (Pham & Nguyen, 2021).

Measuring satisfaction is important because it provides insights into the extent to which a teaching method engages students and whether it fosters a positive learning environment. High levels of satisfaction are often associated with increased motivation and engagement, which is critical for language development (Ji, Park, & Shin, 2022). Additionally, understanding satisfaction helps educators refine their teaching methods to ensure that game-based methods are both enjoyable and effective.

This study aims to gain insights into the game-based teaching method on students' learning experience by comprehensively analyzing students' feedback on learning English speaking skill. Through the students' satisfaction questionnaire, and also will focus on evaluating the role of game based in increasing students' interest, students' engagement, and the effectiveness of game-based teaching. Through this comprehensive and in-depth study, we expect to provide strong empirical support for the application of game-based teaching method in English speaking skill and provide valuable insights for future language education practices.

## **2.6 Related Theories**

In order to effectively implement game-based teaching and learning methods for developing English speaking skill, it is important to ground such methods in an established theoretical framework. Constructivist Learning Theory, Behavioral Motivation Theory, Flow Theory and Second Language Acquisition Theory provide comprehensive insights into the mechanisms by which game-based learning enhances language acquisition, particularly speaking skill.

### 2.6.1 Constructivist Learning Theory

Constructivist learning theory represents a transformative educational approach that highlights the dynamic and participatory role of the learner in the knowledge construction process (Matta, 2018). This theory suggests that learners are not merely passive absorbers of information; instead, they actively contribute to the creation and understanding of their world through experience, social interaction, and reflection (Al-Jarrah, J., Talafhah, & Al-Jarrah, T., 2019).

The foundations of constructivism are deeply embedded in the works of seminal thinkers such as Jean Piaget, Lev Vygotsky, and Jerome Bruner (Bhatia, 2018). Piaget's insights into cognitive development and Vygotsky's sociocultural perspective provide the psychological framework for this theory (Pathan, Memon, R., Memon, S., Khoso, & Bux, 2018). Cognitive Constructivism zeroes in on the individual's cognitive processes, viewing learning as an active endeavor where new information is either assimilated into existing knowledge structures or prompts the accommodation of these structures (Makewa, 2019).

Social Constructivism, drawing from Vygotsky's principles, regards learning as a sociocultural process facilitated by social interaction and collaboration, with a particular focus on the zone of proximal development—a concept that highlights the potential for achievement through guided support beyond independent capabilities (Mutekwe, 2018). Radical Constructivism, introduced by Ernst von Glasersfeld, takes a step further by asserting that reality is a construct of each person's subjective experience, emphasizing individual perspectives in knowledge construction (Sözcü, 2020).

Pedagogical Implications of constructivism advocate for student-centered learning environments that prioritize inquiry, problem-solving, and collaborative activities. In such settings, the teacher assumes the role of a facilitator, supporting students in their journey of self-directed knowledge construction (Hoidn & Reusser, 2020). Constructivist Teaching Strategies are designed to stimulate active learning, embed learning in real-world contexts, encourage reflection, and nurture a sense of

community among learners (Zajda & Zajda, 2021).

In summary, constructivist learning theory offers a comprehensive educational paradigm that values the active participation of learners and the importance of individual and social processes in learning. It encompasses a variety of teaching strategies and research approaches aimed at creating an enriching and exploratory learning environment (Chuang, 2021). By focusing on the subjective realities and experiences of learners, constructivism fosters a deeper understanding and more meaningful educational outcomes. This approach to learning is not just about acquiring knowledge but also about the process of knowledge creation, where learners are empowered to construct their own understanding of the world (Tan & Ng, 2021). Game-based learning engages students in active, participatory learning, which is in line with constructivist principles. The interactive nature of the game, where students communicate in English, provides a platform for knowledge construction through real-time dialogue.

### **2.6.2 Behavioral Motivation Theory**

Behavioral Motivation Theory delves into the intricate relationship between environmental factors and behaviors, proposing that motivation is a dynamic process that initiates, guides, and sustains actions aimed at achieving goals (Solomon & Anderman, 2017). This theory has been significantly influenced by the works of renowned psychologists like B.F. Skinner, who highlighted the pivotal role of reinforcement in influencing and shaping behavior patterns (Vargas, 2017).

At the core of Behavioral Motivation Theory are the principles of reinforcement and punishment. Reinforcement is a mechanism that amplifies the likelihood of a behavior recurring by following it with a rewarding stimulus, thereby strengthening the behavior (Michaelsen & Esch, 2021). In contrast, punishment works to decrease the frequency of a behavior by introducing an aversive stimulus or removing a positive one (Orji, Alslaity, & Chan, 2024). The Drive Theory expands on this by suggesting that internal states of tension or drives, stemming from biological or psychological needs, act

as motivators prompting individuals to act in ways that alleviate this tension (Kruglanski, Szumowska, Kopetz, Vallerand, & Pierro, 2021). A game-based method of teaching and learning naturally incorporates this concept, as students receive immediate feedback, reward or recognition for successfully using English in speaking tasks. This reinforcement encourages sustained engagement and effort, creating a cycle of motivation. Games also minimise the fear of failure by rewarding participation, thus encouraging students to practice speaking without hesitation.

Behavioral motivation is also inherently linked to goal-directed behavior, where the establishment and pursuit of goals serve as powerful motivators. These goals provide a clear direction, influencing behavior towards the attainment of specific outcomes (Diefendorff, Kenworthy, Lee, & Nguyen, 2022). Complementing this is the concept of self-efficacy, as introduced by Albert Bandura. Self-efficacy refers to an individual's belief in their ability to perform certain actions, which significantly impacts their level of motivation and the effort they are willing to invest (Hussain, Khan, & Bidar, 2022).

In summary, Behavioral Motivation Theory offers a comprehensive framework for understanding how motivation arises and influences behavior. It encompasses the principles of reinforcement and punishment, the role of drives and needs, the pursuit of goal-directed behavior, and the influence of self-efficacy beliefs on an individual's motivation (Bandhu et al., 2024). Behavioural motivation theory comes into play when positive reinforcement is applied to motivate students to use the target language in the context of game-based language learning. In this case, reinforcement includes rewards such as points, verbal praise, or progress through a game level, all of which motivate students to continue to engage in speaking tasks. For example, games that reward students for correct pronunciation or fluency can motivate them to engage more deeply in speaking tasks. Positive reinforcement in games helps to create a motivational environment that promotes consistent language practice. In this way, the behavioural approach supports the use of game-based learning to improve students' speaking skill by harnessing the power of motivation and rewards.

### 2.6.3 Flow Theory

Flow theory, pioneered by Mihaly Csikszentmihalyi, encapsulates the concept of an optimal psychological state in which individuals become deeply engaged in activities that are both intrinsically rewarding and absorbing (Csikszentmihalyi, Montijo, & Mouton, 2018).

A key aspect of achieving flow is the Complete Immersion, where individuals are so engrossed in their activities that they lose awareness of their surroundings and time (Shin, 2019). This state is often reached when there is a Balance Between Challenge and Skill, aligning the difficulty of the task with the individual's capabilities to ensure engagement without frustration (Zollars, 2018). In game-based learning, well-designed game tasks help students achieve this state of flow, where they are fully immersed in language tasks that are both fun and appropriately challenging. This immersion experience is crucial for language learners as it allows them to practise speaking in a low-anxiety environment, increasing their fluency and confidence.

In flow theory, concentration on the Task becomes absolute, with attention sharply focused and distractions effectively blocked out (Bennett, 2018). This deep focus can lead to a Loss of Self-Consciousness, where individuals transcend their sense of self, merging with the activity and experiencing an Altered Sense of Time (Foxcroft, 2019).

In essence, flow theory elucidates the pathway to achieving an optimal state of mind where individuals can perform at their peak, resulting in Enhanced Performance. This state is marked by a deep engagement with the task, a loss of self-consciousness, and an enjoyment that is self-contained (Tse, Nakamura, & Csikszentmihalyi, 2020). The theory underscores the importance of aligning challenges with skills, setting clear goals, providing immediate feedback, and fostering an environment conducive to concentration and intrinsic motivation. By understanding and applying the principles of flow, individuals can harness their full potential in various domains of life, from work to leisure activities (Peifer & Wolters, 2021). In game-based learning environments, the

flow theory is applied by designing games that are appropriately challenging for students' language levels. For example, designing interactive storytelling or role-playing games to match students' level of speaking English helps them stay engaged while improving their skill. When students experience flow, they become deeply engaged in the language task, which not only enhances learning but also makes the experience enjoyable. Thus, the flow theory supports the use of games in language teaching by emphasizing the importance of keeping students motivated and engaged through well-designed tasks.

#### **2.6.4 Second Language Acquisition Theory**

Second language acquisition (SLA) theory is a multifaceted field that seeks to comprehend the intricate processes by which individuals master languages beyond their mother tongue (Housen, De Clercq, Kuiken, & Vedder, 2019). Spanning various theoretical perspectives, these approaches provide a rich understanding of the cognitive, social, and psychological dimensions of learning a second language (Mitchell, Myles, & Marsden, 2019).

Early on, Behaviorist Theory dominated SLA, treating language learning as habit formation through imitation, practice, and reinforcement (Spada & Lightbown, 2019). In contrast, Innatist Theory, primarily associated with Noam Chomsky, introduced the concept of a Language Acquisition Device (LAD), emphasizing innate cognitive structures that facilitate grammar and syntax acquisition (Heather, 2020).

Cognitive Theory, influenced by Jean Piaget's work, posits that learners construct meaning and understanding through active mental processes (Khadidja, 2020). Meanwhile, Interactionist Theory merges the intake of comprehensible input with social interaction, promoting language learning through shared communication and practice (Shawaqfeh, Jameel, Al-adwan, & Khasawneh, 2024).

Sociocultural Theory, rooted in Vygotsky's work, highlights the significance of social context and interaction with more knowledgeable individuals in internalizing

language (Daneshfar & Moharami, 2018). Krashen's Input Hypothesis and Schmidt's Noticing Hypothesis further the understanding of language acquisition by stressing the importance of receiving input slightly beyond one's current level and the learner's awareness and attention to that input (Taghizadeh, 2023). Game-based learning provides comprehensible input through contextualized language use, and the interactive nature of games allows students to practise the output in real time, facilitating the development of speaking skills through interactive and engaging language practice.

In summary, SLA theory is a tapestry woven from various theoretical threads, each contributing to our understanding of second language learning. From behaviorist and innatist perspectives to cognitive, interactionist, and sociocultural insights, these theories collectively address the complexity of language acquisition. They consider the interplay of imitation, innate abilities, cognitive development, social interaction, input awareness, cognitive efficiency, and adaptive systems. By examining these elements, educators can better support learners in their journey to master second languages, acknowledging the diverse and dynamic nature of the learning process (Song, Shin, S., & Shin, K., 2023). SLA theory is highly applicable in game-based teaching because games provide real opportunities for students to engage in meaningful communication while practising their speaking skill in English. For example, role-playing games allow students to use English in real-life situations and receive comprehensible input from peers and teachers. In addition, Krashen's affective filter hypothesis emphasizes the importance of reducing anxiety for successful language learning, with games providing a low-stress environment that allows students to become more comfortable taking risks and making mistakes. By lowering the affective filter and providing comprehensible input through interactive games, SLA theory makes a compelling case for using a game-based approach to improve speaking skill in the classroom.

The theoretical underpinnings of constructivist learning theory, behavioural motivation theory, flow theory and second language acquisition theory provide a comprehensive framework for understanding the effectiveness of game-based teaching methods in developing Chinese grade 5 students' speaking English. Constructivist

learning theory emphasizes the social and interactive nature of learning, particularly in collaborative game tasks. Behavioural motivation theory stresses the role of positive reinforcement in encouraging language use, while flow theory explains how well-designed games keep students engaged in language practice. Finally, second language acquisition theory emphasizes the importance of providing comprehensible input in low-stress environments, conditions that are naturally facilitated by game-based learning. These interrelated theories provide important insights into how game-based teaching methods can be strategically applied to improve Chinese grade 5 students' speaking skill.

## **2.7 Related Research and Study**

Existing literature on the development of speaking skill in English through game-based teaching methods emphasizes the transformative potential of interactive learning strategies in language acquisition, especially among young learners. Traditional educational methods, often characterized by rote memorization and passive learning, have proved insufficient in developing communication skills, leading to the need for innovative new pedagogical approaches (Chan & Lo, 2022). This requires a shift towards engaging and participatory strategies that motivate students and improve their language proficiency. In Yunnan Province, where students face unique cultural and linguistic challenges, innovative pedagogical approaches are essential to improve language acquisition, and game-based teaching methods have emerged as a promising strategy.

Research on Game-Based Learning (GBL) is increasingly highlighting its effectiveness in language education, particularly in improving students' speaking skill. GBL utilizes interactive, engaging activities that immerse learners in the use of actual language and promote their ability to communicate effectively in a second language. There is growing evidence that GBL is an effective means of improving oral fluency, especially when traditional language teaching often does not provide sufficient oral practice.

Liu, Chen, and Sun (2017) examined the impact of cooperative games on the speaking development of 9–11-year-olds and found that these activities encouraged more spontaneous communication between students, especially in group settings where they were more comfortable practising English.

Chen and Wang (2018) explored the use of guessing games and role-plays to improve the speaking skill of grade 6 primary school students. Their findings showed that students who participated in these game-based activities showed significant improvements in speaking fluency and accuracy.

Hung, Yang, Hwang, Chu, and Wang (2018) conducted a systematic review of game-based learning in language teaching, focussing on its impact on language acquisition, particularly speaking. The study reviewed a variety of GBL approaches and found that games such as role-playing and interactive story-telling enabled students to engage in authentic communication, which greatly improved their speaking fluency. The study concludes that GBL is particularly effective in developing students' speaking skill by providing opportunities for natural interaction.

Kim (2019) discussed the role of role-playing games in improving the speaking skill of Korean grade 5 students. The findings showed that role-playing creates a realistic and engaging environment for students to practice conversational English, which leads to increased confidence and accuracy in oral output. The 10- to 11-year-old students not only showed improvement in vocabulary use, but also demonstrated stronger communication strategies during discussions.

Wang and Zhang (2019) investigated the impact of gamified learning environments on grade 5 students and concluded that such environments promote collaborative learning and individual speaking skill. Students in gamified environments were more motivated to practice speaking and the competitive but supportive nature of these activities helped them gain confidence in using English.

Meyer's (2019) study to the impact of digital game-based learning on primary school students' speaking performance in English. The study investigated digital language learning tools and their impact on students' speaking performance. Findings indicated that primary school students who participated in game-based activities showed significant increases in fluency, pronunciation, and confidence. Meyer noted that digital games create a low-pressure, interactive environment that encourages the active use of speaking English.

Wang and Chen (2020) examined whether interactive digital games could improve Chinese primary school children's speaking skills. Focusing on students between the ages of 9 and 12, the study found that students who participated in game-based activities showed significant improvements in fluency and pronunciation compared to those taught through traditional methods.

Hu, Liu, and Li (2020) investigated the impact of game-based learning on the speaking skill of Chinese grade 5 students and found that students who participated in a game-based programme showed significant improvements in fluency, willingness to communicate and overall language confidence.

Wang and Vásquez (2020) investigated the use of game-based learning to develop oral communication skills in primary school students. Their study found that games such as guessing games and team-based language activities helped to encourage active participation and collaboration, which in turn improved students' oral fluency. The researchers noted that young learners, particularly those in primary school, benefited from the interactive and immersive nature of GBL, which reduced their anxiety about making mistakes and encouraged them to become more involved in speaking tasks.

Yang and Liao's (2020) study focused on the use of collaborative board games to develop speaking skill in Chinese primary school students. This study examined grade 5 students in Taiwan and showed that students who participated in a board game programme showed significant gains in fluency and speaking confidence.

Li and Xu (2021) investigated the use of digital games in Chinese primary schools and reported significant improvements in students' speaking performance, particularly in terms of fluency and spontaneity. The study also noted that students demonstrated higher levels of motivation and engagement, which are key factors for successful language learning.

Li and Chen (2021) examined how role-playing games can help improve grade 4 students' speaking skill and noted that these interactive activities create opportunities for students to practice language in meaningful contexts. Findings suggest that games not only provide an immersive learning experience, but also reduce the anxiety typically associated with speaking a foreign language, thus promoting greater engagement.

García and González's (2021) study investigated the use of a digital gaming platform to improve the speaking skill of Spanish primary school students learning English. The study showed that grade 5 students who used digital games to practice their conversational skills showed considerable improvements in fluency, pronunciation, and overall speaking ability.

In conclusion, game-based teaching methods have proven to be an effective approach for developing English-speaking skills. By creating an engaging and low-stress environment, promoting interaction and contextualized language practice, and offering opportunities for authentic communication, games can significantly enhance learners' speaking proficiency and overall language development.

Based on the reviewed literature, it is evident that game-based teaching methods have the potential to enhance English speaking skills among learners. However, most of the existing research has been conducted in different contexts and cultural settings. Conducting a study specifically focused on Grade 5 Chinese students in Yunnan Province, China, would contribute to a better understanding of the effectiveness of game-based teaching methods in this particular context. The need for this study is underscored by ongoing curriculum reforms in China that promote more

engaging and interactive teaching practices. By focusing on a game-based method, this study not only aligns with national education policies, but also seeks to enhance students' learning experiences and foster a more dynamic and effective language acquisition environment.

By conducting this research, valuable insights can be gained into the specific challenges and opportunities associated with implementing game-based teaching methods in the Chinese educational system. The findings could inform pedagogical practices and curriculum design, potentially leading to more effective strategies for enhancing English speaking skills among Chinese students.

Overall, this research study has the potential to contribute to the existing body of knowledge on game-based language teaching while providing valuable insights into the specific context of grade 5 Chinese students in Yunnan Province, China.



## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter describes the methodology used in this study to answer the research questions: Would the game-based teaching can improve the English speaking skill of Grade 5 Chinese students in Yunnan Province, China? How Grade 5 Chinese students' satisfaction with the game-based teaching method in Yunnan Province, China? The following sections will be presented in the following order:

- 3.1 Research Design
- 3.2 Population and Sample of this Study
- 3.3 Research Instruments
- 3.4 Validity and Reliability of Research Instruments
- 3.5 Data Collection Procedure
- 3.6 Data Analysis

#### 3.1 Research Design

This study used a mixed method design of quantitative and qualitative. Quantitative research methods provide numerical information and focus on collecting and analyzing numerical data to generalize findings and understand the big picture, such as investigating models or using quantitative experiments (Mohajan, 2020). Qualitative research methods provide insight into the social context of particular individuals and settings, such as interviews or observations. Qualitative methods include sampling, data generation and analysis procedures (Lofland, Snow, Anderson, & Lofland, 2022).

The achievement tests and satisfaction questionnaires were used to collect quantitative data and semi-structured interview forms were used to collect qualitative

data. The achievement tests consisted of a pre-test and a post-test. These two tests were conducted before and after the application of the game-based method to investigate the students' achievement. The aim was to test the effectiveness of the game-based method in improving students' speaking skill. Figure 3.1 below describes the research design of the study.

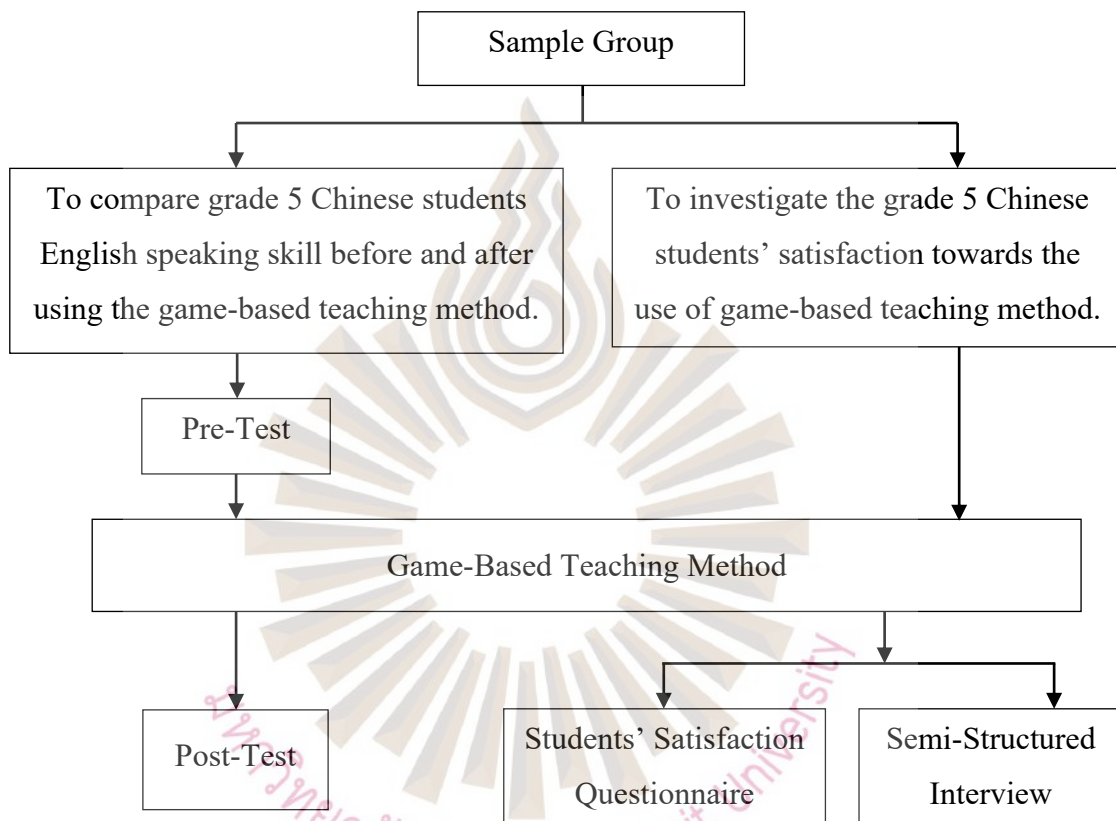


Figure 3.1 Research Design of the Study

## 3.2 Population and Sample of this Study

### 3.2.1 Population

The study was conducted with grade 5 students in a public primary school in Kunming, Yunnan Province, China. The study consisted of three grade 5 classes of 30 students each, for a total of 90 students. The participants were between the ages of 10 and 11 years old and varied in gender and English learning ability.

### 3.2.2 Sample

Sample: The sample group selected through a cluster random sampling consisted of a 30 students class with mixed genders and English language proficiency for the study.

### 3.2.3 Location

This study was initiated in a public primary school in Yunnan Province, China. The school has favourable conditions for applying gamification pedagogy to the English curriculum. The school consisted of grades 1 to 6. By 2024, the school consisted of approximately 2,500 enrolled students and 118 teachers. The school is located in an urban area.

## 3.3 Research Instruments

This study used a mixed method design. Therefore, it included both quantitative and qualitative data. The research instruments consisted of four lesson plans. The quantitative data were collected from the English speaking skill tests (pre-test and post-test) and the students' satisfaction questionnaire included the qualitative data from semi-structured interviews for supporting the ideas of satisfaction.

Table 3.1 Details of Research Instruments

NO.	Research Objectives	Research Instruments
1	Comparing the achievement of grade 5 Chinese students in an English course before and after applying a game-based teaching method.	English speaking skill tests (pre-test and post-test) were carried out before and after the application of the method.

Table 3.1 Details of Research Instruments (Cont.)

NO.	Research Objectives	Research Instruments
2	Exploring grade 5 Chinese students' satisfaction with learning through game-based method in an English language course.	Students' satisfaction questionnaire and semi-structured interview.

### 3.3.1 Lesson Plans

The researcher prepared four lesson plans based on the topics and speaking knowledge points through the game-based teaching from People's Education Publishing Company's Grade 5 Second Book English textbook. In total, there were English speaking skill tests (pre-test and post-test) and four lesson plans, each including two sessions. Each session will be 45 minutes long, for a total of eight sessions. The lesson plans were based entirely on the English Curriculum Standards for Compulsory Education in China, which were fully in accordance with the English level of the grade 5 students. The researcher used a game-based approach to teach speaking English, including teaching the vocabulary needed for speaking as well as key sentence patterns. The lesson plans are shown in Table 3.2: (See Appendix D for more details).

Table 3.2 Lesson Plan Outline

Lesson Plans	Time Length	Learning Objectives	Game
Pre-test			
Lesson Plan 1 My Day	90 mins	1. The students can explain what did they do in one day. 2. The students can communicate with others about their daily lives and weekend activities.	Sorting Game

Table 3.2 Lesson Plan Outline (Cont.)

Lesson Plans	Time Length	Learning Objectives	Game
Lesson Plan 2 My Favourite Season	90 mins	1. The students can express their favourite seasons and why like it. 2. The students can talk the advantages and disadvantages of this season.	Guessing Game
Lesson Plan 3 My School Calendar	90 mins	1. The students can accurately express and discuss events on the school calendar, including the name of the event, time, place, and their feelings. 2. The student can ask and answer questions based on events or dates on a calendar.	Matching Game
Lesson Plan 4 When is easter?	90 mins	1. The students can discuss Easter dates and related activities. 2. The students can remember and speak traditional Chinese and foreign festivals.	Role-Play
Post-test			

### 3.3.2 Instruments for Quantitative Data Collection

#### 3.3.2.1 English Speaking Skill Test (Pre-test and Post-test)

The English speaking skill tests in this study consisted of a pre-test and a post-test. This test was conducted before and after the application of the game-based teaching method to examine students' achievement. The test was developed by the researcher based on the four themes of the lesson plans. The test included (1) My day (2) My favourite season (3) My school calendar and (4) When is Easter.

The English speaking skill test is totalled 20 points. Students choose a topic they are familiar with from the four themes and take a English speaking skill

test. Each theme has 2 questions and each student is given 5 minutes to prepare and 3 minutes to take the test. (See Appendix F for more details).

The test was evaluated through fluency, pronunciation, vocabulary usage and communicative competence. Students received prompts for each topic and then choose a topic to speak on for three minutes. They were graded using a standardized grading scale which assesses speaking skill in terms of fluency, pronunciation, vocabulary usage and communicative competence. The topics were chosen to reflect real-life dialogue skills. For consistency, the same grading scale was used for both pre-test and post-test. (See Appendix G for more details)

### 3.3.2.2 Students' Satisfaction Questionnaire

A students' satisfaction questionnaire was used to find out the satisfaction of grade 5 students with the application of game-based teaching methods. The students' satisfaction questionnaire was divided into three parts, part 1: interest and motivation, part 2: engagement and part 3: effect of game-based methods on student learning; each with 5 questions, totally 15 questions. The measurements were in the form of a five-point of Likert scale including: 1 - Strongly Unsatisfied; 2 - Unsatisfied; 3 - Neutral; 4 - Satisfied; 5 - Strongly Satisfied.

During the distribution of the Students' Satisfaction Questionnaire, the researcher explained and illustrated each question to ensure that participants accurately understood the content of the Students' Satisfaction Questionnaire. (See Appendix I for more details)

Table 3.3 The Level of Students' Satisfaction

Score Range	Students' Satisfaction Level
4.01-5.00	Strongly Satisfied
3.01-4.00	Satisfied
2.01-3.00	Neutral
1.01-2.00	Unsatisfied
≤1.00	Strongly Unsatisfied

### 3.3.3 Instruments for Qualitative Data Collection

#### Semi-Structured Interview

Semi-structured interviews are informal interviews that follow a general framework or outline of the topic to be discussed. Although key questions are prepared in advance, the interviewer uses an open-ended approach to ask questions related to the research topic, allowing flexibility to explore new ideas or areas that emerge from the dialogue (Adeoye-Olatunde & Olenik, 2021). This method encourages the natural flow of the dialogue and allows participants the freedom to articulate their ideas and experiences. Semi-structured interviews can be conducted in a variety of environments including face-to-face, over the phone or through digital platforms such as video conferencing tools, making them adaptable to different research contexts (De Villiers, Farooq, & Molinari, 2022).

In this study, the researcher also conducted semi-structured interviews with students. After applying the game-based teaching method to teach. The researcher conducted semi-structured interviews using simple random sampling of students from 3 groups of 2 students each with high, medium and low scores. The semi-structured interview consisted of three parts: interest and motivation (questions 1 and 2), engagement (questions 3 and 4), and the effect of the game-based teaching method on students' learning (questions 5 and 6). Two questions were set for each section, totalling 6 questions. Therefore, the researcher created a comfortable and open atmosphere for the 6 students and asked 6 questions based on the interview outline in order to collect rich data. The researcher recorded the participants' verbal responses in pen and categorized them according to different themes. Responses were recorded, analyzed and translated into English to ensure satisfaction. Participants' privacy and confidentiality were ensured during the interviews and research ethics guidelines were followed. The purpose and process of the interviews were communicated to the participants beforehand and their consent to participate in the study was obtained. (See Appendix K for details of the semi-structured interviews).

### 3.4 Validity and Reliability of Research Instruments

#### 3.4.1 Validity

Content validity is the measure of congruence between what a scale actually measures and what it intends to measure. Content validity is an important indicator of the quality of a scale. The Index of Item Objective Congruence (IOC) developed by Rovinelli and Hambleton (1977) was used to assess content validity during the item development phase (Kareema, Ismail, & Bt Zubairi, 2021). Content experts rate individual items based on how well they measure the specific objectives listed by the test developer. The experts will assess each item by scoring items +1, 0, and -1 +1 = Measured Clearly -1 = Not Explicitly Measured 0 = Not Clearly Measured. If the assessment shows an IOC score between 0.67 and 1.00, the item is suitable for use. If the score is below 0.67, it needs to be modified or even deleted.

To better measure the content validity of the lesson plans, English speaking skill tests, questionnaires and semi-structured interviews. The researcher will ask three professionals to evaluate the lesson plans, English speaking skill tests, questionnaires and semi-structured interviews using item goal congruence. This includes three English teachers from Lujiang Primary School. The IOC scores were calculated based on each expert's rating. (Refer Appddix E for IOC of lesson plans)

The IOC index's scores range from -1 to +1 - 1 to +1. The score is explained as follows:

- 1)+1: The project is fully consistent with the stated goals
- 2) 0: The project's consistency with stated goals is unclear
- 3)-1: The project is not consistent with the stated goals.

The formula used to calculate the IOC score is  $IOC = \Sigma R/N$ , where ' $\Sigma R$ ' represents the total score of the experts' ratings and ' $N$ ' represents the number of experts. All research instruments have IOC, an IOC score of 0.67 to 1.00 indicated that the content validity of the scale was consistent and acceptable.

### 3.4.2 Reliability

The reliability test of the instruments helps researcher to measure the degree to which a test item is free from errors and contribute to reliable result. Furthermore, before implementing the instruments to the real study, reliability test result can find out the problems and efficacy of the research instruments and confirm the changes need to be made or not in actual study (Kalkbrenner, 2021). Consequently, in order to verify the reliability of the instruments, the researcher administrated reliability test in another group of Grade 5 Chinese students in the same school before the actual study to confirm that the statements in questionnaire were reliable. Cronbach's Alpha Rating Scale was used to measure the reliability of the items, its value of Cronbach's Alpha ( $\alpha$ ) must be at least 0.7 was accepted. In this research, the questionnaire had the 0.9, which is higher than 0.7, indicating that the reliability quality of the research data could applied.

Cronbach's Alpha Rating Scale to be acceptable and used for the study is shown in Table 3.4:

Table 3.4 Cronbach's Alpha Rating Scale

Cronbach's Alpha ( $\alpha$ )	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: Jain & Angural, 2017

## **3.5 Data Collection Procedure**

### **3.5.1 Approval and Ethical Considerations**

To conduct this study in school, the researcher obtained a letter of approval from the school administration of Lujiang Primary School in Yunnan Province, China (see Appendix A for more details).

The possibility of harm to others should always be considered when conducting research. To determine the validity of the study, ethical guidelines must be followed in the conduct and reporting of the study. The ethical findings should be consistent with the results of this study (Taquette & Borges da Matta Souza, 2022). In this paper, ethical standards must be followed at every stage of the research process. As the participants in this study were aged between 10 and 11 years, written informed consent was obtained. Prior to the collection of questionnaire data, participants had to be informed and agree that their data would be collected and used in an anonymous manner. All participant information had to be kept confidential and informed by the researcher.

### **3.5.2 Confidentiality**

Prior to data collection, participants were informed of all information regarding each research procedure, including students' personal information, questionnaire responses, etc. Questionnaire data should only be used for research purposes and not for other unrelated purposes. Researchers should agree not to misuse or commercialize the data. The collection of anonymised data should be limited to the specific research purpose. The research team must adhere to established research ethics and industry practices and not use the data for other purposes or link it to other personally identifiable information. Researchers will also delete all data upon completion of the study.

### **3.6 Data Analysis**

After data collection, the researcher will analyzed the data in two ways according to the two research objectives. Firstly, the quantitative data from the pre-test and post-test will be used to assess the improvement of the sample group's speaking performance in English after applying the game-based method of teaching. Secondly, the quantitative data from the student satisfaction questionnaire and the qualitative data from the semi-structured interviews were used to investigate the grade 5 students' satisfaction with the application of game-based methods of teaching in English class.

#### **3.6.1 Quantitative Data**

In this study, quantitative data were collected through the scores of two achievement tests (pre-test and post-test). And t-test was used as the main method of analyzing the collected data. T-test is a statistical method used to assess whether there is a significant difference between the means of two sets of data (Afifah, Mudzakir, & Nandiyanto, 2022). Means, standard deviations and significant values were calculated.

In addition, quantitative data from the student satisfaction questionnaire was used to investigate the satisfaction of the grade 5 students with the application of game-based methods in the English language curriculum. The mean and standard deviation will be used to statistically analyse the students' responses to each item. The average score was highest at 5.00 ~ 4.01, high at 4.00 ~ 3.01, medium at 3.00 ~ 2.01, low at 2.00 ~ 1.01, and lowest at 1.00.

#### **3.6.2 Qualitative Data**

In this study, qualitative data were obtained through semi-structured interviews to support the satisfaction of grade 5 students with the application of game-based methods in the English language curriculum. Through the semi-structured interviews, participants voluntarily answered six questions, and the researcher used thematic analysis to interpret and analyse the data under three themes: Part 1: Interest

and Motivation, Part 2: Engagement, and Part 3: Effectiveness of Game-based Teaching Methods on Students' Learning. During the semi-structured interviews, the researcher accurately recorded the participants' verbal responses throughout the interviews, which were then extracted and translated into English to gain a fuller understanding of the students' perspectives.



## **CHAPTER 4**

### **RESULTS**

Chapter 4 mainly contained the most important findings of the entire thesis. The data analyzed consisted of two main aspects. One was to analyze the pre-test and post-test scores of the English speaking test. The other was to analyze the students' satisfaction. All the data were analyzed to verify whether the game-based teaching method was effective in teaching speaking English to grade 5 students in China. In this study, the data analysis followed from the research objectives as below:

4.1 Analysis of English Speaking Test Scores

4.2 Analysis of Students' Satisfaction

#### **4.1 Analysis of English Speaking Test Scores**

This section detailed the results of the first research objective, which concerned improving the English speaking skill of grade 5 Chinese students through game-based teaching method. Results came from a pre-test completed before starting the intervention and a post-test completed after the intervention. Pre-test and post-test scores for sample groups were compared using paired samples t-test. Comparisons were performed using mean, standard deviation, and inferential statistics, with  $p < 0.05$  as the significance level.

##### **4.1.1 Comparison of Pre-test and Post-test Scores of the Sample Group**

The result of pre-test and post-test had showed in the table below:

Table 4.1 Pre-test &amp; Post-test Scores of the Sample Group

Student ID	Pre-test Score (Full Score=20)	Post-test Score (Full Score=20)	Increase in Test Scores	Difference%
1	10	16	6	30.0%
2	12	18	6	30.0%
3	11	18	7	35.0%
4	14	19	5	25.0%
5	8	14	6	30.0%
6	9	16	7	35.0%
7	8	16	8	40.0%
8	10	16	6	30.0%
9	7	18	11	55.0%
10	8	14	6	30.0%
11	9	18	9	45.0%
12	10	19	9	45.0%
13	9	15	6	30.0%
14	11	17	6	30.0%
15	8	16	8	40.0%
16	9	15	6	30.0%
17	10	18	8	40.0%
18	6	14	8	40.0%
19	8	14	6	30.0%
20	9	15	6	30.0%
21	10	16	6	30.0%
22	8	17	9	45.0%
23	7	16	9	45.0%
24	5	14	9	45.0%
25	6	12	6	30.0%
26	8	16	8	40.0%
27	9	18	9	45.0%

Table 4.1 Pre-test &amp; Post-test Scores of the Sample Group (Cont.)

Student ID	Pre-test Score (Full Score=20)	Post-test Score (Full Score=20)	Increase in Test Scores	Difference%
28	7	14	7	35.0%
29	10	18	8	40.0%
30	12	20	8	40.0%
Mean Scores	8.93	16.23	7.3	36.5%

From the table 4.1, all the participants scored were higher the post-test than the pre-test. The highest score of the pre-test was 14 and the lowest score was 5, while the highest score of the post-test was 20 and the lowest score was 12. All 30 participants showed significant or slightly improvement, with a range of scores between 5 and 11 points. Therefore, this demonstrated that using game-based teaching method for the English lesson could improve students' learning achievement in English speaking.

#### 4.1.2 Analysis of Paired Sample t-test

The result of paired sample t-test had shown in the table below:

Table 4.2 Paired-Sample t-test Analysis

Group	Pre-Test		Post-Test		Mean Difference	t	p-value
	$\bar{X}$	SD	$\bar{X}$	SD			
Sample Group	8.93	1.94	16.23	1.90	7.30	-27.72	0.000

\*p-value < 0.05

From the Table 4.2, we found that the paired-sample t-test resulted revealed a significant difference between the pre-test and post-test scores, the pre-test resulted in a mean of 8.93 (SD = 1.94) with a sample group of 30, while the post-test resulted in a mean of 16.23 (SD = 1.90). The mean score increased from 8.93 in the pre-test to 16.23. The obtained p - value was .000, which was lower than 0.05 (p<0.05),

suggested a statistically significant increase in the post-test score compared to the pre-test score for the sample group.

#### 4.1.3 Pre-test and Post-test Comparison

The individual result of pre-test and post-test comparison had shown in the figure below:

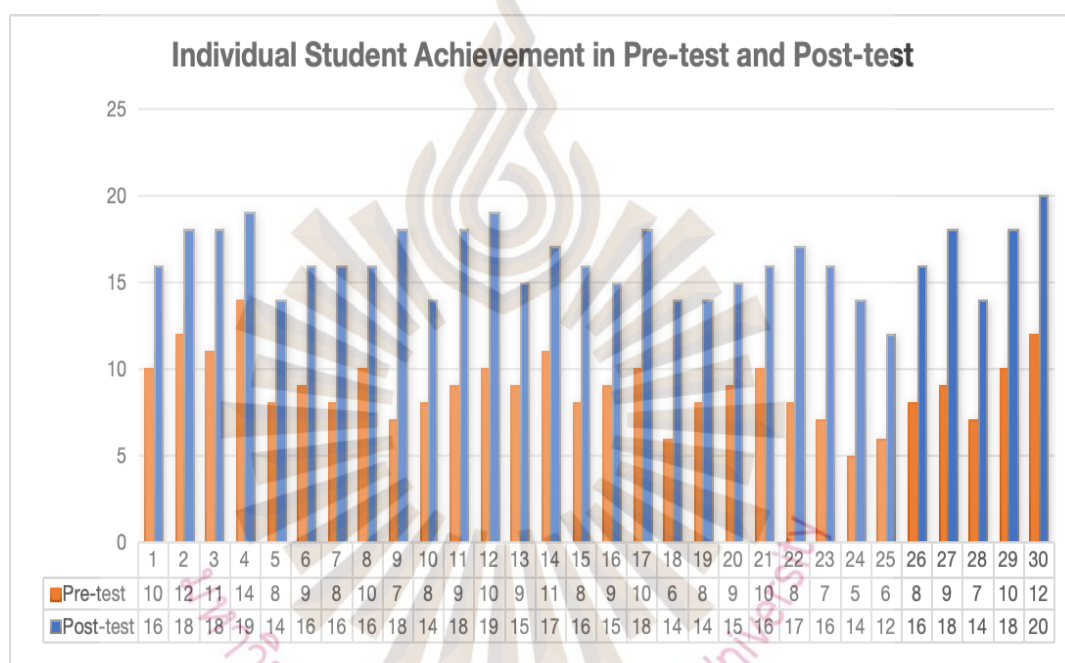


Figure 4.1 Graphical Representation of Students' Pre-test and Post-test Scores

In the figure 4.1, orange represented the pre-test scores, and blue represented the post-test scores. It can be seen that all participants' scores increased in the post-test, indicating that the game-based teaching method helped improve students' English speaking scores.

In the figure 4.2 shown the overall mean score of the pre-test and post-test

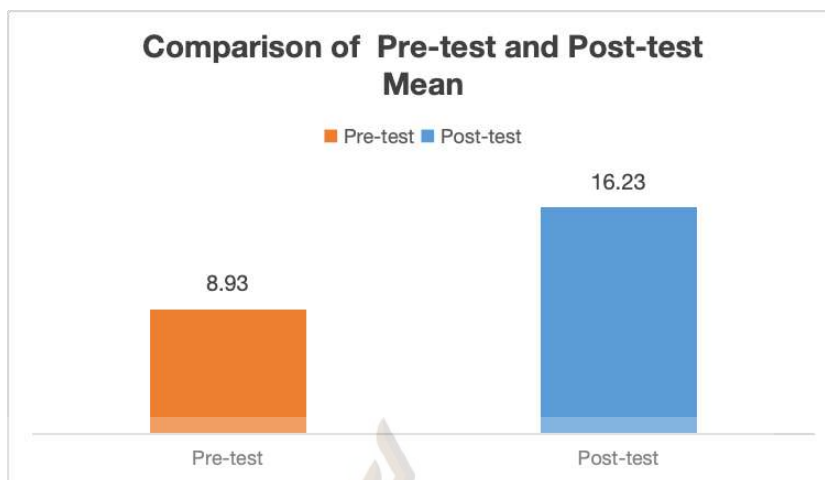


Figure 4.2 Comparison of Pre-test and Post-test Mean

Figure 4.2 shown the mean scores for the pre-test and post-test, which are 8.93 and 16.23 respectively. The mean score on the post-test was higher than that on the pre-test. The post-test mean score was greater by 7.30 points compared to the pre-test mean score. Therefore, it can be concluded that each participant progressed and scored higher on the post-test.

## 4.2 Analysis of Students' Satisfaction

A five-point Likert scale was used in the students' satisfaction questionnaire, and the purpose of this study was to collect quantitative data and explore students' satisfaction with the use of the game-based teaching method in the English classroom. The questionnaire was designed with 15 items covering interest and motivation, engagement, and the effect of game-based method on student learning. A total of 30 study participants (n=30) were administered the questionnaire. The findings were analyzed through the use of descriptive statistics (mean and standard deviation). Based on the mean scores, the evaluations were categorized into five levels: strongly satisfied (4.01-5.00), satisfied (3.01-4.00), neutral (2.01-3.00), unsatisfied (1.01-2.00), and strongly unsatisfied (1.00-0.00). The result overall mean score of 3 parts had shown in the table 4.3.

Table 4.3 Analysis of the Students' Satisfaction Questionnaire

Students' Satisfaction	n	Mean	Interpretation
Part 1	30	3.91	Satisfied
Part 2	30	4.06	Strongly Satisfied
Part 3	30	3.89	Satisfied
Total	30	3.95	Satisfied

From the table 4.3 above, it can be seen that the mean scores of part 1 was 3.91 in a satisfied level, the mean scores of part 2 was 4.06 in a strongly satisfied level, and the mean scores of part 3 was 3.89 in a satisfied level. The overall average was also at the satisfied level with the mean scores of 3.95.

#### 4.2.1 Analysis of the Students' Satisfaction Questionnaire of Part 1: Interest and Motivation

The result of questionnaire for interest and motivation had showed in the table below:

Table 4.4 Part 1: Interest and Motivation (n=30)

No.	Part 1. Interest and Motivation	Mean	SD	Interpretation
1	The use of game-based teaching method in learning speaking English has made me more interested in learning English.	3.86	1.01	Satisfied
2	The game-based teaching method allows me to be more active in practicing my speaking English rather than passively waiting for the teacher to ask me to do it.	3.86	1.22	Satisfied

Table 4.4 Part 1: Interest and Motivation (n=30) (Cont.)

No.	Part 1. Interest and Motivation	Mean	SD	Interpretation
3	Due to all the fun elements in game-based teaching, I'm looking forward to my English speaking lessons better.	3.90	0.84	Satisfied
4	Compared with the traditional way of teaching speaking English, the game-based teaching method is more motivating for me to learn English.	3.83	0.87	Satisfied
5	The reward system set up in the game-based teaching method makes me more enthusiastic to improve my English speaking skill.	4.06	0.86	Strongly Satisfied
Average		3.91	0.72	Satisfied

Table 4.4 showed the mean scores and standard deviations of students' satisfaction with Part 1; interest and motivation. Item 5 was the highest mean score 4.06 with a standard deviation of 0.86, "The reward system set up in the game-based teaching method makes me more enthusiastic to improve my English speaking skill", with the strongly satisfied. Item 3 was the high mean score 3.90 with a standard deviation of 0.84, "Due to all the fun elements in game-based teaching, I'm looking forward to my English speaking lessons better", with the satisfied. Item 1 and Item 2 was the low mean score 3.86, which are standard deviation of 1.01 and 1.22 respectively, "The use of game-based teaching method in learning speaking English has made me more interested in learning English" and "The game-based teaching method allows me to be more active in practicing my speaking English rather than passively waiting for the teacher to ask me to do it", with the satisfied. Although item 4 was the lowest mean score 3.83 with a standard deviation of 0.87, "Compared with the traditional way of teaching speaking English, the game-based teaching method is more motivating for me to learn English", it still remained at a satisfied level. The interpretation of the mean scores suggested that student's satisfaction with part 1 of

the questionnaire remained at the satisfied level ( $\bar{x} = 3.91$ ,  $SD = 0.72$ ). Overall, students believed that the game-based teaching method could stimulate students' interest and motivation.

#### 4.2.2 Analysis of the Students' Satisfaction Questionnaire of Part 2: Engagement

The result of questionnaire for engagement had showed in the table below:

Table 4.5 Part 2: Engagement (n=30)

No.	Part 2- Engagement	Mean	SD	Interpretation
6	I always engaged actively in every part of the game-based speaking English teaching activities and did not feel left out.	4.30	0.65	Strongly Satisfied
7	The atmosphere created by the game-based teaching method allows me to speak English boldly without worrying about making mistakes and being laughed at.	4.36	0.71	Strongly Satisfied
8	I feel that the various forms of role-playing and guessing games in the game-based teaching method gave me many opportunities to engage and perform.	3.76	0.89	Satisfied
9	Compared to the traditional classroom, I spent significantly more time engaging in interactions in the game-based speaking English classroom.	3.96	0.71	Satisfied

Table 4.5 Part 2: Engagement (n=30) (Cont.)

No.	Part 2- Engagement	Mean	SD	Interpretation
10	The teacher designed the game-based content with the right level of difficulty to keep me engaged and productive at the same time.	3.90	1.09	Satisfied
Average		4.06	0.51	Strongly Satisfied

Table 4.5 presented the mean and standard deviation of the students' scores for Part 2, "Engagement". Item 7 was the highest mean score 4.36 with a standard deviation of 0.71, "The atmosphere created by the game-based teaching method allows me to speak English boldly without worrying about making mistakes and being laughed at", with the strongly satisfied. Item 6 was the high mean score 4.30 with a standard deviation of 0.65, "I always engaged actively in every part of the game-based speaking English teaching activities and did not feel left out", with the strongly satisfied. Item 9 was the medium mean score 3.96 with a standard deviation of 0.71, "Compared to the traditional classroom, I spent significantly more time engaging in interactions in the game-based speaking English classroom", with the satisfied. Item 10 was the low mean score 3.90 with a standard deviation of 1.09, "The teacher designed the game-based content with the right level of difficulty to keep me engaged and productive at the same time", with the satisfied. Although item 8 was the lowest mean score 3.76 with a standard deviation of 0.89, "I feel that the various forms of role-playing and guessing games in the game-based teaching method gave me many opportunities to engage and perform", it still remained at a satisfied level. The interpretation of the mean scores suggested that student's satisfaction with part 2 of the questionnaire remained at the strongly satisfied level ( $\bar{x} = 4.06$ ,  $SD = 0.51$ ). Overall, students enjoyed and actively participated in classroom activities designed based on the game-based teaching method.

### 4.2.3 Analysis of the Students' Satisfaction Questionnaire of Part 3: Effect of Game-Based Method on Student Learning

The result of questionnaire for effect of game-based method on student learning t had showed in the table below:

Table 4.6 Part 3: Effect of Game-Based Method on Student Learning (n=30)

No.	Part 3: Effect of Game-Based Method on Student Learning	Mean	SD	Interpretation
11	Through the game-based teaching method, I feel that I am more fluent in speaking English and can communicate in English more freely.	3.87	1.07	Satisfied
12	The game-based teaching method has helped me to remember more speaking English vocabulary and common expressions, which has helped to improve my grades.	3.90	1.24	Satisfied
13	The games-based teaching method has helped me to learn to communicate in different scenarios using appropriate speaking English and to improve my practical application skills.	3.86	1.16	Satisfied
14	I think the game-based teaching method has had a positive impact on my long-term habit of learning speaking English, and I would like to continue to learn in this way in the future.	3.87	1.13	Satisfied

Table 4.6 Part 3: Effect of Game-Based Method on Student Learning (n=30) (Cont.)

No.	Part 3: Effect of Game-Based Method on Student Learning	Mean	SD	Interpretation
15	Compared to before, the game-based teaching method has made me more confident in learning to speak English, and I am no longer afraid to open my mouth to speak English.	3.96	1.21	Satisfied
Average		3.89	0.73	Satisfied

Table 4.6 presented the mean and standard deviation of the students' scores for Part 3 on "The effect of game-based method on student learning". Item 15 was the highest mean score 3.96 with a standard deviation of 1.21, "Compared to before, the game-based teaching method has made me more confident in learning to speak English, and I am no longer afraid to open my mouth to speak English", with the satisfied. Item 12 was the high mean score 3.90 with a standard deviation of 1.24, "The game-based teaching method has helped me to remember more speaking English vocabulary and common expressions, which has helped to improve my grades", with the satisfied. Item 11 and Item 14 was the low mean score 3.87, which are standard deviation of 1.07 and 1.13 respectively, "Through the game-based teaching method, I feel that I am more fluent in speaking English and can communicate in English more freely" and "I think the game-based teaching method has had a positive impact on my long-term habit of learning speaking English, and I would like to continue to learn in this way in the future", with the satisfied. Although item 13 was the lowest mean score 3.86 with a standard deviation of 1.16, "The games-based teaching method has helped me to learn to communicate in different scenarios using appropriate speaking English and to improve my practical application skills", it still remained at the satisfied level. The interpretation of the mean scores suggested that student's satisfaction with part 3 of the questionnaire remained at the satisfy level ( $\bar{x} = 3.89$ ,  $SD = 0.73$ ). Overall, teaching based on game-based could improve students' speaking level and enhance their confidence.

Finally, it could be concluded that part 3 had the lowest mean score on the student satisfaction questionnaire, with a mean score of 3.89, and a standard deviation of 0.73; Part 1 had a higher mean score, with a mean score of 3.91 and a standard deviation of 0.72. In contrast, part 2 had the highest mean score of 4.06 with a standard deviation of 0.51. The overall mean was 3.95 with a standard deviation of 0.37. Therefore, the researcher was convinced that students were positively satisfied with the use of the game-based teaching method in English language learning.

#### 4.2.2 Analysis of Semi-Structured Interview

This section summarizes the responses collected through the semi-structured interviews in relation to student attitudes. The researcher analyzed the data collected according to the topics. The researcher used this method in order to collect data on students' satisfaction in a short period of time. Not only that, but the data page also collected complemented and supported the data collected from the questionnaire.

After the lesson on learning English speaking through the game-based teaching method. All 30 students attending the course were divided into 3 groups based on high, medium and low grades, and 6 students were randomly selected from each of the 3 groups, with 2 students from each group, and the students voluntarily answered 6 questions through structured interviews. The researcher analyzed the collected responses under three themes. Part 1: Interest and motivation, Part 2: Engagement, and Part 3: The effect of game-based method on student learning. A comprehensive analysis of each cohort is provided below:

##### 1) Part 1: Interest and Motivation

The semi-structured interview of the study in part 1 was as follows:

“I find classroom games fun, especially matching games. These types of games make me learn fast and remember things. I think game-based teaching activities are more interactive than in a regular classroom, which makes me

more willing to participate.” (Student 3, Group 1, personal communication, December 23, 2024).

“I like the sorting game designed by my teacher because I think it's fun and can help me remember a lot of new words. Moreover, it's especially interesting to discuss how to sort with classmates.” (Student 30, Group 1, personal communication, December 23, 2024).

“ I find the activities taught by games challenging. Sometimes the rules of the game make me need to use my brain to come up with the best answer, which helps me learn. ”(Student 5, Group 2, personal communication, December 23, 2024).

“I am interested in teaching games, especially guessing games. I find such activities challenging and stimulate my curiosity. I think teaching through games helps me remember words and sentences better than traditional learning methods.” (Student 25, Group 2, personal communication, December 23, 2024).

“I think these games help us to remember new words and sentences faster. Also, when playing games, we can speak English boldly without being too afraid of making mistakes.” (Student 6, Group 3, personal communication, December 23, 2024).

“I think games-based teaching makes the class more interesting. I didn't like English class before, but now I am more interested in English through these game activities. I think these activities help us learn practical sentences and daily phrases”. (Student 20, Group 3, personal communication, December 23, 2024).

According to the above, most students rated the game-based teaching activities very positively. They found the game-based teaching activities more

interesting than traditional classroom interactions and stimulated their curiosity. Students also found the challenging nature of the game rules helpful in enhancing their learning and felt that with a game environment they could be more adventurous in using English without worrying about making mistakes. Game-based teaching method made the classroom more fun and increased student interest and motivation.

## 2) Part 2: Engagement

The semi-structured interview of the study in part 2 was as follows:

“I think I was more willing to take part in game activities than I usually am. I like to play in groups with my classmates so that I feel part of a team and have to speak more English.” (Student 3, Group 1, personal communication, December 23, 2024).

“I feel that I participate actively in game activities, especially when there are competitive team games. I like the kind of activities with a challenge, such as the guessing and matching game, which allows me to focus more on the classroom.” (Student 30, Group 1, personal communication, December 23, 2024).

“I think I did quite well in the game, but sometimes I get nervous, especially when I have to speak in front of the class. However, I would have been more positive if the game had been group work.” (Student 5, Group 2, personal communication, December 23, 2024).

“I participated pretty well in the play activities, especially in the group discussions and role-plays. I think group activities make me more relaxed and more willing to speak English. I don't really like activities where I speak alone, but if it's teamwork, I'm very active.” (Student 25, Group 2, personal communication, December 23, 2024).

“I participate actively in a game-based classroom. I like the interactive games designed by the teacher, such as matching and sorting games. These games make me feel accomplished and motivated to participate more in the classroom.” (Student 6, Group 3, personal communication, December 23, 2024).

“I like role-playing activities because I can practice dialogue with my classmates and it is interesting to play different roles.” (Student 20, Group 3, personal communication, December 23, 2024).

According to the above, most students said they were more comfortable engaged in games because it allowed them to interact better with their classmates and to improve their English skill. They liked group and team competitive games because it made them feel part of a team and more focused on the class. Some students get nervous when speaking in front of the whole class but could participate more actively in cooperative group games. Group discussions and role-playing activities were also their preferred format as it made them more relaxed and reduced the pressure to speak English. Students also mentioned that they liked matching and sorting games, and that these interactive games gave them a sense of achievement and motivated them to engage more actively in the classroom.

### 3) Part 3: Effect of Game-Based Method on Student Learning

The semi-structured interview of the study in part 3 was as follows:

“I think role-playing and guessing games help a lot to improve speaking. These activities have given me the opportunity to speak more English, especially to practice everyday dialogues.” (Student 3, Group 1, personal communication, December 23, 2024).

“I think that game-based teaching makes me more confident to speak English. In the games, teachers and classmates don't laugh at me, which makes me dare to try. I think my pronunciation and sentence expression have also

become better through repeated practice.” (Student 30, Group 1, personal communication, December 23, 2024).

“I feel that learning English through game-based teaching has become much easier. I used to be afraid to speak in class, but now I don't find it so difficult to speak English.” (Student 5, Group 2, personal communication, December 23, 2024).

“The game-based teaching method has helped me become more confident, especially when it comes to guessing and competitions. I used to be afraid of making mistakes, but now I feel that it's okay to make mistakes in games, as long as I dare to speak. I think role-playing and group discussions help the most to improve my speaking skill.” (Student 25, Group 2, personal communication, December 23, 2024).

“I think the game activities make me more confident in speaking English. Because if I say something wrong in the game, the teacher and my classmates won't laugh at me, which makes me feel more confident.” (Student 6, Group 3, personal communication, December 23, 2024).

“My speaking confidence has improved through the game-based teaching method. I think the teacher's game design allows us to learn in a relaxed environment without too much pressure. I think role-plays and team competitions improve my speaking most because they require us to express a lot in English.” (Student 20, Group 3, personal communication, December 23, 2024).

According to the above, most students thought that game-based teaching method was designed to reduce learning stress and create a relaxing learning environment. Role-playing and guessing games can help students improved their speaking skill, gained self-confidence, and learnt from their mistakes.

Therefore, the above analyzed indicated that students found that the game-based teaching method helped them improve their English speaking skill. Most of the students reported that the game-based teaching method greatly increased their interest and more efficiently in learning English speaking. They were very satisfied with using the game-based teaching method to learn English speaking. All the data presented here significantly address the second goal.



## CHAPTER 5

### CONCLUSION, DISCUSSION AND RECOMMENDATIONS

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

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

#### 5.1 Conclusion

##### 5.1.1 The Result of English Speaking Skill (Pre-test and Post-test)

In this study, the first objective was to compare the English speaking skill of grade 5 Chinese students before and after using the game-based teaching method. In the research process, a paired-samples t-test was conducted on the results of the pre-test and post-test to compare the differences in learning achievement between the sample groups.

1) The paired samples t-test statistical analysis of the students' speaking scores showed that the mean score of the post-test (mean = 16.23, SD = 1.90) was higher than the mean score of the pre-test (mean = 8.93, SD = 1.94), with a mean difference of 7.30. The higher mean score of the post-test indicated that the game-based method of teaching played a positive role in the students' speaking learning.

2) The highest score (14) (Student No.4) and the lowest score (5) (Student No.24) were obtained in the pre-test. The highest score (20) (Student No.30) and the lowest score (12) (Student No.25) were obtained in the post-test. The highest score in the post-test was higher than the pre-test (8) (Student No.30), and the lowest score in the post-test was higher than the pre-test (6) (Student No.25). It can be seen

that the student speaking skill was improved by using the game-based teaching method.

3) All the participants had higher scores on the post-test than on the pre-test, with a difference in scores ranging from 5 to 11 points (25.0% to 55.0%).

The quantitative data analyzed above show that the students' performance was significantly improved. Therefore, the results of this study suggest that the use of the game-based teaching method can effectively improve the English speaking skill of grade 5 Chinese students.

### 5.1.2 The Results of Students' Satisfaction

The second main objective analyzed in this section was to investigate the satisfaction of grade 5 Chinese students after using the game-based teaching method. The entire questionnaire for student satisfaction consisted of 15 questions. Quantitative data were collected from this students' satisfaction questionnaire. Overall mean score was 3.95 at the satisfied level.

Part 1: Interest and Motivation

Part 2: Engagement

Part 3: Effect of Game-Based Methods on Student Learning

1) According to the data in part 1 of the questionnaire, it showed that students had the satisfied level of interest and motivation in the use of game-based teaching method (mean = 3.91, SD = 0.72).

2) According to the data in part 2 of the questionnaire showed that students had the satisfied level of engagement in the use of game-based teaching method (mean = 4.06, SD = 0.51).

3) According to the data in part 3 of the questionnaire showed that students had the satisfied level of the effectiveness in the use of game-based teaching method (mean = 3.89, SD = 0.73).

### 5.1.3 The Result of Semi-Structured Interview Analysis

Semi-structured interviews were conducted with three groups of 2 students each. The required qualitative data were collected. The students' oral accounts during the interviews were audio recorded, transcribed, interpreted and analyzed, and the interview data were analyzed thematically. The results of the data analysis were presented below:

#### Part 1: Interest and Motivation

The results of the interviews showed that the game-based teaching method significantly stimulated students' interest and motivation in learning English. Most of the students mentioned that classroom content in the form of games increased their expectations of English learning and considered games more attractive than traditional teaching methods. Some students said that they could experience a sense of achievement during the game activities, and this positive emotional experience motivated them to actively participate in classroom interactions. At the same time, students generally believed that the game content was designed to be relevant to their daily lives and points of interest, which helped to stimulate their intrinsic motivation.

#### Part 2: Engagement

From the students' feedback, the game-based teaching method effectively enhanced student engagement in the classroom. In the interviews, most of the students mentioned that they felt an atmosphere of 'co-operation and competition' during the game sessions, and that this dynamic classroom environment motivated them to speak and interact actively. In addition, the design of the group activities provided opportunities for each student to participate, which effectively avoided the phenomenon of individual students being silent or ignored in the classroom. Some students noted that they felt the importance of teamwork in the group activities and contributed their views through verbal expression.

### Part 3: Effect of Game-Based Methods on Student Learning

The results of the interviews further indicated that the game-based teaching method had a positive impact on the improvement of students' English speaking skill. Most students reported that the design of the game activities encouraged them to express themselves in complete sentences and to practice their speaking skill repeatedly in real-life communication. Some students mentioned that the tasks in the game that simulated real situations gave them a sense of the practical use of English as a communication tool, thus enhancing their language application skills. In addition, some students said that the immediate feedback and encouragement provided by the teacher during the game effectively helped them overcome the psychological barriers in speaking.

## 5.2 Discussion

As described above, the study proved that the game-based teaching method could improve grade 5 Chinese students' English speaking skill. The analysis of the students' satisfaction questionnaire also showed that students were satisfied with the use of the game-based teaching method in their English classrooms. The discussion below describes the results of the study in detail and explains how they effectively solved the research questions posed in this study.

### 5.2.1 Students' Speaking Skill

The results of this study showed that the game-based teaching method was successful in helping to improve students' English speaking skill. This was evident through the pre-test and post-test. The mean score of the post-test (16.23) was higher than the mean score of the pre-test (8.93) by 7.30 points (a 36.5% difference). Among the 30 students, the most remarkable improvement was made by student number 9, whose scores on the pre-test and post-test were 7 and 18 respectively, with a difference of 11 points between the post-test and pre-test. This student completed the assignments assigned by the teacher very diligently before class and actively participated in the classroom game-teaching activities. That's why he improved his

speaking score most significantly. This result shows that game-based teaching can significantly improve students' English speaking skill. The lowest improvement was made by student number 4, with a difference of only 5 points between the post-test and the pre-test. Since this student already scored 14 points in the pre-test, the progress of this student was not obvious. However, through the game-based teaching method, this student's speaking skill was also improved to a certain extent.

In this study, game-based teaching method significantly improved the English speaking skill of grade 5 Chinese students, mainly due to the effective use of four types of games: sorting game, guessing game, matching game, and role-playing game.

The sorting game prompted students to sort and summarize vocabulary, and in the process of expressing their sorting results orally, students strengthened their memory and use of vocabulary, thus expanding their vocabulary for oral expression. The guessing game stimulates students' curiosity and desire to explore. While actively thinking about the answers to the riddles, students need to communicate and discuss in English, and in this interaction, fluency in oral expression is honed. The matching game requires students to quickly match the relevant information, which helps students to organize their language in a short time and express themselves accurately and quickly, improving the accuracy and reaction speed of their oral expression. Role-playing creates a real language situation for students, in the process of playing different roles, students simulate real dialogues, which not only exercises the oral expression ability, but also improves the flexibility of language use and communicative ability.

Through the organic combination of these four games, game-based teaching successfully transformed boring language learning into interactive activities full of fun and improved students' speaking level in a comprehensive way, which also provides a strong practical basis for the innovation of English speaking teaching methods.

This result has been confirmed in previous studies. Oumaima and Chaima (2023) study showed that games activities can provide students with a low-stress

learning environment, which motivates students to actively participate in speaking exchanges, thus effectively enhancing language output. Kudritskaya (2023) findings showed that students were able to use language in real-life situations through activities such as role-playing and interactive group games, and this contextualized learning greatly improved their oral fluency and self-confidence. In addition, Tai (2024) study showed that students' fluency and interactivity in language output were significantly improved by participating in interactive game activities. The study proved that the game-based teaching method could improve English speaking skill.

### 5.2.2 Students' Satisfaction

A five-point Likert scale was utilized in the students' satisfaction questionnaire, and the purpose of this study was to collect quantitative data and explore students' satisfaction with the use of the game-based teaching method in the English classroom. The questionnaire was designed with 15 items covering interest and motivation, engagement, and the effect of game-based method on student learning.

From the data in Part 1 interest and motivation, it shown that the game-based teaching method could significantly increase students' interest and motivation in English speaking, with high satisfaction (mean = 3.91, SD = 0.72). This may be because the researcher designed fantastic games for the students in the classroom and provided them with rich learning materials. These interesting games were very popular with students and increased their interest in learning, corresponding to item 5, "The reward system set up in the game-based teaching method makes me more enthusiastic to improve my English speaking skill.," which scored the highest with an average score of 4.06 and a standard deviation of 0.86. In the semi-structured interview, Student 25 talked about "I am interested in teaching games, especially guessing games. I find such activities challenging and stimulate my curiosity. I think teaching through games helps me remember words and sentences better than traditional learning methods." This indicated that interesting games in the class were effective in helping the students and were well-liked by them, as Alfadil (2020) showed that the interactivity and immersion of games can enhance students' interest in learning and

enable them to communicate naturally in language in a relaxed environment. Through activities that simulate real-life situations, students are not only able to practice real-life language applications, but also effectively reduce anxiety in language learning. May (2021) emphasize that game-based elements, such as rewarding mechanisms, challenging tasks, and teamwork, help to stimulate students' intrinsic motivation to learn, which in turn leads to more active participation in classroom activities. This highly engaging learning environment provides students with more opportunities to practice speaking, which helps them to improve their expressive fluency and self-confidence in real-life communication.

From the data in Part 2 engagement, it is shown that the game-based teaching method could significantly increase students' engagement in developing their English speaking skill, with the highest satisfaction (mean = 4.06, SD = 0.51). Based on the game-based teaching method, researchers designed many meaningful and interesting classroom games. These games helped students actively engage in classroom interactions. In item 7, "The atmosphere created by the game-based teaching method allows me to speak English boldly without worrying about making mistakes and being laughed at," scored the highest with an average score of 4.36 and a standard deviation of 0.71. In the semi-structured interview, Student 5 talked about "I think I did quite well in the game, but sometimes I get nervous, especially when I have to speak in front of the class. However, I would have been more positive if the game had been group work." This indicates that game-based teaching method can provide a learning environment where English is used in the classroom, helping students to speak more English and improve their spoken English. This coincided with the findings of Ling et al. (2022) found that the game-based teaching method was effective in providing students with a relaxed learning environment in the classroom, which could effectively improve classroom efficiency and students' oral proficiency, and Nadeem, Oroszlanyova, and Farag (2023) found that games in the classroom were interesting and motivated students to actively participate in classroom activities. Zhou (2024) stated that in game-based teaching, through immediate feedback, reward mechanisms and challenging tasks, students are able to stay actively engaged and practice language skills naturally in a relaxed atmosphere. Ghani and Daud (2023) found that the

interactive and social nature of game-based teaching stimulates a sense of co-operation, and that students gain more opportunities for speaking practice through sustained language communication to complete tasks and gain more opportunities for speaking practice. Therefore, game-based teaching method provides effective support for the development of speaking English skill by enhancing students' engagement.

From the data in Part 3 effect of game-based method on student learning, it is shown that the game-based teaching method could significantly increase students' efficacy development in speaking English, with the high satisfaction (mean = 3.89, SD = 0.73). The game-based teaching method improved classroom efficiency and promoted a more effective learning and teaching process by optimizing the use of classroom time and enhancing student engagement. In item 15, " Compared to before, the game-based teaching method has made me more confident in learning to speak English, and I am no longer afraid to open my mouth to speak English," scored the highest with an average score of 3.96 and a standard deviation of 1.21. In the semi-structured interview, Student 30 talked about "I think that game-based teaching makes me more confident to speak English. In the games, teachers and classmates don't laugh at me, which makes me dare to try. I think my pronunciation and sentence expression have also become better through repeated practice." This indicates that the game-based teaching method can significantly improve students' confidence in learning, thereby improving students' overall learning efficiency. Marzuki and Kuliahana (2021) found that game activities in the language classroom not only increase students' language output, but also provide students with authentic communication situations, which can effectively improve speaking fluency and language self-confidence. Rybchynska (2023) empirical study proved that students gained more opportunities to practice in the games, and in the process of interaction gradually mastered English pragmatic rules and improved their practical communicative competence, so the game-based teaching method can be very effective in improving the students' English speaking skill.

## **5.3 Recommendations**

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

### **5.3.1 Recommendations for Implementation**

Through the above analyses we found that the game-based teaching method played a positive role in the English speaking of grade 5 Chinese students. The following recommendations are listed:

1) The game-based teaching method efficiently and successfully improved the English speaking skill of grade 5 Chinese students in Lujiang primary school. So, game-based teaching method could be implemented to other schools English speaking courses.

2) Since the game-based teaching method creates a relaxing and interesting atmosphere compared with the traditional teaching method, allowing students to participate more actively in speaking expression and reducing the fear of speaking English, the researcher suggests that teachers should study different game forms and various aspects of English speaking teaching in depth, carefully design and organize game-based teaching activities to help students learn actively so as to improve students' English speaking skill.

### **5.3.2 Recommendations for Future Research**

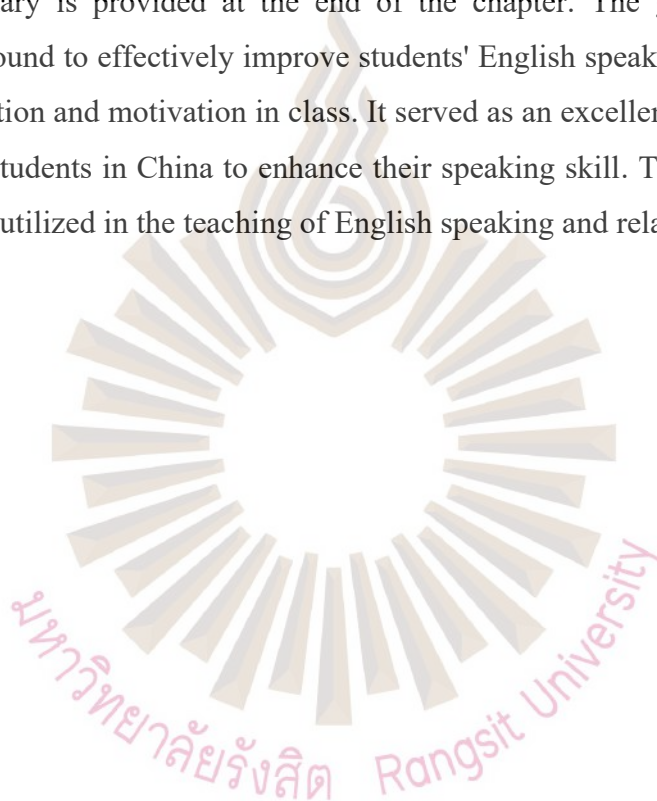
In this part, considering the limitations of this study, the researcher made some suggestions for those researchers who are interested in considering conducting a similar study:

1) A limitation in this study is that the number of researchers was only 30 grade 5 Chinese students. Therefore, the researcher could have conducted the study under the condition of different grades and larger samples in other schools in China, which would have helped to ensure the credibility of the findings of this study.

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

3) This research focused on improving students' English speaking ability, so it is recommended that future researchers try to extend this method to the teaching of other aspects of English, such as listening, reading, and writing.

The specific details of the experiment have already been mentioned earlier, so a brief summary is provided at the end of the chapter. The game-based teaching method was found to effectively improve students' English speaking skill and increase their participation and motivation in class. It served as an excellent method for English teachers and students in China to enhance their speaking skill. The game-based could be effectively utilized in the teaching of English speaking and related fields.



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### Certificate of Approval

#### Information Technology Department of Yunnan Lujiang Primary School, Administration Department

Subject: Approval to collect data for M.Ed. thesis

Dear Sir/Madam,

I am currently enrolled in the master of education in curriculum and instruction at Rangsit University, Thailand. I am conducting a research on "THE DEVELOPMENT OF ENGLISH SPEAKING SKILL THROUGH GAME-BASED TEACHING METHOD OF GRADE 5 STUDENTS AT A SCHOOL IN YUNNAN, CHINA". This research requires students' participation. The instruments involved pre-test, post-test, questionnaire and structured interview to obtain the required data. Therefore, I would like to see permission from the administration to allow me to collect data at this school where the names and the identities of students will be kept confidential and undisclosed.

Yours Sincerely

Yu Zheng, student

Rangsit University, Thailand.

Since the study requires the data for analysis purpose, Yu Zheng would collect data from this school and you're kindly requested to allow her to collect data with the following condition:

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

Follow the prior mentioned document have been reviewed and approved by the administration of Lujiang Primary School.

Signature: 何源浩

Date: 2024.12.5

Information Technology Department of Yunnan Lujiang Primary  
School Administration Department



**APPENDIX B**

**PARENT/GUARDIAN INFORMED CONSENT**

### 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:** Lujiang Primary School, Yunnan province, China.

**Name:** Yu Zheng **student ID:** 6608918

**Studying University:** Survadhep Teachers College of Rangsit University, Thailand

**Research Title:** THE DEVELOPMENT OF ENGLISH SPEAKING SKILL THROUGH GAME-BASED TEACHING METHOD OF GRADE 5 STUDENTS AT A SCHOOL IN YUNNAN, CHINA

**1. What is the purpose of study?**

To compare the speaking English achievement after applying the game-based teaching method in Lujiang Primary School, Kunming, Yunnan Province. To study the students' learning satisfaction with the application of English game-based teaching method in the grade 5 students of Lujiang Primary School in Yunnan Province.

**2. Expected results**

After applying the game-based teaching method in Yunnan, the English speaking achievement of grade 5 students in primary schools in Lujiang will be improved. The satisfaction of the grade 5 students of primary schools in Lujiang with the application of the game teaching method will be at a high level.

**3. Outcome**

The application of the game-based teaching method will help to improve the speaking English achievement of grade 5 students in primary schools in Lujiang, Yunnan Province, and this study will show the students' satisfaction with improving their speaking English achievement through the application of the game-based teaching method.

**4. Number of participants in the study 30 individuals**

**5. Research procedures**

The researchers will collect data in 4 steps. First, to give a pre-test to the participants. Second, implementing a game-based teaching methods in the classroom. Third, a post-test will be administered after all the lessons have been given. Fourth, the questionnaire and structured interview were given to the participants to investigate their satisfaction with the application of the game-based teaching method to learn speaking English.

## 6. Duration

The research period will be 4 weeks,8 sessions,

There is no possible risk in this research.

The school has asked students who have volunteered to participate to inform their parents and has obtained consent to volunteer for the research, and the data from the study are true and valid. The school also 30 students to assist her with her thesis research, either voluntarily or by voluntary experiments, by agreeing to (Yu Zheng), who is enrolled at Rangsit university in Thailand to research his thesis.

Signature:  Date: 2024.12.5

Information Technology Department of Yunnan Lujiang Primary  
School Administration Department

มหาวิทยาลัยรังสิต Rangsit University



**APPENDIX C**

**EXPERTS WHO VALIDATED THE RESEARCH**

มหาวิทยาลัยรังสิต Rangsit University

No	Name	Position/Title	Institutes
1	Expert 1	Primary school English teacher	Lujiang Primary School, Yunnan Province
2	Expert 2	Primary school English teacher	Lujiang Primary School, Yunnan Province
3	Expert 3	Primary school English teacher	Lujiang Primary School, Yunnan Province





**APPENDIX D**  
**LESSON PLANS**

**Lesson Plan 1**

Lesson Plan 1
<p>Subject: English</p> <p>Topic: My Day</p> <p>Game: Sorting Game</p> <p>Grade: 5</p> <p>Class Strengths: 30 students</p> <p>Time: 90 minutes (45 minutes/1session)</p> <p>Teaching and learning method: game-base method、 some daily activities card words、 ppt</p> <p>Learning Content:</p> <p>This unit is required to be able to listen, speak, recognize and read words: Key vocabulary: eat breakfast、 do morning exercises、 have English class、 play sports、 eat dinner、 climb mountains、 go shopping、 play the piano、 visit grandparents、 go hiking、</p> <p>eat lunch, do homework, get up, go home, go to school, go to bed, play football, play basketball, play badminton, have a maths lesson.</p> <p>This unit requires the ability to listen, speak, recognize and read card patterns: “When do you do morning exercises? I usually at....” “When do you get up/eat breakfast ?” “What do you do on the weekend? I often play .... Sometimes I ....”</p> <p>Be able to master the rising and falling tones when reading sentences aloud.</p> <p>Lesson Objectives: By the end of this lesson:</p> <ol style="list-style-type: none"> <li>1. The students can explain what did they do in one day.</li> <li>2.The students can communicate with others about their daily lives and weekend activities.</li> </ol>

Stage &Duration	Activities	Time
<b>First Session</b>		
Introduction	<p>1. Play an animated video in English about a day in the life of a child, covering activities such as getting up, going to school, eating, playing, and going to bed. After the video, briefly discuss with the students what they saw.</p> <p>2. Show some cards of daily activities (e.g. pictures of getting up and the word 'get up') and teach the students to recognize the new words and phrases. After leading a few times, invite individual students to try speaking aloud.</p>	10 min
Practice	<p>1. Divide the students into 5 groups of 6. Distribute to each group a set of disorganized word cards and phrase cards about the 'My Day' activity. At the same time, post three large sheets of paper at the front of the classroom labelled 'Morning', 'Afternoon' and 'Evening'.</p> <p>2. Each group of students needs to discuss and put the cards on the corresponding large sheets of paper according to the time of day when the activity takes place within the allotted time.</p> <p>3. When finished, a representative from each group will give reasons for their classification, e.g. 'We put "get up" and "have breakfast" on the "morning" paper because we usually do these things in the morning. The other groups can add or comment on this. The teacher will give guidance and encouragement, and reward the groups that do well with stickers.</p> <p>4. Review with the students the new words and phrases they have learnt in this lesson and their</p>	35 min

Stage &Duration	Activities	Time
	corresponding activity time categories.	
<b>Second Session</b>		
Presentation	<p>1. Divide the students into 5 groups of 6. Give each group 6 cards with different sentences centred around ‘My day’ using the phrase ‘I usually..... at...’ sentence pattern, but with different times and activities, e.g. ‘I usually have breakfast at 7 o'clock.’ At the same time, divide the board into five areas labelled ‘School-related’ and ‘Family morning-related’. ‘Family mornings’, ‘Family evenings’, ‘Entertainment’ and ‘Other daily activities’.</p> <p>2. Each group of students discusses with each other and puts the cards on the board according to the content of the sentences. For example, ‘I usually have classes at 8:30.’ will be put in the ‘School-related’ area.</p> <p>3. After finishing the sorting, each group sends two representatives, one to take any card in the group and speak it aloud, and the other to explain why the card belongs to this category, e.g., ‘This sentence “I usually do my homework at 7 pm.” belongs to “home evening related” because we usually do homework at home. because we usually do homework at home in the evening.’ Other groups can question or add. The teacher supervises and gives guidance, and rewards the groups that do well with stickers.</p>	40 min
Summary	<p>1. Make a comprehensive summary of the students' performance in the activities and presentations, stressing the correct use of sentence patterns and the rationality of sorting the activities.</p> <p>2. Review the key vocabulary and sentence patterns</p>	5 min

Stage &Duration	Activities	Time
	again and encourage students to continue to practise describing their day in English after the lesson.	

## Lesson Plan 2

Lesson Plan 2
<p>Subject: English</p> <p>Topic: My Favourite Season</p> <p>Game: Guessing Game</p> <p>Grade: 5</p> <p>Class Strengths: 30 students</p> <p>Time: 90 minutes (45 minutes/1session)</p> <p>Teaching and learning method: game-base method , cards with seasonal descriptions, ppt</p> <p>Learning Content:</p> <p>This unit is required to be able to listen, speak, recognize and read words: Key vocabulary: season, spring, summer, autumn, winter, windy, swim, fly kites, make a snowman, plant trees, warm, sunny, cool, go on a picnic, pick apples, good job, because, play badminton, hot.</p> <p>This unit requires the ability to listen, speak, recognize and read card patterns: “What’s your favourite season ? ” “What’s the weather like in... ?” “Which season do you like best ? I can....” “Why do you like... ? Because I can....” ‘I like... because...’.</p> <p>Be able to master the rising and falling tones when reading sentences aloud.</p> <p>Lesson Objectives: By the end of this lesson:</p> <ol style="list-style-type: none"> <li data-bbox="300 1839 1023 1872">1. The students can explain what did they do in one day.</li> <li data-bbox="300 1895 1391 1977">2.The students can communicate with others about their daily lives and weekend activities.</li> </ol>

Stage&Duration	Activities	Time
First Session		
Introduction	<p>1. Play a video with the different seasons. After the video, ask the students what different seasons they see. Guide students to answer 'spring, summer, autumn, winter' in English.</p> <p>2. Show four pictures of different seasons and briefly ask students what they remember about each season, e.g. 'It's hot in this season. Which season is it?' Guide students to answer 'summer'.</p>	10 min
Practice	<p>1. Write down the words for the four seasons 'spring, summer, autumn, winter' on the blackboard, and lead the students to read them aloud a few times, paying attention to the pronunciation.</p> <p>2. Explain the characteristics of each season, such as 'In spring, the flowers bloom.' 'In summer, it's very hot. We can swim.' 'In autumn, the leaves turn yellow and fall.' "In winter, it often snows. We can make a snowman." Each time you explain a characteristic, have the students repeat it after you. For each feature, repeat it a few times after you have explained it.</p> <p>3. Teach the sentence pattern 'I like... because...'. Teach the sentence pattern 'I like spring because it's beautiful.' Let the students use this sentence pattern to talk about their favourite seasons.</p> <p>4. Divide the students into groups of six, give each group a picture of a season, and ask the students to describe the seasons in the picture with the words and sentences they have learnt in their groups, with each student speaking at least one sentence.</p> <p>5. The teacher visits each group, listens, gives guidance and encouragement, and corrects pronunciation and</p>	35 min

Stage&Duration	Activities	Time
	grammatical errors.	
Second Session		
Presentation	<ol style="list-style-type: none"> <li>1. Re-emphasize the rules of the game: Teacher shows the puzzle cards with English descriptions of the characteristics of a certain season, e.g. 'It's a season. The leaves are green. The flowers are colourful. 'The students raise their hands, guess the season and speak the complete sentence, e.g. "It's spring. I like spring because it's beautiful and we can fly kites." The student who answers correctly gets 1 point. The student who answers correctly can get 1 point.</li> <li>2. Divide the students into 5 groups of 6 puzzle cards, one for each student, and discuss the puzzle in small groups and speak a complete sentence.</li> <li>3. Each group takes a turn on the stage, reads the puzzle and guesses the season in front of the class. Then use the sentence pattern 'I like... because...' to explain why they like the season. Other students listen attentively while the teacher evaluates and encourages the students' performance.</li> </ol>	40 min
Summary	<ol style="list-style-type: none"> <li>1. Review with the students the seasonal words, sentences describing the characteristics of the seasons and 'I like... because...' sentence pattern.</li> <li>2. Stress the beauty and variety of seasons, encourage students to observe and describe them in English in their daily life, and recognise students' active participation and good performance in the guessing game.</li> </ol>	5 min

### Lesson Plan 3

Lesson Plan 3		
<p>Subject: English</p> <p>Topic: My School Calendar</p> <p>Game: Matching Challenge</p> <p>Grade: 5</p> <p>Class Strengths: 30 students</p> <p>Time: 90 minutes (45 minutes/1session)</p> <p>Teaching and learning method: game-base method、 activity cards and date cards、 ppt</p> <p>Learning Content:</p> <p>This unit is required to be able to listen, speak, recognize and read words: Key vocabulary: January、 February、 March、 April、 May、 June、 July、 August、 September、 October、 November、 December、 few、 meet、 Easter、 trip、 national、 American、 Thanksgiving、 Christmas、 Great wall.</p> <p>This unit requires the ability to listen, speak, recognize and read card patterns:            “When is the party ? It’s in.... ” “When is...? It’s usually in....” “What will you do for your mum on Mother’s day ? I will....” “What about... ?</p> <p>Be able to master the rising and falling tones when reading sentences aloud.</p> <p>Lesson Objectives: By the end of this lesson:</p> <ol style="list-style-type: none"> <li>1. The students can accurately express and discuss events on the school calendar, including the name of the event, time, place, and their feelings.</li> <li>2.The student can ask and answer questions based on events or dates on a calendar.</li> </ol>		
Stage&Duration	Activities	Time
First Session		
Introduction	<ol style="list-style-type: none"> <li>1. Play a multimedia video about various activities in the school year, showing scenes and ongoing activities in different months.</li> <li>2. After playing the video, show a picture of a school calendar, point to the months and some simple signs of activities on the picture, introduce new words and</li> </ol>	10min

Stage&Duration	Activities	Time
	phrases to the students, such as ‘September - new term begins’, ‘October - sports meeting’, lead the students to speak along a few times, and then randomly select students to try to speak aloud.	
Practice	<p>1. Divide 30 students into 5 groups of 6 each. Give each group a set of cards with the month, school event, etc., in mixed order.</p> <p>2. Each group discusses with each other and matches two cards that are related to each other, such as ‘May’ and ‘School Art Festival in May’. After the pairing is completed, each group of students should say the contents of the pair of cards to the class in English, such as ‘This is May. There is a school art festival in May.’ The teacher patrols around, gives help to the group with difficulties, and gives small stickers to the group with good performance. The teacher will help the groups that have difficulties and give them stickers for good performance.</p> <p>3. Teacher and students review the new words and phrases learnt in this lesson and some of the school calendars that appear in the matching game.</p>	35min
Second Session		
Presentation	<p>1. Divide 30 students into 5 groups of 6 each. The teacher prepares 15 pictures of different holidays and 15 cards with the dates of these holidays. Each group has a total of 3 holiday pictures and 3 date cards, one for each person.</p> <p>2. Distribute the pictures and the date cards to each group in disordered order. Each group needs to match the holiday pictures with the corresponding date cards. After the pairing is completed, each group takes a turn</p>	35min

Stage&Duration	Activities	Time
	<p>to present the paired cards on the stage. The student holding the holiday picture says the name of the holiday out loud, while the other student holding the date card says the holiday and the corresponding date in complete sentences. For example, ‘The Mid-Autumn Festival is on the 15th of August, and on that day we can eat mooncakes.’ The other groups monitor and supplement. The teacher will make a round of the class and give stickers to the groups with good performance.</p>	
Summary	<ol style="list-style-type: none"> <li>1. Summarize the students' performance in this lesson and praise those who participate actively and perform well.</li> <li>2. Re-emphasize the vocabulary and date expressions related to holidays and encourage students to learn more about holidays after the lesson.</li> </ol>	10min

**Lesson Plan 4**

Lesson Plan 4		
<p>Subject: English</p> <p>Topic: When is Easter ?</p> <p>Game: Role-Play</p> <p>Grade: 5</p> <p>Class Strengths: 30 students</p> <p>Time: 90 minutes (45 minutes/1session)</p> <p>Teaching and learning method: game-base method、 activity cards and date cards、 ppt</p> <p>Learning Content:</p> <p>This unit is required to be able to listen, speak, recognize and read words: Key vocabulary: Easter、 egg、 hunt、 bunny、 church、 holiday、 celebrate、 basket、 chocolate、 hide、 find、 festival、 family、 special、 parade、 happy.</p> <p>This unit requires the ability to listen, speak, recognize and read card patterns: “When is the party ? It’s in....” “When is...? It’s usually in....” “What will you do for your mum on Mother’s day ? I will....” “What about...?”</p> <p>Be able to master the rising and falling tones when reading sentences aloud.</p> <p>Lesson Objectives: By the end of this lesson:</p> <p>1.The students can discuss Easter dates and related activities.</p> <p>2.The students can remember and speak traditional Chinese and foreign festivals.</p>		
Stage&Duration	Activities	Time
First Session		
Introduction	<p>1. Show the joyful scenes of Easter, such as children hunting for coloured eggs and the Easter Bunny distributing gifts, by playing a funny Easter video.</p> <p>2. Introduce Easter related vocabulary and phrases to the students, such as ‘Easter’, ‘Easter bunny’, ‘Easter egg’, ‘egg hunt’, etc. Lead the students to read along a</p>	10min

Stage&Duration	Activities	Time
	few times, and let the students try to speak aloud and briefly explain the meanings of the words.	
Practice	<p>1. Divide 30 students into 6 groups of 5 each. Teacher asks some simple questions about Easter, such as ‘What's the symbol of Easter?’. Each group takes the question and the group with the correct answer gets a sticker.</p> <p>2. Then each group chooses a scene related to Easter for discussion, such as Easter family gathering, Easter activities at school, etc. Discuss what they might say and do in these scenes to prepare for the role-play. Teacher rounds and participates in some of the group discussions to give guidance.</p> <p>3. Invite some of the groups to share the contents of the Easter scenes they have discussed, and guide students to pay attention to the use of correct English expressions.</p> <p>4. Review the Easter-related vocabulary and phrases learnt in this lesson and let students read them aloud again to strengthen their memory.</p>	35min
Second Session		
Presentation	<p>1. Divide the 30 students into 5 groups and each group will do a relevant role-play according to the topic drawn.</p> <p>Group 1: Role-play the Easter Egg Making Workshop.</p> <p>Group 2: Role-play the story of the Easter Bunny delivering gifts.</p> <p>Group 3: Role-play the Easter church scene.</p> <p>Group 4: Role-play the Easter school parade scene.</p> <p>Group 5: Role-play the Easter community parade</p>	40min

Stage&Duration	Activities	Time
	<p>scene.</p> <p>2. Each group takes turns to perform on the stage. The performance time for each group is 3 - 4 minutes, and they should use the Easter related English vocabulary and expressions of time during the performance. The other groups watch the performance and pay attention to learn and find problems.</p> <p>3. The teacher scores and evaluates each group according to the fluency of the performance, the embodiment of the knowledge of Easter, the accuracy of the English expression, etc., and rewards them accordingly.</p>	
Summary	<p>1. Summarize the whole two sessions and emphasize the key points of Easter-related knowledge and English expressions.</p> <p>2. Encourage students to continue to learn about other western festivals after the session and increase their interest in learning English.</p>	5min



**APPENDIX E**  
**IOC FOR LESSON PLANS**

### IOC FOR LESSON PLAN BY EXPERTS

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
<b>Overall Average</b>		1				<b>Congruence</b>





**APPENDIX F**

**ENGLISH SPEAKING SKILL TEST**

## ENGLISH SPEAKING SKILL TEST (PRE-TEST AND POST-TEST)

Level: Grade 5

Skills Assessed: fluency, pronunciation, vocabulary usage and communicative competence.

Themes: My Day, My Favorite Season, My School Calendar, When is Easter?

Instructions:

You will choose one topic from the four provided below. After selecting your topic, you will have 5 minutes to prepare your speech and 3 minutes to speak. Your speech will be assessed based on fluency, pronunciation, vocabulary usage and communicative competence. Please organize your thoughts clearly and speak as confidently as possible.

### Choose Your Topic (20 Points)

Please select one of the following topics and prepare a speech based on the guiding questions provided.

#### Topic 1: My Day

- 1.Can you explain what you do in one day?
- 2.Can you tell me what your favourite activity is? Why?

**Topic 2: My Favorite Season**

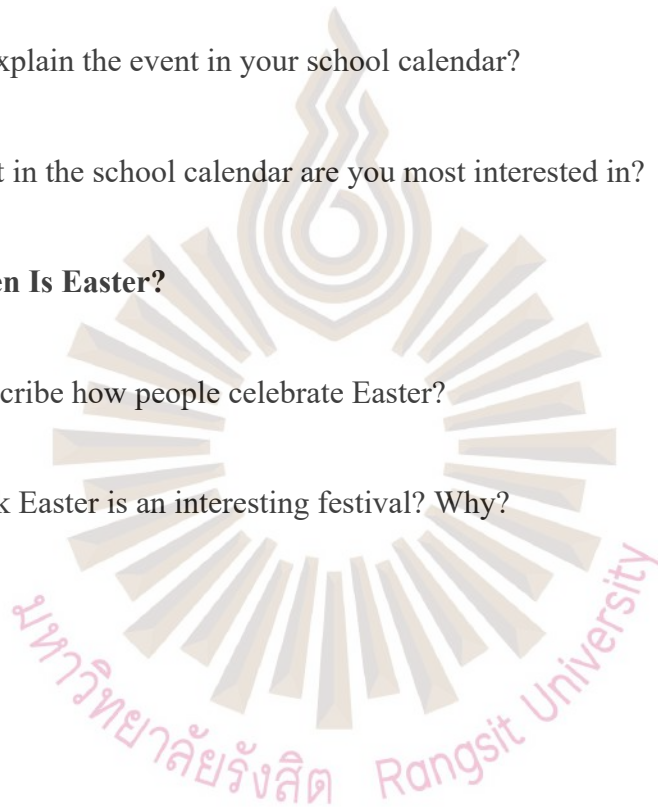
1. What is your favourite season? Why?
2. Can you explain the characteristics of each season?

**Topic 3: My School Calendar**

1. Name and explain the event in your school calendar?
2. Which event in the school calendar are you most interested in?

**Topic 4: When Is Easter?**

1. Can you describe how people celebrate Easter?
2. Do you think Easter is an interesting festival? Why?





**APPENDIX G**

**ENGLISH SPEAKING SKILL TEST RUBRIC**

## ENGLISH SPEAKING SKILL TEST RUBRIC

Criteria	Excellent 5	Good 4	Fair 3	Poor 2	Very Poor 1
Fluency	The expression is fluent and natural, with a moderate pace of speech, no pauses, hesitations or repetitions, and a coherent language, as in everyday fluent communication .	There are fewer pauses or occasional repetitions, but they do not detract from the overall flow of expression and the language is logical and clear.	There are some pauses and repetitions, which have an impact on the coherence of the expression, but the content is still largely clear and does not affect the overall understanding.	There are more pauses and repetitions, making the expression less coherent and requiring some effort to understand the discourse.	Frequent pauses and repetitions which seriously impair expression, making it difficult to understand the content and confusing the organization of the language.
Pronunciation	Accurate pronunciation with clear, natural intonation.	Mostly accurate pronunciation; minor errors.	Understandable, with some noticeable errors.	Mispronunciations make parts unclear.	Pronunciation errors make understanding difficult.
Vocabulary Usage	Vocabulary is rich and accurate, with proficient use of the words learnt, including some more advanced vocabulary, in the context of the topic.	Vocabulary is used in a richer way to convey accurate meaning, with some use of appropriate words and occasional	Vocabulary is generally adequate for expression, but is rather ordinary, with a few instances of inappropriate wording, and capable of	Limited vocabulary, simple and inappropriate wording that detracts from meaning, and more monotonous expression.	The extreme lack of vocabulary makes it almost impossible to accurately express the content of a topic and severely

Criteria	Excellent 5	Good 4	Fair 3	Poor 2	Very Poor 1
		repetition of simple vocabulary.	conveying basic information.		hampers communication.
Communicative Competence	Confident, engaging, responds appropriately, adapts well.	Mostly effective responses, minor gaps in clarity.	Communicates ideas with some gaps or awkwardness.	Struggles with responses, needs prompting.	Cannot respond meaningfully without assistance.

Source: China Compulsory Education Speaking Standards (2022 Edition)





### IOC FOR ENGLISH SPEAKING SKILL TEST

Item No.	Attributes	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Topic 1	+1	+1	+1	1	Congruence
2	Topic 2	+1	+1	+1	1	Congruence
3	Topic 3	+1	+1	+1	1	Congruence
4	Topic 4	+1	+1	+1	1	Congruence
Overall Average		1				Congruence





**APPENDIX I**

**STUDENTS' SATISFACTION QUESTIONNAIRE**

## QUESTIONNAIRE SURVEY: STUDENTS' SATISFICTION WITH GAME-BASED TEACHING METHOD

### Instructions:

Please answer the following questions honestly based on your experience with the game-based teaching methods used in your English class. Your responses will help improve future lessons. All answers will remain anonymous.

### Part 1: Personal Information

1. Gender:
  - Male
  - Female
2. Age: \_\_\_\_\_

### Part 2: Satisfaction with Game-Based Teaching Methods

Use the following scale to rate your level of agreement with the statements below:

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neutral
- 2 = Disagree
- 1 = Strongly Disagree

No.	Items	5	4	3	2	1
<b>Part 1: Interest and Motivation</b>						
1	The use of game-based teaching method in learning speaking English has made me more interested in learning English.					
2	The game-based teaching method allows me to be more active in practising my speaking English rather than passively waiting for the teacher to ask me to do it.					
3	Due to all the fun elements in game-based teaching, I'm looking forward to my English speaking lessons better.					
4	Compared with the traditional way of teaching speaking English, the game-based teaching method is more motivating for me to learn English.					
5	The reward system set up in the game-based teaching method makes me more enthusiastic to improve my English speaking skill.					
<b>Part 2: Engagement</b>						
6	I always engaged actively in every part of the game-based speaking English teaching activities and did not feel left out.					
7	The atmosphere created by the game-based teaching method allows me to speak English boldly without worrying about making mistakes and being laughed at.					
8	I feel that the various forms of role-playing and guessing games in the game-based teaching method gave me many					

No.	Items	5	4	3	2	1
	opportunities to engage and perform.					
9	Compared to the traditional classroom, I spent significantly more time engaging in interactions in the game-based speaking English classroom.					
10	The teacher designed the game-based content with the right level of difficulty to keep me engaged and productive at the same time.					
<b>Part 3: Effect of Game-Based Methods on Student Learning</b>						
11	Through the game-based teaching method, I feel that I am more fluent in speaking English and can communicate in English more freely.					
12	The game-based teaching method has helped me to remember more speaking English vocabulary and common expressions, which has helped to improve my grades.					
13	The games-based teaching method has helped me to learn to communicate in different scenarios using appropriate speaking English and to improve my practical application skills.					
14	I think the game-based teaching method has had a positive impact on my long-term habit of learning speaking English, and I would like to continue to learn in this way in the future.					

No.	Items	5	4	3	2	1
15	Compared to before, the game-based teaching method has made me more confident in learning to speak English, and I am no longer afraid to open my mouth to speak English.					





**APPENDIX J**

**IOC OF STUDENTS' SATISFACTION QUESTIONNAIRE**

### IOC FOR STUDENTS' SATISFACTION QUESTIONNAIRE

Item No.	Expert 1	Expert 2	Expert 3	Average	Congruence
1	+1	+1	+1	1	Congruence
2	+1	+1	+1	1	Congruence
3	+1	+1	+1	1	Congruence
4	+1	+1	+1	1	Congruence
5	+1	+1	0	0.67	Congruence
6	+1	+1	+1	1	Congruence
7	+1	0	+1	0.67	Congruence
8	0	+1	+1	0.67	Congruence
9	+1	+1	0	0.67	Congruence
10	+1	+1	+1	1	Congruence
11	+1	+1	+1	1	Congruence
12	+1	+1	+1	1	Congruence
13	+1	+1	+1	1	Congruence
14	+1	+1	+1	1	Congruence
15	+1	+1	+1	1	Congruence
<b>Overall Average</b>		0.91			<b>Congruence</b>



**APPENDIX K**

**SEMI-STRUCTURED INTERVIEW QUESTIONS**

## SEMI-STRUCTURED INTERVIEW QUESTIONS

Student No: .....Date of interview: .....

Venue:.....Gender: Male/Female .....Age:.....

The following questions will be posed to determine students' learning satisfaction with the game-based teaching method to improve the speaking English skill of Grade 5 students in Yunnan Province, China.

### **Part 1: Interest and Motivation**

1. What is your most interested in game-based teaching method?
2. What do you think about the activities in game-based teaching method?

### **Part 2: Engagement**

3. In the classroom activities of game-based, how do you feel to engage in the class?
4. What kind of games or activities can engage you to the class?

### **Part 3: Effect of Game-Based Methods on Student Learning**

5. How the game-based teaching can improve your confident?
6. What strategies of game-based teaching can development your speaking skill?

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a semi-circle of radiating lines, with the university's name in Thai and English below it.

**APPENDIX L**  
**IOC FOR SEMI-STRUCTURED INTERVIEW QUESTIONS**

มหาวิทยาลัยรังสิต Rangsit University

### IOC FOR SEMI-STRUCTURED INTERVIEW QUESTIONS

Sl. No.	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
1	What is your most interested in game-based teaching method?	+1	+1	+1	1	<b>Congruence</b>
2	What do you think about the activities in game-based teaching method?	+1	+1	+1	1	<b>Congruence</b>
3	In the classroom activities of game-based, how do you feel to engage in the class?	+1	+1	+1	1	<b>Congruence</b>
4	What kind of games or activities can engage you to the class?	+1	+1	+1	1	<b>Congruence</b>
5	How the game-based teaching can improve your confident?	+1	+1	+1	1	<b>Congruence</b>
6	What strategies of game-based teaching can development your speaking skill?	+1	+1	+1	1	<b>Congruence</b>
	<b>Overall Average</b>	1				<b>Congruence</b>

**BIOGRAPHY**

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