



**THE EFFECTIVENESS OF GAME-BASED TEACHING
METHOD IN ONLINE ENGLISH TEACHING THE
ENGLISH VOCABULARY OF THE FIFTH-GRADE
STUDENTS AT QILIN PRIMARY SCHOOL**

BY

LIYUN PENG



**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
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Thesis entitled

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LIYUN PENG

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Assoc. Prof. Supong Tangkiengsirisin, Ph.D. Asst. Prof. Pimurai Limpapath, Ph.D.
Examination Committee Chairperson Member

Asst. Prof. Supinda Lertlit, Ed.D.
Member and Advisor

Approved by Graduate School

(Prof. Suejit Pechprasarn, Ph.D.)

Dean of Graduate School

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Liyun Peng
Researcher

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Abstract

This research addresses the current application challenges of game-based teaching methods in primary school English vocabulary instruction, analyzes their causes, and proposes countermeasure suggestions. The objectives of the research are: 1) to explore the effectiveness of game-based teaching methods for fifth-grade students at Qilin Primary School in English vocabulary teaching, and 2) to identify the effects of these methods on fifth-grade students at Qilin Primary School. The study sample consists of two classes of fifth-grade students from Qilin Primary School. The researcher employed literature review, questionnaire, and interview methods to gather survey data, presenting the current application status of the game-based teaching method in primary school English vocabulary instruction. The study identifies and analyzes the problems, and proposes solutions to improve teaching methods and vocabulary learning efficiency. Analysis of the research data indicates an average score of $\bar{X} = 4.47$ and S.D. = 0.75, with 'affections' having the highest mean score of $\bar{X} = 4.70$ and the 'effects of game-teaching method' having the highest S.D. = 1.42. The findings suggest that game-based teaching methods can stimulate students' motivation to learn English, enhance the effectiveness of vocabulary instruction, increase the enjoyment of primary English vocabulary teaching, and subsequently improve the quality of vocabulary teaching.

(Total 122 Pages)

Keywords: Effectiveness, Game-based teaching, Online English Teaching, English Vocabulary Achievement, Primary School

Student's Signature Thesis Advisor's Signature

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Chapter 1

Introduction

1.1 Background of the Study

In recent years, with the fast development of the economy and the strengthening of international competition, the country's demand for talent was also in the trend of increasing, and more talent gap had become a common problem in the current world. China in the rapid development of the current state of society, actively explores the training of talent team teams also become an important part of the current national talent program. English, as the current language basis for the cultivation of international composite talents, had gradually been the focus of attention of sociologists, psychologists, and educators. In recent years, with the increase in China's economic and trade cooperation and the frequency of international exchange, English had become the necessary foundation for current international communication.

The globalization trend makes more and more people realize the importance of learning English well. As the primary stage of English learning, primary school English teaching had become the focus of people's attention, the focus of primary school English teaching was vocabulary teaching (Yin, 2013). The transition from primary to junior high school English education was a critical period for the improvement of English language skills, so English in the upper grades had also become an important subject at that stage of education, and the national requirements for the quality of English education and teaching were constantly increasing. The increase in national and social demand for English and the emphasis on English teaching in schools had put forward new and higher-level requirements for teachers' classroom teaching work. However, at the present stage of English teaching practice in primary school, there were still problems such as the single form of English teaching classroom, monotonous classroom lecture content, and overly form-oriented classroom.

In English vocabulary teaching of primary school students, vocabulary learning should be the focus of primary school students English learning. It was very important to accumulate a rich vocabulary for primary school students' future learning. However, the survey shows that vocabulary learning was still a difficult problem for many primary school students. Many primary school students complained that they could not remember the words and did not want to remember them. They admit that vocabulary learning was a boring and difficult thing for them. It could be seen that there were still many problems in primary school English vocabulary teaching at present. Primary school English teachers had not yet found a vocabulary teaching method that could complete knowledge imparting and improve students' interest. Therefore, the majority of primary school English teachers need to constantly update their educational ideas and try new vocabulary teaching methods to solve this dilemma" (Lewis, 1993).

English teaching in Chinese primary schools had been a hot topic since the Ministry of Education set up English courses in primary schools. 'Compulsory Education English Curriculum Standards' mentioned that primary school English teachers should make full use of teaching resources, carefully design teaching links, and try to make the teaching content more intuitive, to arouse students' interest in learning. Therefore, English teachers should deeply understand the new situation, new policy, and new direction of teaching reform, keep pace with "The Times", constantly update the educational concept, give play to the spirit of innovation, improve teaching ability, implement efficient classroom, abandon the traditional teaching mode of "teachers teach, students learn", make full use of teaching resources, and create situations conducive to students' language learning. Let students learn in the context, in the experience of learning, learning in interaction and communication, improve students' classroom participation enthusiasm and language application ability. Therefore, for language learning, only active use could enhance language ability. As linguist Allen mentioned that language learners could improve their vocabulary ability only in the process of communicating with the target language (Allen, 1993).

Therefore, teachers should think about which teaching methods could improve pupils' interest in vocabulary teaching. It was imperative to improve the quality of

primary school English teaching and innovate primary school vocabulary teaching methods.

At present, there were numerous means of oral English teaching in primary schools, and gamification teaching was also one of the important means. The advantages and functional value of educational games in the process of children's development had become the consensus of many educators. Studies had shown that "the special properties of games play a positive role in strengthening children's internal motivation, engagement, and immersion". That was to say, gamified teaching provides a cooperative and competitive situation in which students gradually shift their interest to learning. In this environment, students could regard learning as an internal drive or need, and take the initiative to participate in learning. Instead of taking learning tasks as a burden, they could voluntarily complete and constantly push forward the learning process. Therefore, the combination of games and education, to explore the path of gamified teaching and its promoting effect on teaching, had become a hot topic among educators. In front-line teaching, the game-based teaching method was also one of the commonly used teaching means for teachers (Zhu, 2019).

As the global public health crisis of COVID-19 had accelerated the process of digital transformation of education, the digital transformation of global education was an irreversible inevitable trend in the post-COVID-19 era. With the transformation of education digitization, more possibilities were provided for modern teaching methods. Therefore, this study mainly studies the effectiveness of the game-based teaching method in online English teaching to improve the English vocabulary achievement of fifth-grade students in Qilin Primary School.

1.2 Significance of the Problem

The new curriculum standard for primary school teaching proposes the goal that classroom teaching should pay attention to the individual differences of students, to their emotions, attitudes, and values expressed in the learning process, to make students feel the joy of learning with effective motivational tools, to help students improve their

knowledge mastery and build self-confidence, to effectively promote students' development. This requirement was in line with the relaxed and enjoyable learning subtext pursued by the game-based teaching method, which aims to enhance students' interest in English learning in a relatively relaxed environment. To reduce all the pressures in their learning process under the traditional teaching method. It makes students no longer take English learning as a burden, but turn it into an interest through games, and achieve effective mastery of English knowledge in the process of playing. Because the game-based teaching method's purpose was in line with the requirements of the new curriculum standards, it had triggered many scholars and educators to study and pay attention to this emerging English teaching mode.

Since English was a foreign language, it was different from the traditional curriculum in many aspects such as pronunciation and sentence structure. However, traditional teaching methods were still used in English teaching in primary schools in China, which does not achieve good teaching results and was not conducive to the improvement of students' English performance. To this end, this paper explores the application of the game-based teaching method to English teaching, aiming to provide a theoretical reference and experimental basis for the reform of English teaching in China.

1.3 Research Objectives

- 1) To explore the effectiveness of game-based teaching method of the fifth-grade students at Qilin primary school in English vocabulary teaching.
- 2) To find the benefits and challenges of game-based teaching method to the fifth-grade students at Qilin primary school in English vocabulary teaching.

1.4 Research Questions

- 1) What are the effectiveness of the game-based teaching methods of the fifth-grade students at Qilin primary school in English vocabulary teaching?

2) What are the benefits and challenges of game-based teaching methods in teaching English vocabulary to students at Qilin primary school?

1.5 Conceptual Framework

Game-based Teaching Method

This study was to study the effectiveness of the game-based teaching method in online English teaching to improve the English vocabulary achievement of fifth-grade students in Qilin primary school. To specifically study whether game-based teaching positively affects primary school students' English vocabulary learning, the following investigations were carried out.

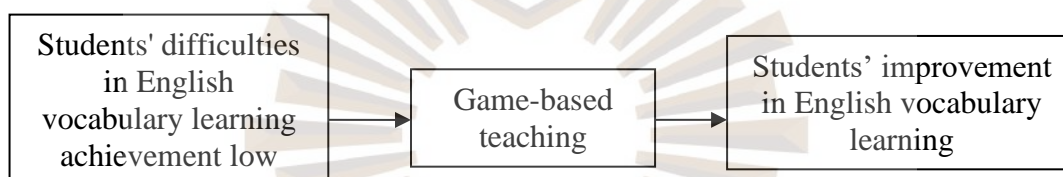


Figure 1.1 Conceptual Framework

From Figure 1.1, the students facing challenges in achieving low English vocabulary learning could benefit from the innovative approach of game-based teaching methods. By integrating engaging and interactive games into the learning process, students could experience a significant improvement in their English vocabulary acquisition. This approach not only makes learning more enjoyable but also enhances retention and comprehension, ultimately leading to better academic outcomes.

1.6 Significance of the Study

1.6.1 For Students

Applying the game-based teaching method to primary school English vocabulary teaching, first of all, for primary school students, could improve students' interest in

learning English courses. Students were placed in a gamified teaching situation, which could effectively attract students' classroom concentration and improve the efficiency of English vocabulary learning. In the fun and competitive game activities, students were active learners, which improves the disadvantages of passive learning in traditional vocabulary teaching, and students' thinking ability and comprehensive language skills in English could be improved, so that they could apply what they had learned.

1.6.2 For Teachers

It was beneficial to improve the efficiency of English vocabulary teaching and enrich and develop vocabulary teaching methods. This study was beneficial to help inexperienced primary English teachers reasonably use the game-based teaching method to organize primary English vocabulary teaching, to better guide new primary English teachers to carry out vocabulary teaching, to improve primary English teachers' teaching skills, to promote and improve the educational practice of the game-based teaching method in primary English vocabulary teaching, to improve primary English teachers' vocabulary teaching efficiency, and to promote primary English education and teaching.

1.6.3 For New Curriculum Reform

Theory was linked to practice, and practice makes real knowledge. This study finds the practical problems of teaching the game-based teaching method in the practical aspects of English vocabulary teaching in primary schools, and the research process explores the root of the problems through data analysis and proposes teaching suggestions and response strategies, which was conducive to enriching and improving the existing theories of game-based teaching method and the methodology of English vocabulary teaching in primary schools. It enriches and improves the theoretical basis of the game-based teaching method applied to the field of English vocabulary teaching in primary school, and also provides a reference for the teaching strategies of the game-based teaching method in primary school English vocabulary teaching, which was conducive to improving the efficiency of vocabulary teaching. Not only does it had rich

teaching theoretical significance, but also had important educational practice significance, so this study had important reference value.

1.7 Scope of the Study

The scope of this study includes research location, population and sample research methodology, research instruments, and research variables as follows.

1.7.1 Location and School Profile

Qilin primary school was a high-quality private school that had been designated as a demonstration School of Modern Education in Yunnan Province in January 2022 (Baidu Baike, 2022). The school integrates kindergarten, primary school, high school, and foreign language school, and had complete and advanced educational and teaching facilities, with a full range of special classrooms for each subject. The school had more than 600 staff members and about 4,300 students.

1.7.2 Research Methodology



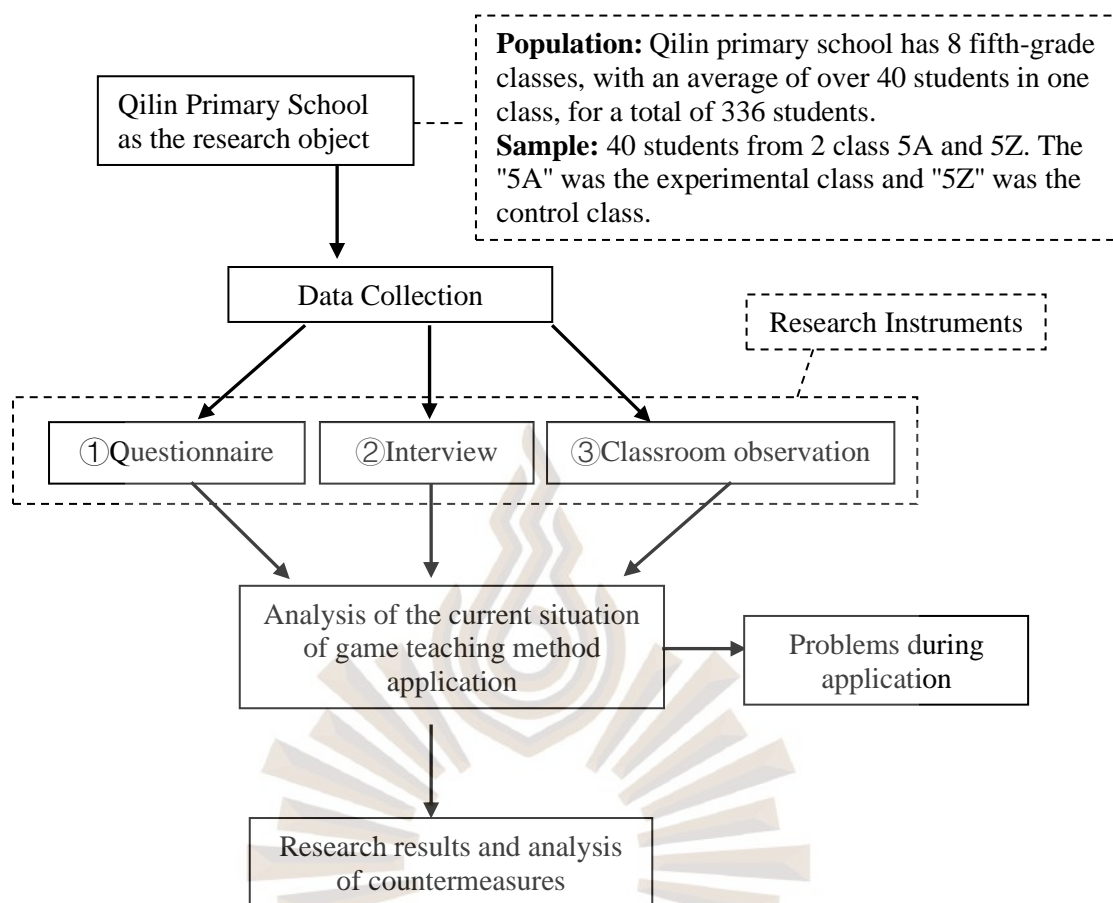


Figure 1.2 Research Design

From Figure 1.2, the two classes with the same level of vocabulary would be divided into the control class and the experimental class. Before the experiment, the English vocabulary scores of the students in the two classes would be tested, and quantitative data would be collected.

Through qualitative analysis, the interviews would be conducted from the perspective of individual teachers to visualize the current situation of the game-based teaching method in teaching English vocabulary in the fifth-grade. Based on the purpose of this study, the research designed the interview outline from three dimensions: teachers' perceptions and opinions on the application of the game-based teaching method to vocabulary teaching, the development of game activities during the class, and the reflection after the class.

1.8 Definition of Terms

Fifth-Grade Students

The students were between the ages of 10 and 12 at Qinlin Primary School where was located at No.68 Quanyuan Road, Nanshan District, bordering Shenzhen Bay, east to High-tech Park, west to Zhongshan Park, and south to Lixiang Park. According to the school's curriculum, such students had a basic understanding of reading, writing, math, and science. It was also possible to begin developing more advanced critical thinking, problem-solving, and analytical skills in preparation for the academic challenges of middle school.

Game-based teaching Method

It was the use of educational games as a method or approach in online English teaching to enhance the English vocabulary achievement of fifth-grade students at Qilin Primary School. It involves integrating game elements, mechanics, or activities into the teaching process to make it more engaging, interactive, and enjoyable for the students. These games could be designed specifically for language learning purposes and may involve various formats such as digital games, board games, role-playing games, or interactive activities that incorporate elements of competition, problem-solving, teamwork, and skill development. The aim was to leverage the motivational and immersive aspects of games to create a conducive learning environment that enhances students' vocabulary acquisition and overall English language proficiency.

English Vocabulary in Fifth-grade

The ultimate goal of the program was to enable students to perform well in speaking, listening, reading, and writing, to develop intercultural awareness, and to had assignments that include reading exercises, writing tasks, and speaking exercises to develop different language skills, encouraging active participation and the use of interactive activities such as group discussions and role-plays. Students typically need

to master about 1,000-1,500 English words in the fifth-grade of Qilin primary school, In English, these words include nouns, adjectives, verbs, adverbs, and prepositions. It uses English primary school textbooks published by People's Education Press. The traditional teaching method was inefficient, and students were reluctant to learn English vocabulary, which was why the game-based teaching method would be adopted.



Chapter 2

Literature Review

In this chapter, relevant literatures were reviewed to provide theoretical background for the research. This chapter established a theoretical framework by reviewing the literature on the influence of English game-based teaching. The main feature of this study was to improve the English level of third grade students by analyzing the influence of game-based teaching method in English vocabulary teaching.

This chapter consists of the following topics:

2.1 Development of the Idea of Game-based teaching

2.2 Study of the Principles of Game-based teaching

2.2.1 Application Principles of Game-based teaching

2.2.1.1 Purposeful principle

2.2.1.2 Educational principle

2.2.1.3 Targeting principle games

2.2.1.4 The principle of fun

2.2.1.5 Principle of competitiveness

2.2.1.6 The principle of rule-based

2.2.1.7 The principle of interactivity

2.3 Related Theories on Game-based teaching

2.3.1 Multiple Intelligences Theory

2.3.2 Piaget's Theory of Cognitive Development

2.3.3 Theories of Children's Second Language Acquisition

2.3.4 Pleasant Education Theory

2.4 Types of Application of Game-based teaching Method

2.5 Application of Game-based teaching method in School Education

2.6 Factors Affecting the Effectiveness of the Game-based teaching method of Teaching

2.6.1 The Influence of Traditional Classroom Teaching Ideas

2.6.2 The Operational Level Faces the Deviation in Understanding the Connotation of Effective Teaching

2.7 Ensure the Games Play an Effective Role in Primary School English Teaching

2.7.1 Deal with the Relationship Between Games and Knowledge

2.7.2 Mastering the Scale of the Game

2.7.2 Mastering the Role of the Game

2.8 Advantages and Challenges of the Game-based teaching Method

2.8.1 Advantages of Game-based teaching Method

2.8.2 The Challenges of the Game-based teaching Method

2.8.3 WORDWALL

2.9 Teachers in Game-based teaching Method

2.9.1 Teachers in Game-based teaching Method in the world

2.9.2 Teachers in Game-based teaching Method in China

2.10 Conclusion

Searched "game pedagogy" on China National Knowledge Internet (CNKI) and filtered the relevant literature from 1982 to 2021, with a total of 7,729 articles. According to the results of the search on the Internet, there was little research literature on the game-based teaching method before 2005, and from 2009 onwards, the research literature on the game-based teaching method showed a trend of increasing year by year, among which the total number of pieces of literature in 2020 showed a small decrease, which may be caused by the COVID-19 Epidemic.

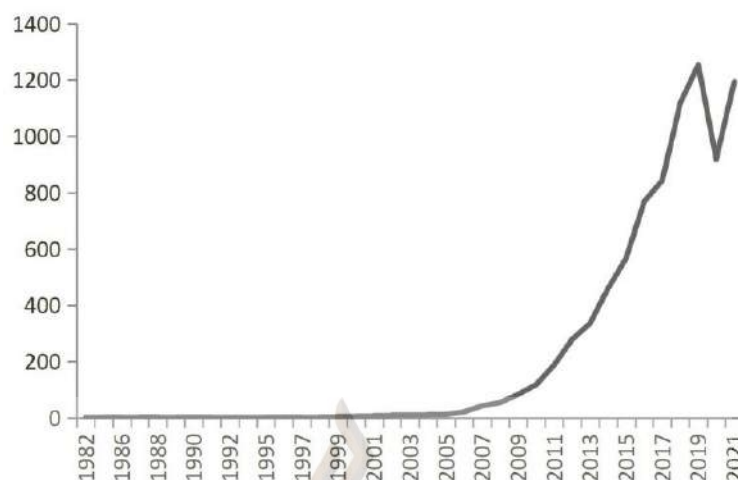


Figure 2.1 Publish annual trends

Source: China National Knowledge Internet (CNKI), 2021

According to the distribution of subjects searched on CNKI, the data shows that 3738 of them were related to primary education, accounting for 40.23%, followed by application in foreign languages and literature, accounting for 19.81%. It could be seen that the game-based teaching method was more widely used in primary education as well as in teaching English in subject areas. This shows that scholars at home and abroad had made considerable achievements in their research. The author mainly focuses on the existing literature from the following three aspects compendium.

2.1 Development of the Idea of Game-based teaching

Plato (Greek, philosopher, 427-347 BCE) was the first Western educator to propose the combination of play and teaching. He believed that "play was a dialogue to the truth" and emphasized teaching through play. 1) He believed that by teaching through play, he could better understand the nature of each child and guide them to develop their nature and interests, focusing on the physical and mental development of children (Anderson, 2019). It was noteworthy that Plato believed that games that were only for recreation were not helpful to human life and mind, i.e., they were not just for entertainment. 2) Therefore, in his conception, games should be carefully selected by educators to be beneficial to children's physical and mental development and to had a

good training effect. And a strict set of rules should be established to give the game a sacred character.

Aristotle (Greek, philosopher, 384 BC-322 BC) believed that the education of children should be mainly based on games, that is, teaching through games, and he deepened the teaching of games, emphasizing that children's hearts should be purified through games, to cultivate high moral character and lay the foundation for the cultivation of good citizens and good city-states. He believed that good moral character needed constant education, and for children, forced learning was not conducive to the cultivation of children's minds, so the cultivation of children's minds was achieved through the cultivation of game-based teaching to achieve the purpose of education.

Marcus Fabius Quintilianus (35 BC-100 BC) believed that the teaching of children's games should be based on children's interests and needs. To prevent students from learning fatigue, he advocates that teachers should adopt the play-based approach to teaching and learning activities, to prepare for schooling in the future. He believes that the playful nature of young children could be fully utilized to teach specific subjects playfully.

Friedrich Wilhelm August Fröbel (German, pedagogue, 1782-1852) believed that play was a physiological need of children and the basis of educational enlightenment, he emphasizes that creating a good play situation could promote the harmonious and healthy development of children's bodies and minds. Froebel emphasizes the importance of play and that play teaching could provide children with free space for development and could promote the development of children's imagination and creativity. Children could achieve the purpose of education through enjoyable play.

Jean Piaget (Swiss, psychologist, 1896-1980) proposed the theory of cognitive development, and based on this theory, his play theory was formed and developed. He believed that children's cognitive development level was compatible with the development of a variety of play activities during childhood and that teaching should develop games that were appropriate to children's cognitive level according to their

different intellectual levels and different stages of physical and mental development, to give full play to children's initiative and creativity, to conduct independent and enjoyable learning, and to focus on children's subjectivity and emotional experience in play. Piaget's theory of play was a further deepening of the theory of play pedagogy.

The common points could be summarized as the above-mentioned views of Western scholars emphasize the importance of games for education and teaching, conforming to children's nature and realizing the educational value of games in game-based teaching; game activities conform to children's cognitive level and emphasize children's subjectivity status. In conclusion, foreign studies on the game-based teaching method mainly emphasize the educational value of games, the subjective position of children in games, and games conforming to children's psychological characteristics; foreign studies on the game-based teaching method had important reference values for this study on the application of the game-based teaching method.

The germ of the idea of the game-based teaching method had existed in China since ancient times (Lee, 2017).

Confucius (Kong Zi, 2019) once said, "Those who know were better than those who were good, and those who were good were better than those who enjoy". Kong Zi believed that students could only understand and digest knowledge quickly if they enjoy learning. How to make students interested in learning becomes the first issue that educators need to solve, then the game-based teaching method was born, through the game activities inspire teaching and learning, the development of students' active creativity, to achieve the unity of teaching and learning.

Wang (2019) believed that children were inclined by nature to play rather than to be disciplined. This statement recognizes the psychological and physiological characteristics of children who like to play and believes that children should play happily as children, and emphasizes that the education of children should make students enjoy what they were learning, and they would progress quickly. Wang emphasized that children should be guided to had fun according to their playful nature. He emphasized

that children should be guided to learn in a fun atmosphere. It provides a reference for the teaching practice of the game-based teaching method.

Chen (2015) believes that "games were the main way of life for children to participate in social interactions" and that education in childhood should be based on play activities. He advocated the integration of play and teaching to achieve fun and education. He laid the foundation for the development and enrichment of the game-based teaching method.

Wu (2019) description of the game pedagogy overview and specific applications that advance the development of game pedagogy.

Lai (2015) believed that game-based teaching method provides some specific lesson plans for teaching games. It was useful for the teaching practice of the game-based teaching method.

Wang (2019) emphasized that in teaching English in primary school, teachers should take advantage of the physiological developmental characteristics of primary school students to use the game-based teaching method.

Based on the above analysis, the current research on English game teaching in primary schools had the following 3 characteristics:

- 1) Mostly practical research, lack of theoretical research.

From the statistics of the literature, most of the studies were on the application and countermeasures of English game-based teaching in schools, but there were relatively few studies on the definition of the concept of the game-based teaching method and the relevant theoretical basis. People should not only understand the meaning of game pedagogy, but also study and summarize the theoretical schools prevailing at present, and use theories to guide the practice to make the research scientific. Foreign research on the functions and applications of traditional games and electronic games in primary

school education had been conducted, but the research on traditional games was limited to the theoretical level, while the experimental research on the teaching mode of electronic games was more frequent, but few people had studied games as a teaching mode systematically and deeply, which provides a direction for later research.

2) Most of the studies on the misconceptions of the game-based teaching method lack an analysis of the reasons.

From the statistics of keywords, it could be analyzed that there were a lot of literature on the problems of game-based teaching in primary English classroom, but less on the causes. Teachers and scholars should not only propose the problems of the game-based teaching method in primary English classrooms, but also analyze the causes of the problems, and then adopt corresponding solutions. For example, in the implementation of the game-based teaching method, when faced with the problem of poor student participation, most scholars in their research suggest how to change the organization of the game and motivate learners, but cannot thoroughly analyze the causes of the problem (Anderson, 2013).

3) Most offer suggestions but lack lessons and sharing of actionable games.

Many articles summarize the suggestions and considerations of English games in primary school, but they only analyze the superficial problems and do not give more practical ways of playing games. It would be helpful for teachers to design classroom games that could be implemented in the classroom with real-life examples.

2.2 Study of the Principles of Game-based teaching

By reviewing the relevant literature, the author summarized and sort out the existing research literature to provide a detailed overview of the principles and types of application of the game-based teaching method.

2.2.1 Application Principles of Game-based teaching

2.2.1.1 Purposeful Principle

The original purpose of the game-based teaching method was that teachers apply it to education and teaching to achieve the teaching objectives and improve students' learning motivation to enhance the teaching effect. Compared with games for entertainment, the purpose principle of the game-based teaching method aims to guide students to learn knowledge by participating in games, and to promote the development of students' intelligence, imagination, creativity, thinking, and other abilities during the game, thus improving students' learning efficiency (Brown, 2007). In a word, the application principle of the game-based teaching method requires teachers to organize teaching for student learning and educational teaching.

2.2.1.2 Educational Principle

The educational principle of the game-based teaching method was complementary to the purposive principle, and the educational principle should be emphasized in the design and implementation of game activities. According to Gao (2013), the goal of the game-based teaching method was based on the teaching goal, and the game-based teaching method itself should serve education. The application of the game-based teaching method requires teachers to "teach with fun", combining the entertainment of the game with the knowledge of education, and finally achieving the educational goal.

2.2.1.3 Targeting principle games

The relevance principle of pedagogy was that teachers could scientifically and purposefully select and design the game-based teaching content. Yuan (2018) pointed out that the application of the game-based teaching method should avoid uniformity, that is, copying others' classroom materials without modification and adjustment, and teachers need to consider and design for specific student groups, teaching contents, and

teaching resources. It could be seen that the level of game activities set for different basic classes was different, so teachers should organize teaching according to students' basic level; the difficulty of teaching contents also affects the application of the game-based teaching method, so teachers need to filter and design according to teaching contents; teachers should consider different types of classes to select teaching resources in a targeted way, for example, interactive games could be designed for listening classes to train students' listening and speaking ability while reading and writing classes could be organized with multimedia teaching aids to achieve the goal of teaching students' listening and speaking ability (Brown, 2017). Teachers should consider different types of teaching resources, such as interactive games to train students' listening and speaking skills, and multimedia teaching tools to improve reading and writing skills. It was worth noting that teachers cannot use multimedia teaching aids for teaching, which may lead to the waste of teaching resources and teachers' energy, resulting in the mismatch between teaching forms and teaching effects, and eventually teaching deviates from the original purpose and affects teaching efficiency. In conclusion, the application of the game-based teaching method requires teachers to organize teaching based on student groups, teaching contents, and teaching resources.

2.2.1.4 The principle of fun

The purpose of the game-based teaching method was to make students actively participate in the learning activities through the fun of the game mechanism, which requires teachers to create realistic language situations so that students could interact with the game independently and happily and eventually master the knowledge and skills (Brown, 2013). The fun principle of the game-based teaching method requires teachers to innovate the application form and content of the game-based teaching method, to create real situations through game activities to make students better perceive teaching, to improve student's learning motivation, and classroom concentration, and to improve teaching efficiency.

2.2.1.5 Principle of Competitiveness

Xu (2011) explained that primary school students had the characteristic of being competitive, and the application of the game-based teaching method needs teachers to grasp this characteristic of primary school students to organize teaching and learning so that students could learn and master knowledge voluntarily in the game activity full of competition mechanism. Students had the psychology of wanting to win in the game and pay attention to the result of the game, so they could concentrate on the game activity and learn more efficiently. Teachers should take into account the competitive principle of the game-based teaching method to organize teaching. Teachers should grasp students' competitive psychological characteristics and design competitive game activities so that students could master knowledge and develop intelligence in lively competition.

2.2.1.6 The principle of rule-based

The application of the game-based teaching method should follow the principle of rule-based. Zeng (2017) mentioned that teachers need to fully consider the teaching objectives and contents of the subject in the preliminary preparation stage of applying the game-based teaching method, set clear rules for the game activities, and actively guide students to establish the sense of rules and collective consciousness so that students could participate in the game activities voluntarily and orderly. It could be seen that clear and explicit game rules could guide students to actively participate in the game interaction, on the contrary, ambiguous game rules would affect students' enthusiasm to participate and affect the teaching effect; students need to comply with the game rules based on understanding the game rules to ensure the orderly participation of teaching activities.

2.2.1.7 The principle of interactivity

According to Zhao (2014), the application of the game-based teaching method needs to follow the principle of interactivity. Students participate in teacher-student interaction and student-student interaction through games, which greatly changes the traditional classroom language indoctrination mode. Firstly, for teacher-student

interaction, students could be brought closer to teachers and students in a lively learning atmosphere, and the classroom atmosphere could be enlivened; secondly, for student-student interaction, it was conducive to enhancing the communication ability and sense of collective honor among students and cultivating team consciousness. When teachers apply the game-based teaching method, they should fully consider the principle of interactivity and ensure that all students participate in the teaching process to ensure the effective implementation of the game-based teaching method.

2.3 Related Theories on Game-based teaching

2.3.1 Multiple Intelligences Theory

The psychologist H. Gardner developed the hypothesis of multiple intelligences, which had recently gained a lot of traction in China's education system. He suggested that each person possesses eight largely independent intelligences: mathematical and logical, musical and rhythmic, self-awareness, verbal and linguistic, physical and motor, visual and spatial, interpersonal communication, and natural observation. Each person's intelligence had unique traits because different environmental and educational circumstances had an impact on the direction, magnitude, and expression of various intelligence components. Each student had different strengths and combinations of intelligences, some were stronger and some were weaker, so teachers and parents should work to promote these eight intelligences so that students could have a variety of personalized development based on comprehensive development. The application of the game-based teaching method in primary school English classrooms was an effective practice of multiple intelligences theory, and different kinds of games could stimulate and develop different kinds of bits of intelligence in students.

In the "Questions and Guess" game, one participant describes a student in the class and the other students raise their hands to guess who that person is, and could only ask and answer in the form of general questions. Both the describing and guessing students demonstrated and practiced both linguistic and naturalistic observation intelligence. Teachers use the "A Secret of Body Writing" game in third-grade English alphabet

instruction to develop students' body-motor intelligence by using their bodies to pose, touch the letters of the alphabet with a body part, or do alphabet exercises. "Let's sing" and "Let's chant" in each unit of primary English textbooks follow the development of students' rhythmic intelligence. This shows that it was necessary to introduce games in primary school English classrooms under the theory of multiple intelligences.

2.3.2 Piaget's Theory of Cognitive Development

Jean Piaget outlined the cognitive development of students in four stages:



Figure 2.2 The cognitive development of students in four stages

Source: Piaget, 1952

The cognitive development of primary school students was in the Concrete Operations Stage, where children could perform concrete operations and develop the concepts of "conservation" and "reversibility". Operation was the core concept of Piaget's theory of intellectual development. An operation was a specific intellectual procedure that changes information for a purpose and was reversible. However, children's operations in this period cannot be performed without the help of concrete objects or images. Piaget's theory of cognitive development gives us a series of educational insights. The educational material should first be adjusted to the students' stage of cognitive growth. This means that the games' difficulty and design should correspond to the cognitive maturity of elementary school kids. This indicates that the game's difficulty and design should be suitable for the cognitive stage of primary school pupils. Second, the cognitive development of the pupils as the learning subjects was advanced by their participation in and interaction with the outside world. This shows that the cognitive development of students was an active process, and the educator must constantly influence it externally. The stimulation of games in the classroom constantly motivates students to learn actively and promotes their cognitive development.

2.3.3 Theories of Children's Second Language Acquisition

Smith (2021), a well-known language educator, created the idea underlying children's second language acquisition. For us, Chinese was our first language, and the second language was the one we were learning in addition to English, which was examined in this thesis as a second language for kids. In this view, Krashen distinguishes between learning and acquisition, which he claims were two distinct processes that cannot be combined. The true verbal ability was the acquisition system, or subconscious language awareness. The learnt system, in contrast, consists of conscious linguistic knowledge and could only be observed or revised when the second language was being used. He argues that "acquisition" was a subconscious process, similar to the process by which children acquire their native language. The acquirer's attention was focused on the message conveyed by the language, rather than on the form of the discourse itself. Through natural communication, the learner subconsciously internalizes English and naturally acquires language skills. "Acquisition" was a conscious process in which the learner focuses on the form of the language rather than on the message it conveys. The learner understands the utterance and grasps the syntactic concepts by listening to the teacher's explanation of linguistic phenomena and linguistic patterns, supplemented by conscious training and memorization. Our traditional teaching methods focus on test-based education, with too much emphasis on grammatical rules rather than on practical oral communication and application, while games in the classroom allow students to acquire English skills more naturally, as an "acquisition" process that facilitates language learning.

2.3.4 Pleasant Education Theory

The theory of pleasant education originated from the educational thought of Mr. Chen, a famous Chinese educator in modern times, and was proposed by Mr. Ni, a special teacher, in the early 1980s, emphasizing the pursuit of pleasure in development and further development in pleasure. This idea of education rebels against the test-based education that causes students to suffer and lose their joyful childhood. Although quality education was advocated nowadays, most teachers still focus on the content of books in

the classroom, and they just keep on instilling knowledge (Chen, 2014). The theory and practice of enjoyable education once again prove that the master of the classroom was the student, not the teacher, and the teacher's teaching concept needs to be updated to replace passive learning with active learning. In addition, enjoyable education was a change from a purely intellectual model to a language learning model, which requires an emotional approach to teaching children both knowledge and emotion.

2.4 Types of Application of Game-based teaching Method

By searching the keywords "types of application of game-based teaching method", the author, based on screening and organizing the existing related research literature, elaborates on the types of application of game-based teaching method from the perspectives of organization, teaching content, and application function.

Table 2.1 Application Type of Game-based teaching Method (Organization Mode)

class cooperative game	For example, if one person says a word, then the students say words, or sentences, from the initial word, gradually increasing the number.
team plays	For example, the group as a unit to show, perform drama.
individual competitive game	Individual competitions around game themes.

Source: Hong, 2006

Table 2.2 Application Type of Game-based teaching Method (Teaching Content)

phonetic game	Such as bingo games, chant games, speech listening game
vocabulary games	Such as guessing games, word games, radish squat games, word disappear games
sentence pattern game	Look and talk games. I make you talk games, role-playing games
grammar games	Imitation games, dubbing games, shooting games
writing game	Letter writing game, comma game, story time game

Source: Li, 2003

Table 2.3 Application Type of Game-based teaching Method (Application Features)

input game	It was mainly taught by teachers to strengthen new knowledge.
out-put games	It was mainly based on students' answers to consolidate students' mastery of what they had learned in class.

Source: He,2011

2.5 Application of Game-based teaching method in School Education

The application of games in primary education was mainly divided into two aspects: in-class and out-of-class.

In-class educational games: they were educational games developed specifically for specific teaching objectives and contents, which were mainly used to enhance students' interest in learning so that they could better grasp classroom teaching knowledge, and include two specific forms: games for teaching introduction and games for the teaching process. In the latter case, the game was used as a teaching resource for students to follow the structure of the game in the classroom and to review and evaluate their knowledge through the game (Brown, 2012).

Extracurricular games were non-internal games that were related to education. The main purpose of extra-curricular games was to improve students' knowledge, expand their knowledge, and ultimately improve the quality and abilities of all students. Extracurricular games could had a subtle influence on students, who invisibly acquire certain knowledge.

The application of game-based teaching methods in school education was a growing trend worldwide, with many educators recognizing the benefits of using games to engage students and improve learning outcomes. In general, there were various game-based learning approaches, such as gamification, game-based learning, and serious games, which aim to integrate game elements into educational content to increase motivation and learning efficiency (Evans, 2017). In China, the use of game-based learning methods in schools had also gained popularity in recent years. The Chinese

government had actively promoted the integration of educational technology and innovative teaching methods, and game-based learning was one of the key areas of focus. Many Chinese schools had incorporated game-based learning into their curriculum, ranging from primary to secondary education. In some provinces of China, such as Yunnan, Guangzhou, Sichuan, and Beijing, game-based learning had been implemented more extensively. For example, the Yunnan Provincial Education Department launched a game-based learning project in 2015 (Yunnan Primary School English Teaching Plan, 2014), which aimed to provide game-based learning resources and support to schools. In Sichuan, the local government had also launched a game-based learning initiative, providing training for teachers and developing game-based learning content for students. However, the adoption of game-based learning methods in China was not without its challenges. Some critics argue that game-based learning could distract students from traditional classroom learning and undermine the importance of discipline and hard work. Additionally, the lack of high-quality game-based learning resources and trained teachers in some areas could hinder the widespread adoption of this approach.

Overall, the application of game-based teaching methods in school education was a growing trend both in China and globally, and it had the potential to revolutionize the way students learn and engage with educational content.

2.6 Factors Affecting the Effectiveness of the Game-based teaching method of Teaching

2.6.1 The Influence of Traditional Classroom Teaching Ideas

Although with the development of quality education in China and the reform and innovation of primary school teaching methods, many new ideas and new thoughts had emerged in primary school teaching concepts. However, in the process of promoting new teaching methods and old teaching concepts, there were still serious collisions and frictions. Moreover, due to the age of our teachers, traditional teaching ideas still had

strong resistance to the existing teaching concepts. For example, in the process of using the game-based teaching method in classroom teaching, it was found that more old teachers feel that the game-based teaching method had poor classroom discipline, students would only focus on the game and neglect learning, the teacher lacks authority, and many other factors that were contrary to the traditional education concept. This had a significant impact on the effective application of the game-based teaching method. Moreover, even if some teachers adopt the game-based teaching method in the teaching process, the influence of traditional teaching and learning-oriented thinking also hinders the effective implementation of the game-based teaching method (Lee, 2015). On the one hand, traditional teaching ignores students' autonomy in the learning process and emphasizes the teacher's central role, which was monopolized by the teacher most of the time in the whole classroom; on the other hand, traditional teaching focuses more on the central position of book knowledge and ignores the combination of book theory and practice. On the other hand, traditional teaching focuses more on the centrality of book knowledge and ignores the integration of book theory and practice. These two aspects were not consistent with the basic objectives of the game-based teaching method, so the game does not achieve the expected goals in the process.

2.6.2 The Operational Level Faces the Deviation in Understanding the Connotation of Effective Teaching

Although many years of exploration and continuous practice of primary education in China had achieved many achievements and significant results. However, the results achieved had not been fully translated into practice, and there were still operational problems and misunderstandings about the new teaching methods. For example, many researchers had conducted experimental and theoretical studies on the application of the game-based teaching method to secondary school English teaching, and the results of these studies show that the game-based teaching method could effectively promote secondary school students' English learning. However, this teaching method had not been effectively promoted and used in actual English teaching. This was because most teachers had a misunderstanding of the meaning of the game-based teaching method. The main reason for this bias was that teachers simply believe that teaching was an

"input-output" human activity. However, since the object of teaching activity was students, its effect was often abstract and difficult to quantify, with the characteristics of lagging, hidden and generative, if we only look at the immediate, explicit, and pre-determined effect, we could only look at the formal and quantitative things (Yang, 2011).

2.7 Ensure the Games Play an Effective Role in Primary School English Teaching

2.7.1 Deal with the Relationship Between Games and Knowledge

After all, the game-based teaching method was only a teaching method, it was also one of many teaching methods, as a teaching method, it was necessary to achieve a rigorous circle. Primary school students were in the rebellious period and also in the period of thirst for knowledge, so when making the rules of the game, we should not pursue the fun of the game too much and ignore the learning content, which leads to the phenomenon of putting the cart before the horse. The teacher should play a leading role in supervising the game and the students, and be able to arrange the game and learning time reasonably, set the game according to the learning content, and implement or stop the game according to the actual needs, not to appear the phenomenon of sacrificing the essence to the art. The games should also be timely and should not take away from the content of the material (Smith, 2021).

2.7.2 Mastering the Role of the Game

The biggest risk of the game-based teaching method was that students had fun, but after the game was over, they had not learned anything and had forgotten everything about the learning task. Therefore, it was possible to arrange tasks for the participants of the game, from being forced to accept the task to actively complete the task, reasonably transforming the learning content into a free game and realizing the students' learning of knowledge (White, 2016). Therefore, teachers need to grasp the scale of the game reasonably well, when the scale was not grasped properly, the teaching goal was

not only not achieved, but also leads students to fall in love with the game and lead students to the wrong way, so that the game-based teaching method was also a double-edged sword.

2.7.3 Prepare and Guide the Process Well

The game-based teaching method must play the leading role of the teacher, reasonably guide students' tendency to play, introduce the rules of the game clearly in the classroom, and get students to do demonstration if necessary, to avoid students' inability to devote themselves to the game because they do not understand the rules of the game, and similarly, after the game, the teacher should arrange for students to summarize the game, mainly with encouragement, so that students could reflect on themselves, The teacher should summarize the game and encourage the students to reflect on the game and consolidate their learning. The teacher could also use the summaries to find out whether the game was successful or not, and to judge whether the purpose of teaching was achieved. The game-based teaching method should give full play to the initiative of all students, not to leave every student behind, to motivate every student, to avoid an unpleasant atmosphere, and allow teachers and students to participate together. The games create an enjoyable and relaxed learning atmosphere where students could capture knowledge and expand their thinking in a relaxed and enjoyable way, which was both refreshing and satisfying. Therefore, through the game learning method, with the encouragement of the teacher, each student participates in the game, which enhances the cohesiveness of the students and thus further strengthens their confidence in learning.

2.8 Advantages and Challenges of the Game-based teaching Method

2.8.1 Advantages of Game-based teaching Method

Nowadays, the game-based teaching method was a common teaching method in primary school English teaching. Appropriate use of game forms and elements in

teaching could relieve students' learning pressure and stimulate students' interest in participating in classroom activities at the same time, which could give full play to their subjective initiative and effectively improve students' learning efficiency.

Table 2.4 Advantages of Game-based teaching Method

1	Stimulating students' interest in learning	Interest was the catalyst of learning, which could generate a strong internal driving force (Williams, 2013). Teaching under the guidance of the game-based teaching method could enliven the classroom atmosphere, promote students' active participation in teaching activities, make the classroom lively and vivid, and thus improve classroom efficiency.
2	Reflecting on students' subjectivity	Teaching objectives could only be achieved through students' active participation, internalization, and absorption. In traditional teaching, the teacher was the subject and the students were the object, and classroom teaching was often in the mode of "the teacher speaks, the students listen; the teacher asks, the students answer; the teacher leads, the students read". In-game activities, the teacher was more of a guide and the students become the main body of the activity. By emphasizing students' subjectivity in teaching, we could cultivate students' subjective consciousness, develop their abilities, shape their personalities, develop their potentials and guide them to develop actively, thus promoting students' overall improvement and full development of their personalities.
3	Promote the healthy development of students' minds	Game-based teaching method could promote the development of student's mental health. The integration of game forms and elements with teaching creates a relaxed classroom atmosphere, and it was fun and competition could promote students' active participation in activities and cultivate students' self-confidence in expression; the rules of games could cultivate students' organization and discipline; games often had educational effects, and the integration of game forms and elements was conducive to students' intellectual development in the teaching process, and students' thinking ability, imagination, memory, and creativity could be developed (Scrivener, 2011). Students' thinking ability, imagination, memory, creativity, etc. could be exercised and improved in the teaching under the guidance of the game-based teaching method.

Source: Williams, 2013; Scrivener, 2011

2.8.2 The Challenges of the Game-based teaching Method

Game-based teaching method could play an important role in primary English classroom teaching, but how to effectively apply the game-based teaching method in primary English classroom teaching, so that the value of game forms and elements could be fully reflected in teaching, still needs practical research. The application of the game-based teaching method in primary English teaching still faces many problems and challenges in practice, which were mainly reflected in the following aspects:

Table 2.5 The Challenges of the Game-based teaching Method

1	Insufficient game reserve and lack of innovative content	As a common teaching method in primary school English teaching, it was a challenge for teachers to design and implement games. Because of the teachers' busy teaching work and the lack of access to game materials, there were not enough cases of primary school English teaching games, and the games seem to be monotonous and repetitive. At present, word games, such as word guessing, word meaning connection, word solitaire, etc., were more frequently used in primary school English classroom teaching.
2	Games for the sake of games, ignoring the teaching content	Teachers often put the games in the introduction stage of teaching, only as a means to achieve a lively classroom atmosphere, but do not put the teaching content under the game form and elements, ignoring the educational nature of the game-based teaching method, applying the game-based teaching method superficially in teaching, just for the sake of the game, cannot improve the teaching efficiency.
3	Not meeting the needs of all students	In a class of dozens of students, the student's knowledge and skill levels were often different. When teachers apply the game-based teaching method to classroom teaching, to ensure the teaching process goes smoothly and achieves the expected effect, they tend to ask fewer questions to students with poorer acceptance ability and choose students with better performance to participate in the game, while other students often lose the opportunity to participate.
4	Struggling students were difficult to integrate into the game-based teaching	If teachers do not take into account the actual situation of students of different levels in the game design, students who had difficulty learning English often had difficulty participating in the game activities in the English language environment, and teachers cannot provide one-on-one guidance to most of the students who had difficulty in learning English in the limited class time, so that students who had difficulty in learning English could hardly get a sense of participation and achievement in the game activities, not only could they not stimulate their interest in learning, but also make them feel bored with the English classroom (Wang, 2012). They were not only uninterested in learning, but also feel bored with the English classroom and even become bored with learning.

Source: Wang, 2012

2.8.3 WORDWALL

Wordwall was an online educational tool and resource site designed to help educators create interactive learning resources, especially materials on vocabulary and spelling. Here was some important information about Wordwall:

Paid or Free: Wordwall offers both free and paid services. The free version allows users to create basic interactive learning resources, while the paid version offers more advanced features and templates, as well as a larger library of content. Charging information may change after the cut-off date to the best of my knowledge, so it was recommended to visit the official website for the most up-to-date information (Brown, 2017).

Features: Wordwall features include the ability to create a variety of interactive learning resources such as puzzles, matching, multiple choice questions, interactive tables, and more. Users could customize their materials, adding images and audio to make teaching more engaging (Carroll, 2018). The site also provides an extensive library of ready-made resources for teachers to reference and use.

Built on a platform: Wordwall appears to be built on a web-based platform and could therefore be accessed through any modern web browser without the need to install additional software (Conrad, 2016).

Who it's for: Wordwall was primarily aimed at educators, such as teachers and educators. It could be used for all ages and topics, but was more commonly used for basic education, language learning, spelling and vocabulary instruction. Students, parents and educators could all benefit from it (Kim, 2013).

Purpose: The primary purpose of Wordwall was to provide tools and resources to help educators create fun, interactive, and personalized learning resources that better meet the needs of students. By utilizing interactivity, it helps make learning more engaging and helps students acquire knowledge and skills more easily (Lee, 2009).

2.9 Teachers in Game-based teaching Method

2.9.1 Teachers in Game-based teaching Method in the world

The article Sutton-Smith, B & Rankin, Y (2016) "The Application of Game-based teaching Method in Primary English Classroom Teaching" first outlines the game-based teaching method, which was based on the rules of games, with teaching as the core and games as the external expression, allowing students to acquire knowledge through participating in-game activities. In teaching, teachers could choose game activities that could fully meet the age characteristics and interests of students, to promote the effective transfer of knowledge and reflect the characteristics of the game-based teaching method. The characteristics of the game-based teaching method include the following three aspects. 1) Entertainment. This was the most obvious feature of the game-based teaching method, 2) Competitive. It means that students need to participate in the game individually or in groups and compete with other students. The game-based teaching method could fully highlight the students' main body, change the role of teachers in classroom teaching activities, and enhance the student's independent learning consciousness and personality development. Then, the value of the game-based teaching method in primary English classroom teaching was explained, followed by the principles of the game-based teaching method in primary English classroom teaching, followed by the analysis of the dilemma of the game-based teaching method in primary English classroom teaching, and finally, five reasonable application paths of the game-based teaching method in primary English classroom teaching were proposed, which were: reasonable design of games, pre-class guidance, vocabulary teaching, oral expression training, and adequate teaching. The five reasonable ways to apply the game-based teaching method in primary school English classrooms were: designing games, conducting pre-class guidance, conducting vocabulary teaching, conducting oral expression training, and fully connecting with daily life.

According to Nousiainen & Vesisenaho & Eskelinen, (2022) study titled "Games for Primary English", it was noted that with the in-depth reform of China's education system, game-based teaching had started to appear in the vision of many teachers.

Game-based teaching was the use of games as an auxiliary means of English teaching and was also a form of English teaching organization. The most important characteristic of primary school students was that they love to play, so using the game-based teaching method was in line with their physical and mental development, allowing them to "play" in the classroom and learn more in the process of "playing". The authors focus on four aspects of the game-based teaching method that was conducive to the improvement of the quality of primary school English teaching and analyzed the role of games in the English classroom. 1) Memory vocabulary in the game, fully stimulate interest in learning. Vocabulary teaching was the key content of primary school English teaching; students could only learn English well if they had enough English vocabulary. 2) Practice listening in the game to enhance students' learning confidence. The most basic practice of listening ability was to start by listening to the textbook content, so teachers could use modern multimedia technology, playing listening questions in the classroom, combined with group competition game-based teaching. 3) In the game to master the spoken language, effectively strengthen the communication between teachers and students. English was a subject of listening, speaking, reading, and writing, "speaking" means to speak English, and learning to speak well in primary school could lay a solid foundation for students to learn English in the future. The teacher used multimedia equipment to design the games to be implemented in the classroom. The design should be combined with the teaching materials, teaching objectives, and requirements, and the lesson plan should be flexibly designed to integrate the games into the teaching, with the focused on making students distinguish the difference between English grammar and language grammar, cultivating students' English thinking, making students love and enjoy English lessons, and having a certain curiosity about the knowledge points (Kim, 2013). The focus was to make students distinguish the difference between English grammar and language grammar, to develop their English thinking, to make them love and enjoy English lessons, and to had a certain desire for knowledge.

Lin (2017) titled "Game-Based Learning in Primary English Classrooms". This research aimed to explore the effectiveness of game-based learning in Primary School English teaching. The study used a quasi-experimental design to compare the performance of students in the experimental group, who received game-based learning,

and the control group, who received traditional instruction. The research tools used were pre-tests and post-tests, and the sample size was 50 students. The study found that game-based learning was more effective than traditional instruction in promoting students' English proficiency. The purpose of this article was to provide evidence-based support for the use of game-based learning in primary school English teaching.

2.9.2 Teachers in Game-based teaching Method in China

The author was named Wang (2017) titled "A Study of the Application of Role-Playing Games in Primary School English Teaching" In this research investigates the effectiveness of role-playing games in Primary School English teaching. The study used a quasi-experimental design to compare the performance of students in the experimental group, who received role-playing game-based instruction, and the control group, who received traditional instruction. The research tools used were pre-tests and post-tests, and the sample size was 60 students. The study found that role-playing game-based instruction was more effective than traditional instruction in promoting students' English proficiency. To provide evidence-based support for the use of role-playing games in Primary School English teaching.

According to Wang's (2017) research "The Use of English Game-based teaching Method in Primary School English Teaching", if we could provide an English teaching environment for primary school students, their English learning would be doubled with half the effort, and the English game-based teaching method was an effective mean to create an English teaching environment in primary school. She first starts from the development of English games teaching in primary schools and proposes 2 things that should be paid attention to in teaching English in primary school. She proposed 4 games applied in primary school English teaching: Word in a Row, English Solitaire, "You Ask and I Answer" and "Situational Restoration" Game. Finally, she pointed out that the current level of primary school English teaching in China still had a lot of room for improvement, and teachers should change the concept of playing with things and understand the concept that playing with things could also be ambitious and that playing with things could also help students learn better. Of course, the shortcomings of the

English game-based teaching method were also obvious, such as low efficiency, impermissible teaching conditions, and a complicated teaching environment. However, these were not unsolvable problems, and in the future, if we work hard, we would be able to build a better English education in primary school.

In (Wu, 2018) titled "The Effect of Digital Games on Primary School Students' English Learning Motivation and Achievement". This research investigates the effect of digital games on Primary School students' English learning motivation and achievement. The study used a pre-test and post-test design to compare the performance of students in the experimental group, who received digital game-based instruction, and the control group, who received traditional instruction. The research tools used were surveys and tests, and the sample size was 80 students. The study found that digital game-based instruction significantly increased students' English learning motivation and achievement. The purpose of this article was to provide evidence-based support for the use of digital games in Primary School English teaching.

In Cao's (2018) study "Application of Educational Games in Primary English Teaching", it was pointed out that educational games were one of the most effective teaching methods in modern education. By digging deeper into the teaching content and designing interesting educational games based on it, it helps to deepen students' understanding and make them grasp the knowledge better. Due to their age and cognition, primary school students had difficulty concentrating in a boring classroom mode, but educational games were a supplementary teaching method that allows students to be fully engaged, energize the classroom, and acquire knowledge in a relaxing atmosphere. Therefore, it was important to investigate the application strategies of educational games in primary school English teaching. The application of educational games in primary school English was analyzed from five different dimensions: English word teaching, English listening teaching, English grammar teaching, English phonics teaching, and English practice teaching. It was concluded that based on the comprehensive implementation of quality education, primary school English teachers with forward-looking thinking to optimize the English teaching program complete the innovation of teaching methods, and actively combine educational games with all

aspects of primary school English teaching effectively, could stimulate students' enthusiasm to explore English knowledge and realize the cultivation of students' core literacy (Zhang, 2016). Therefore, the application strategy of educational games in primary school English teaching was worthy of in-depth discussion, to improve English teaching in all aspects.

In the context of the new curriculum reform, English game-based teaching strategies had been widely used. The new curriculum standards suggested that English teaching should combine students' curriculum interests, cognitive level, and learning ability, adopted humorous teaching methods, improved teacher-student interaction, complete English teaching tasks, and improved students' English-speaking ability. With the development of modern information technology, game-based teaching method education was increasingly recognized by parents and teachers and had been applied to primary English education with remarkable results. In primary school English teaching, rich and meaningful learning contents were not enough, but also scientific and reasonable teaching modes were needed to supplement and achieve teachers' educational goals. At present, there were two main aspects of unscientific teaching methods in primary school English teaching: outdated teaching methods and excessive use of information technology. Through the strategy of games in English teaching, this problem could be solved gradually in five aspects: 1) opening new lessons through games. 2) focusing on the design of game content and form. 3) learning letters through playing games. 4) the number and difficulty of games should be moderate, and the role of games should be played in the right way. 5) using performance-based game activities for teaching. In general, the role of game-based teaching strategy in primary school English teaching was becoming more and more prominent, and teachers and educational institutions should pay close attention to this issue. The content and form of the game need to be designed in a variety of forms, and the content matches the training content. In the organization and development of game-based teaching, teachers should ensure timely supervision, be good at handling unexpected events, cultivate students' imagination and creative ability, and contribute to the English learning of our primary school students from "Research on the use of game-based teaching in primary school English classroom" (Zhu, 2019).

Zhang (2020) in her article "The Application of Interactive Games in Primary School English Teaching" mentioned that this research investigated the effectiveness of interactive games in Primary School English teaching. The study used a quasi-experimental design to compare the performance of students in the experimental group, who received interactive game-based instruction, and the control group, who received traditional instruction. The research tools used were pre-tests and post-tests, and the sample size was 70 students. The study found that interactive game-based instruction was more effective than traditional instruction in promoting students' English proficiency. The purpose of this article was to provide evidence-based support for the use of interactive games in Primary School English teaching.

Scholar Zhao (2021) studied on "The Effect of Game-Based Learning on Primary School Students' English Learning Achievement". A research study investigated the effect of game-based learning on primary school students English learning achievement by comparing the learning outcomes of a game-based group and a traditional teaching group. The study also examined the learners' attitudes toward game-based learning using the experimental design with a pretest-posttest and a control group, an English learning achievement test and attitude questionnaire towards Game-Based learning. Based on data collected from a study of 60 elementary school students, the results showed that the game-based group had a significant improvement in English learning achievement compared to the traditional teaching group. The game-based learning approach was also positively received by the learners, indicating its potential in Primary School English teaching. To investigate the effect of game-based learning on primary school students' English learning achievement and attitudes.

2.10 Conclusion

In conclusion, the design and application of games in primary school English teaching could stimulate students' interest in learning and promote English comprehension, and the clever use of games to lead primary school English teaching could well improve the efficiency of primary school English teaching. Teachers could

not only design English games according to students' characteristics and created a gamified teaching environment but also encouraged students to design their English games and give them the initiative to design games and learn English, to optimize their English learning experience from the inside out and give full play to the positive role of games in primary school English teaching and construct an efficient primary school English teaching activity.



Chapter 3

Research Methodology

3.1 Research Design

In this study, the researcher conducts an empirical inquiry using a mixed research methodology that questionnaire method, interview method, and observation technique were the primary research methodologies. A wide range of types of literature were consulted in the early stages of this study to examine game teaching techniques and the teaching of primary school English vocabulary. In the middle stages of the study, questionnaire surveys, interviews, and observation methods were used to observe and record the English lessons of two classes in fifth-grade at Qilin Primary School. In a subsequent stage of the study, the researcher organized and examined the research data by looking into student questionnaires, teacher interviews, and classroom observation records of English lessons that were actually taking place.

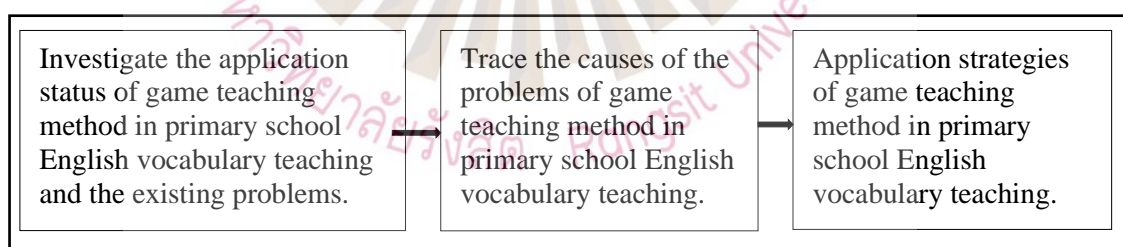


Figure3.1 The main purpose of the research

3.2 Population and Sample

Qilin Primary School was a public school which was founded in August 2001 and it was a first-class school in Yunnan Province. It was located at No.108 north of nanning Road, Qinlin District. The school had 694 staff members, including 102 special grade teachers and 410 senior teachers. In 2010, in the selection of Kunming quality education

characteristic schools, the first group was awarded "Science and technology education characteristic schools".

Qilin primary school has 8 fifth-grade classes, with an average of over 40 students in one class, for a total of 336 students as the population. The research sample was 41 students from the "fifth-grade class A (5A)" and 43 students from "fifth-grade class Z (5Z)" as the sample of the questionnaire. The "5A" was the experimental class and "5Z" was the control class; the two classes were parallel classes with approximately the same starting level of English. There were 23 boys and 18 girls in the "5A" and 24 boys and 19 girls in the "5Z", ignoring the effect of gender on the study results. Both classes used the same textbook, the same number of hours, the same pace, and were taught by the author, but the teaching methods were different, with the "5A" using the game-based teaching method to teach vocabulary and the "5Z" still using the original translation method. The samples the researcher selected were all the students in the experimental class and the control class because the student number was the same, the ratio of male to female was the same, and their English ability was basically at the same level in the placement test.

The reason for choosing this case school was that the school has a good overall development, complete teaching hardware facilities, easy to implement the application of game teaching method, and has early condition support. However, schools require excellent rates for the graduation grade of primary schools, so teachers mainly use traditional vocabulary teaching methods to improve students' vocabulary scores. Rote memorization was an existing problem in English vocabulary teaching in senior primary schools. The overall development of the school in this case was good. However, due to the pursuit of excellence in the senior grade of primary school, the game teaching method was ignored in primary school English vocabulary teaching, which can reflect certain problems and has certain reference values.

Regarding Questionnaire survey, due to the relatively small number of populations, so the researcher would take the design of stratified sampling, but in order to ensure the authenticity and reliability of the data, timeliness as well as validity, the researcher

would send the questionnaire to all students, and from there, the researcher would screen out the valid questionnaires that meet the requirements to be analyzed. Interviewed 4 English teachers in the fifth-grade English group of the fifth-grade, their teaching experience varied from young teachers with only 3 years of teaching experience to very experienced teachers with more than 15 years of teaching experience.

From the perspective of students and teachers, this study obtained their understanding and feelings on the application of game teaching method to the English vocabulary teaching of senior primary schools and reflects the experience and deficiency of teachers on the application of game teaching method to the English vocabulary teaching of senior primary schools.

Table 3.1 Students Sample Information

Class	Number of fifth-grade Students		
	Male	Female	Total
5A (experimental class)	23	18	41
5Z (control class)	24	19	43
Total	47	37	84

Table 3.2 Teacher sample information

Teacher	Educational background	Teaching years	Class
Teacher A	Undergraduate	3 years	1-2
Teacher B	Master's degree	5 years	3-4
Teacher C	Master's degree	9 years	5-6
Teacher D	Undergraduate	16 years	7-8

3.3 Research Instruments

While the choice of topic varies, the methodology of the research was often different. Based on the research needs, researcher used a combination of three methods:

questionnaire method, interview method, and Classroom Observation as the research strategy. It was hoped to eliminate some factors that may affect the scientific results with the help of some methods and techniques, so as to maximize the objective and real data materials.

3.3.1 Questionnaire

The questionnaire of this study was designed from the perspective of students to understand their feelings and understanding of the application of the game teaching method in primary school English vocabulary teaching. By referring to the questionnaire related to the game-based teaching method, the research surveyed three dimensions: students' cognition of vocabulary learning, students' participation in game teaching method in vocabulary teaching, and students' evaluation of English vocabulary teaching with the game-based teaching method. Considering that the cognitive level of primary school students was limited, the questionnaire of this research was based on the research purpose, and the title expression should be as direct and colloquial as possible. The order of the questions was also presented following the three dimensions.

Table 3.3 Student questionnaire

Dimension	Content
Cognition of vocabulary learning	Cognition of lexical importance
	Vocabulary learning style fun cognition
	Cognition of vocabulary achievement
	Vocabulary review frequency
Participation in vocabulary teaching games	The frequency of active vocabulary learning
	How often games were used in vocabulary lessons
	How much do you like the application of game teaching method in vocabulary teaching
Evaluation of students' participation in vocabulary teaching games	Students' evaluation of the application of game teaching method to vocabulary teaching

3.3.2 Interview

The interviewees were 4 English teachers in fifth-grade in Qilin Primary School in Kunming City, including 2 male and 2 female teachers. From the perspective of individual teachers, this interview visually presents the current application status of game teaching methods in English vocabulary teaching of fifth-grade in primary schools.

Table 3.4 Teacher interview

Dimension	Contents
The concept of game teaching method applied to vocabulary teaching and views	Practical cognition
	Cognition of vocabulary teaching
	The application of game teaching method in vocabulary teaching
The development of game-based teaching activities in class	The application frequency of game teaching method in vocabulary teaching
	Use of games in vocabulary lessons
	Classroom discipline of the game teaching
	Student participation
After-class reflection	Students' evaluation of the application of game teaching method to vocabulary teaching

Based on the purpose of this study, the research conducted an interview outline design from three dimensions: "Teachers' ideas and views on the application of game teaching method in vocabulary teaching, the development of game activities in class and the reflection after class". After the consent of the teacher interviewed in this research, the interview content and results were recorded and presented.

3.3.3 Classroom Observation

In this study, the research observed the situation of all the students in two classes of fifth-grade taking English classes and truly experienced the front-line teaching classroom, to ensure the accuracy and validity of the results of this study. Based on the "classroom infiltration index", this observation record form was designed by referring to other classroom observation scales. The observation objects of this study were teachers' teaching and students' learning behaviors. The objects and dimensions of the

designed observation scale were shown in Table 3.5. Classroom observation records visually present the application status of game-based teaching methods in primary school English vocabulary teaching from the perspective of researchers.

Table 3.5 Classroom observation sheet

Dimension	Contents
Teacher's teaching behavior	The game resources used and the types of games used
	Whether the time arrangement of the game was reasonable
	Whether the rules of the game were clear
	Whether the game was a hands-on demonstration
	The end of the game was to evaluate whether diversification
Students learning behavior	Discipline performance in the game
	Motivation to participate in games

3.4 Validity and Reliability

3.4.1 Validity

Validity was the extent to which the instrument accurately measures the properties of a concept (LoBiondo & Haber, 2015). Consequently, the content validity would be used in this study. A successful data collection survey was more than just a set of well-designed questions that were recorded and applied to a sample population. A good survey generates key information and provides an important window into the heart of the topic of interest, and validity and reliability were fundamental measures of the quality of the survey (Fink & Litwin, 1995). Thus, the content validity would be performed by inviting 3 experts. IOC (Item Objective Congruence) would be used to assess the correspondence of projects to objectives based on scores +1, 0, and -1.

+1: The item meets the objectives or ensures that the following measures meet the stated objectives.

0: It was not certain or obvious whether the measure meets the objective.

-1: The items do not meet the objectives or ensure that the measures do not meet the designated objectives.

The following formula would be used to calculate the IOC for this study.

1) If the IOC rating range was 0.67-1.00, it means that the test item was congruent and could be retained.

2) If the IOC rating range was less than 0.66, it means that the test item was not incongruent and needs to be removed or adjusted.

3.4.2 Reliability

Reliability was a central concept in classical test theory and was often described as a requirement that a particular standard of reliability must be achieved before a test can be considered to be of sufficient quality for practical use (Adams 2005). Reliability testing was important because it refers to the consistency between the various parts of the measuring instrument. The most commonly used measure of internal consistency was the Cronbach's alpha coefficient. It was considered when using the Likert scale. There was no absolute rule for the most appropriate internal consistency of a reliability measure, but most people agree on a minimum internal consistency factor of 0.70 (Taherdoost, 2016).

Before conducting a formal questionnaire of 80 students, the researcher would conduct a reliability test with the pilot group, who were 30 students of the same grade from another school (they share similar characteristics with the students of the main study) to ensure the reliability of the motivation and self-efficacy questionnaire.

Cronbach's alpha coefficient was commonly applied to test the reliability of the study (Karagüven, 2012). If the Cronbach's alpha coefficient value was higher than 0.9

it was excellent, between 0.9 and 0.8 it was good, between 0.8 and 0.7 it was acceptable and if it was less than 0.7 this questionnaire was questionable or unacceptable (George & Mallery, 2010).

Table 3.6 Rating Scale

Cronbach's Alpha	Internal Consistency
$1 \geq \alpha \geq 0.9$	Excellent
$0.9 \geq \alpha \geq 0.8$	Good
$0.8 \geq \alpha \geq 0.7$	Acceptable
$0.7 \geq \alpha \geq 0.6$	Questionable

Source: George & Mallery, 2010

3.5 Data Collection

Collecting data was a crucial aspect in conducting this study. Appropriate methods should be selected according to the research objectives and data types. At the same time, the accuracy and reliability of the data should be emphasized, and academic norms should be followed for data processing and analysis. Only in this way can draw more convincing and research-value research conclusions and contribute to the development of academia and the field of practice.

3.5.1 Questionnaire

The 84 students were given the questionnaire survey. To guarantee the accuracy of the data gathered from the questionnaire survey, many measures were taken. The participants would first see the questionnaire on the program and be informed that they were invited to ask any questions if they were having problems comprehending the items. Second, before they receive the questionnaire, they would be informed to respond honestly and seriously because neither their teachers nor their performance would be evaluated by it, and all information would be held in strict confidence and used exclusively for research. After they were given the Student Questionnaire to fill out,

detailed instructions would be given on how to respond so that they know what they would be expected to do.

3.5.2 Semi-Structure Interview

After the questionnaire, a semi-structured interview would be conducted with the teachers of all 4 volunteers. The interview would be conducted separately. Interviews would be conducted in Chinese and each interview would last approximately 15 minutes. Although the interviewer would have some general requirements for the content of the interview, participants were encouraged to answer in detail, and they can introduce any information they see fit. Finally, the interview answers were recorded, translated into English, and input by the researcher into SPSS 26.0 software to conduct frequent research and content analysis on the keywords that appeared in the paper.

3.6 Data Analysis

In this study, two types of data (quantitative and qualitative) would be collected.

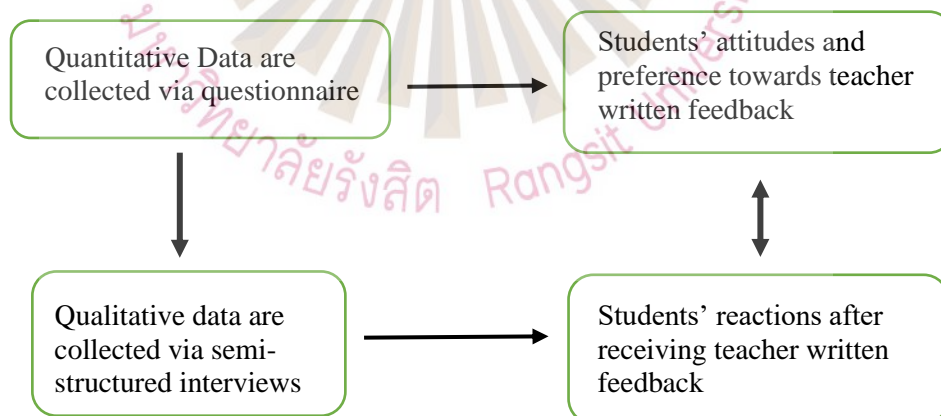


Figure 3.2 Data Analysis Framework

SPSS 26.0 software would be used to analyze the quantitative data collected through the questionnaires sent to the respondents. Descriptive statistics, such as percentages, means and standard deviations would be calculated, and the meaning of the numbers would be interpreted from them.

As for the qualitative data, the researcher took the approach of recording the interviews verbatim and analyzing them in segments to ensure accuracy and completeness. Familiarize yourself with the data by reading and rereading the lecture notes to gain a full understanding of the content. Look for similarities, differences, and differences in the participants' responses. Interpret and analyze to identify key findings, recurring patterns, and noteworthy insights related to the effectiveness of play pedagogy in improving English vocabulary achievement in fifth-grade students. Consider participants' perspectives, their experiences, and any relevant contextual factors that may have influenced the outcome.

3.7 Ethical Consideration

To conduct the study ethically, the researcher would take the following steps:

- 1) Before conducting the study, the researcher would obtain consent from the participants.
- 2) Personal information and responses from participants would be collected and maintained securely.
- 3) The participants of this study would be high school senior English teachers; this study would not include minor children.
- 4) To prevent disclosure of participant information, the data collected would be deleted within one year of the publication of this study.

All participants would sign an informed consent form to confirm that the personal information and identity of the participant would not be disclosed in this study. The informed consent form for this study includes the Informed Consent Form for 7-12 years, which was adapted from the RSU Ethical Review Board (ERB) form.

Following the RSU Ethical Review Board (ERB), the research conducted an informed consent process to provide potential subjects with sufficient information and ample opportunity to consider whether to participate in the study without pressure or undue influence. As a result, participants could stop participating in the survey process at any time without being asked any questions or having their work or personal lives affected. The certificate (No. RSUERB2024-032) was approved by RSU ERB.

To confirm that this study complies with the RSU Ethical Review Board (ERB) regulations, the researchers would not disclose personal information or the identity of the sample and would only use the data collected for the research purposes of this study.



Chapter 4

Data Analysis

This research investigated and understood the application of game-based teaching method in teaching English vocabulary in the fifth-grade of primary school by conducting questionnaires to students and interviews with teachers respectively to obtain survey data. This part presented real-life situations of the application of game-based teaching method in teaching English vocabulary in fifth-grade of primary school from the students' perspective, the teachers' perspective and the researcher's perspective, respectively, with a view to providing useful suggestions for improving the teaching methodology and enhancing the vocabulary learning efficiency.

4.1 Result of Basic Information Questions

The primary school system in KunMing city were five years, and the English courses starts from the third-grade of Qilin primary school. Therefore, the samples of the research were the fifth-grade of primary school. The researcher designed a student questionnaire, which were selected for 2 classes of students in 5th grade. Among them, the control class and the experimental class were selected for full sampling respectively. The questionnaires were distributed and the valid questionnaires were 84, which were used as the final data to be collated.

The majority of students were female, with 52.38% of them being female and 47.62% being male, as shown in Figure 4.1. 40 male students and 44 female students were enrolled in the program. Nonetheless, the distinction was not noteworthy.

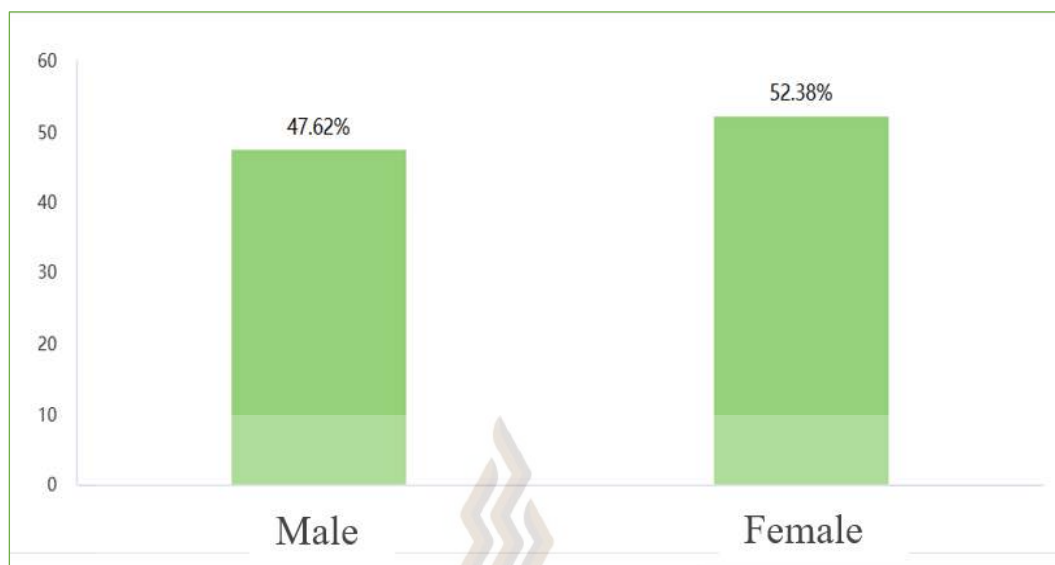


Figure 4.1 The Demographic of the sample students' gender

4.2 Result of Questionnaires

This section investigated the application of the game-based teaching method in teaching English vocabulary in Primary fifth-grade through 3 dimensions: 1. students' perceptions of vocabulary learning; 2. students' participation in the game-based teaching method in vocabulary teaching; and 3. students' evaluation of the application of the game-based teaching method in teaching English vocabulary.

Table 4.1 Questionnaire mean and standard deviation

NO.	Items	\bar{X} (Mean)	S.D. (Standard Deviation)
1	Do you like English class?	4.35	0.70
2	Do you think English classes were interesting now?	4.29	0.72
3	In English class, does your teacher play English-related games with you?	4.44	0.71
4	Do English teachers change new games in class?	4.38	0.71
5	Before playing the game, could you understand the rules of the game as stated by the teacher in English?	4.33	0.88
6	Will class order be disrupted during the organization of the game?	4.23	1.12

Table 4.1 Questionnaire mean and standard deviation (Cont.)

7	Is the game difficult in the English classroom?	4.56	0.64
8	What did you like about teachers making games in the classroom?	4.52	1.42
9	After finishing the game, does the English teacher offer praise to the students and groups that did well?	4.57	0.58
10	Do you like the rewards for winning games?	4.42	0.66
11	Do you actively participate in games in the classroom?	4.69	0.60
12	Does every student in the class get a chance to participate in the English game activities?	4.52	0.63
13	At the end of the game, were you more likely to grasp what the teacher had taught you?	4.70	0.55
14	Do you think teaching games in the English classroom helps you learn?	4.67	0.52
15	Average	4.47	0.75

From Table 4.1, it could be seen that the average of $\bar{X} = 4.47$ and the average of S.D.=0.75, with NO.13 having the highest mean score of $\bar{X} = 4.70$ and NO.6 having the lowest score of only $\bar{X} = 4.23$; NO.8 had the highest S.D.=1.42 and NO.14 had the lowest S.D.= 0.52.

4.2.1 Students' Perceptions of Vocabulary Learning

1) Students' Perceptions of the Importance of English Vocabulary Learning

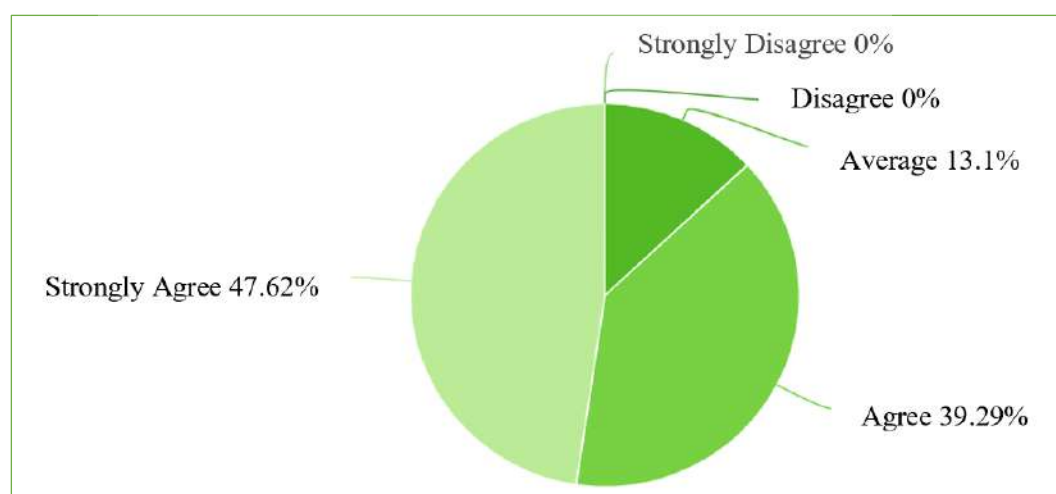


Figure 4.2 The Importance of Learning English Vocabulary

The data showed that 47.62% of the students surveyed think that vocabulary learning were very important, 39.29% of the students think that it were more important, accounting for a total about of 87% of the overall proportion, it could be seen that most of the students pay more attention to vocabulary learning, of which 13% of the students think that vocabulary learning average, the reason might be that the vocabulary learning were too boring, and gradually produce an anorexic mood of resistance to the study of English, this phenomenon cannot be ignored! This phenomenon should not be ignored, primary school teachers should pay attention to be guided, the use of game-based teaching method could effectively cultivate students' interest in English learning.

2) Students' interest in learning English vocabulary

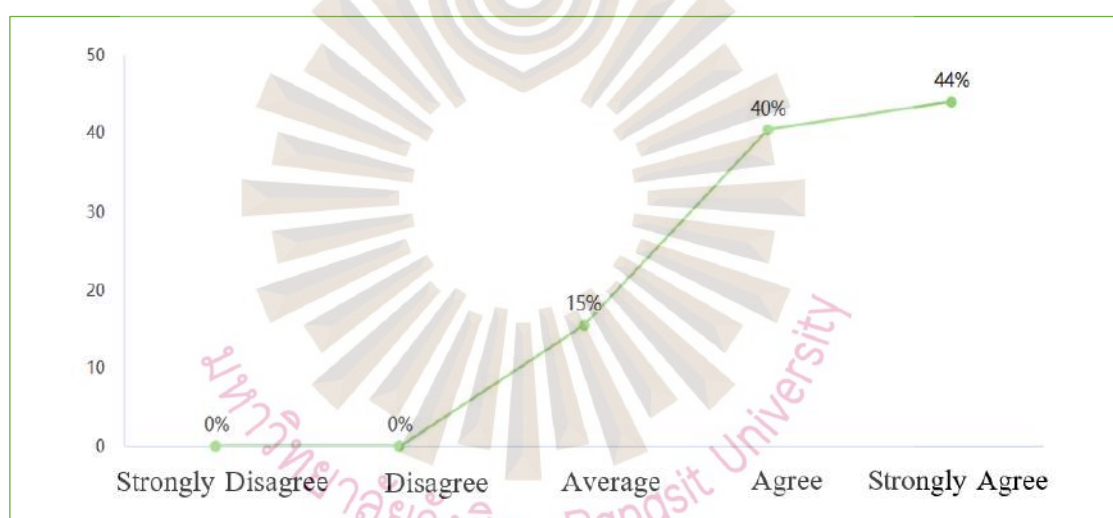


Figure 4.3 Students' interest in learning English vocabulary

Interest was the best teacher for learning. In the investigation of students' interest in English vocabulary learning, it were found that 44.05% of the students thought that the way of learning English vocabulary at this stage were very interesting, and 40.48% thought that it were more interesting, this part of the students' brain were more active, and they were full of curiosity and interest in the English class, so the teachers could fully mobilize this part of the students' high enthusiasm for learning, and the teachers would make the majority of the students in the class love the English language through the game-based teaching method. Learning. 15.48% of the students think that the current

way of learning English vocabulary were not enough to attract students' interest in learning English vocabulary, which means that most of them think that the current way of learning English vocabulary were not enough to attract students' interest in learning English vocabulary. For primary school students, who were physically and psychologically playful and active, the current vocabulary learning methods were boring and dull, and students look forward to a lively and interesting vocabulary teaching classroom, and front-line teachers use games appropriately in teaching vocabulary, which would motivate students to learn English.

4.2.2 Student Participation in Games in Vocabulary Instruction

1) The way students learn English vocabulary

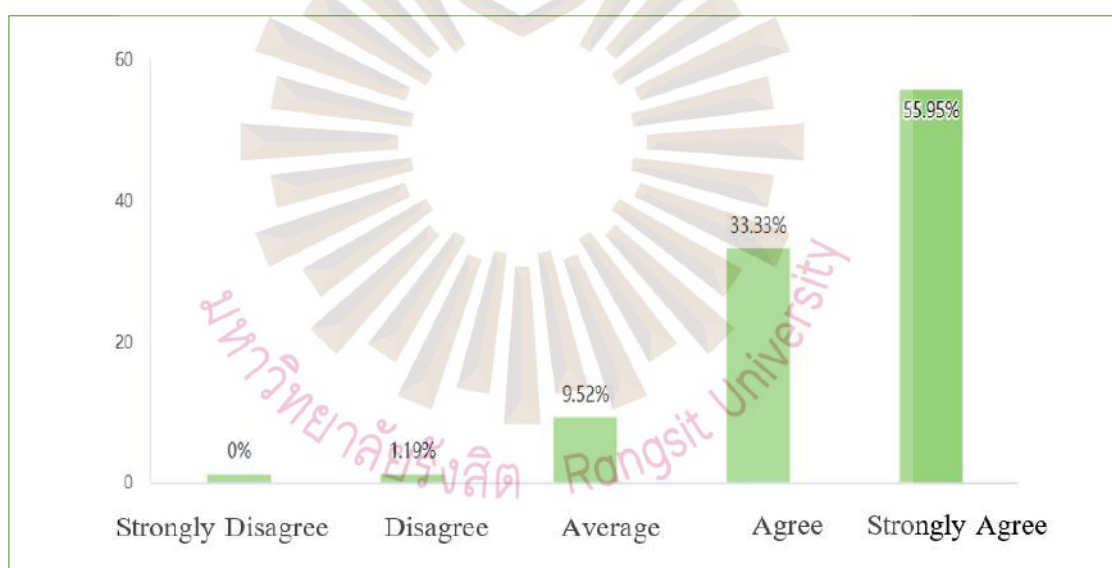


Figure 4.4 In English class, the teacher would play English-related games with you

When students entered the fifth-grade of primary school, the requirement for vocabulary acquisition gradually increases, which challenges their ability to memories. In the survey on the way of learning English vocabulary, it were found that 55.95% of the students reflected that they would often memories vocabulary, 33.33% would occasionally memories vocabulary, and 1.19% would seldom memories vocabulary, which could be seen that most of the students would actively memories vocabulary, and

these data show that the students had a high degree of participation in vocabulary learning, and the teachers should use the games to guide the students to learn vocabulary on their own, guide the students to actively participate in class, and assign some small vocabulary learning tasks after class and appropriately. Teachers should use games to guide students to learn vocabulary independently in the teaching process, guide students to actively participate in class, and set up some vocabulary learning tasks after class and implement rewards and punishments appropriately.

2) Student participation in games in vocabulary instruction

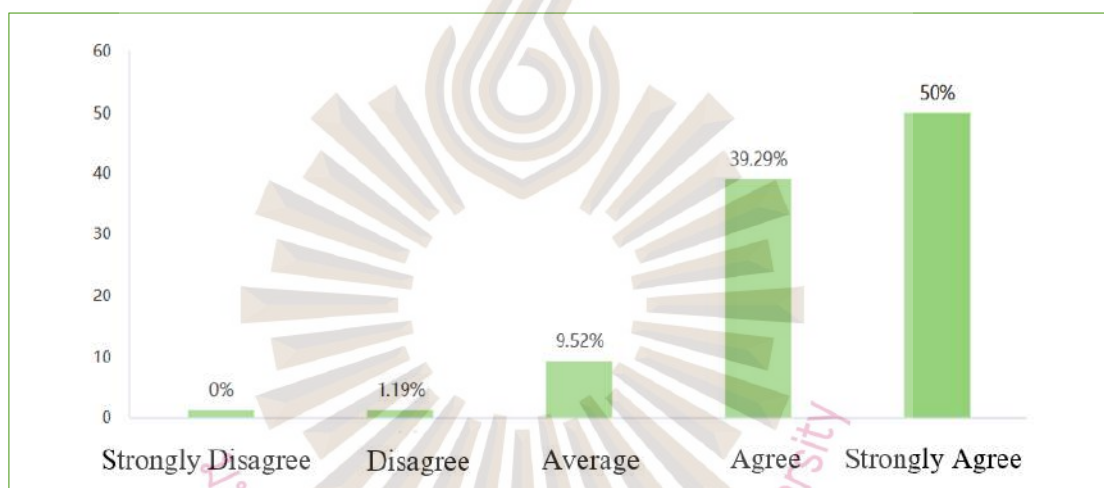


Figure 4.5 Teachers use fixed games in class

Teachers often did fixed games in their classes 50% of the time and often did new games 39.29% of the time. Although the teachers were able to use the game-based teaching method in most of the classes, the teachers did fixed games more often than new games often. Students should be highly interested in learning English, and teachers could interact with this group of students in vocabulary teaching and motivate the other students' vocabulary learning by motivating the students' learning. It could be seen that game teaching were very necessary for primary school students' vocabulary learning, which were conducive to stimulating students' motivation to learn English and improving their vocabulary learning performance.

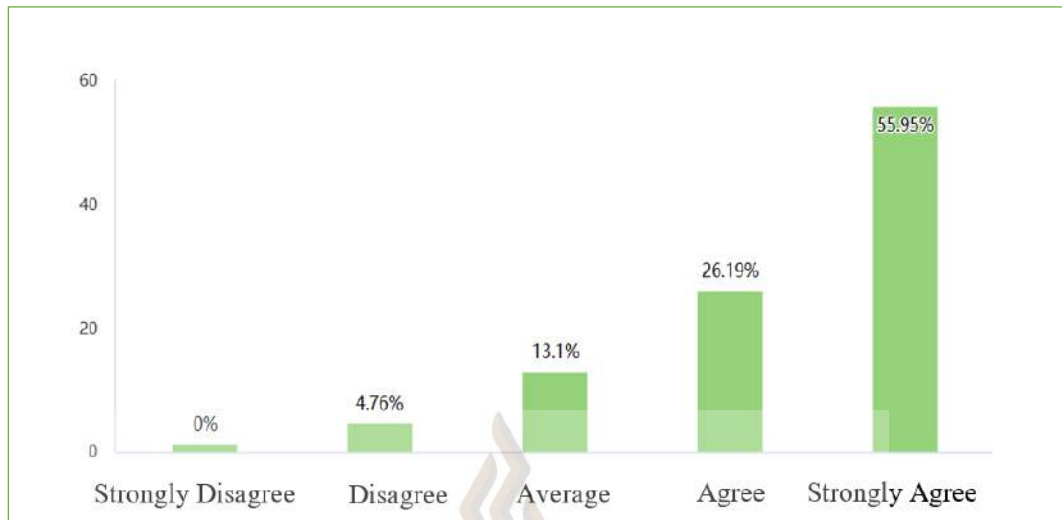


Figure 4.6 could understand the rules of the game taught by the teacher in English

Understanding of the rules were the prerequisite for students to be able to play the game smoothly, as shown in the figure, students who could always understand the rules of the game accounted for 59.95% of all samples, while those who chose "can't understand but could understand through demonstration" accounted for 26.19% of all samples, so some teachers combine demonstration with explanation, which greatly improves the students' understanding of the rules. This would greatly improve students' understanding of the rules. However, nearly 17.86% of the students still could not understand at all.

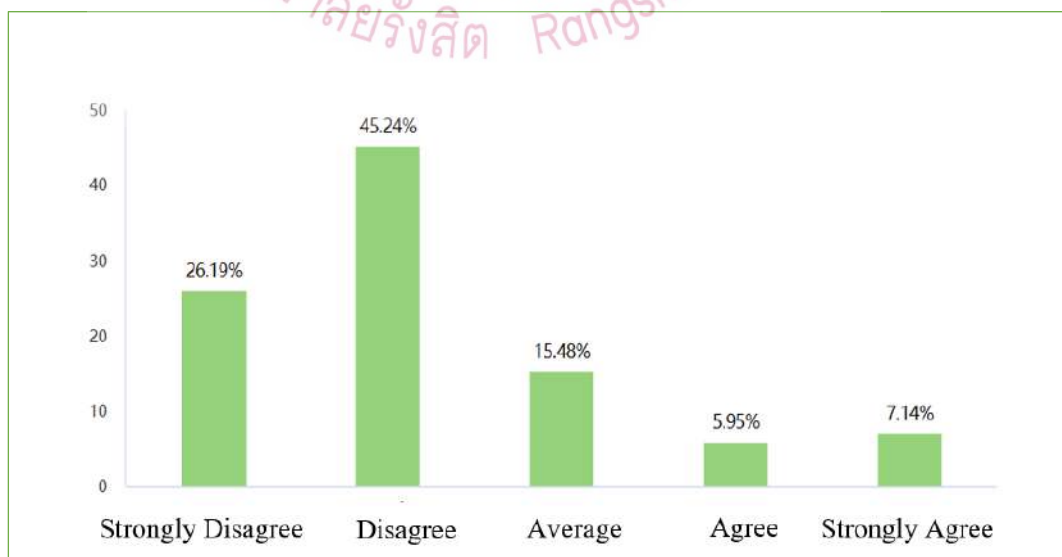


Figure 4.7 Games would affect class order

In the process of playing the game, 7.14% of the students felt that the implementation of the game in the classroom were very disruptive to the classroom order. The perception that the game had an impact on class order were 28.57% of the total number of students surveyed, which showed that improper implementation of the game pedagogy could had a reverse effect on the classroom. But thankfully 45.24% of the students did not agree and 26.19% of the students expressed strong disagreement, which showed that, as of now, there were no concrete evidence that game pedagogy had too much negative impact on English vocabulary learning.

Moreover, control classes and experimental classes showed obvious differences in their answers to this question, and it could be found that the influence of the game-based teaching method on the order of the classroom were not only confined to two factors, namely, the teacher's classroom management style and method and the quality of the students, but were also affected by the objective conditions, such as the size of the class.

4.2.3 Students' Preferences for Game Adoption

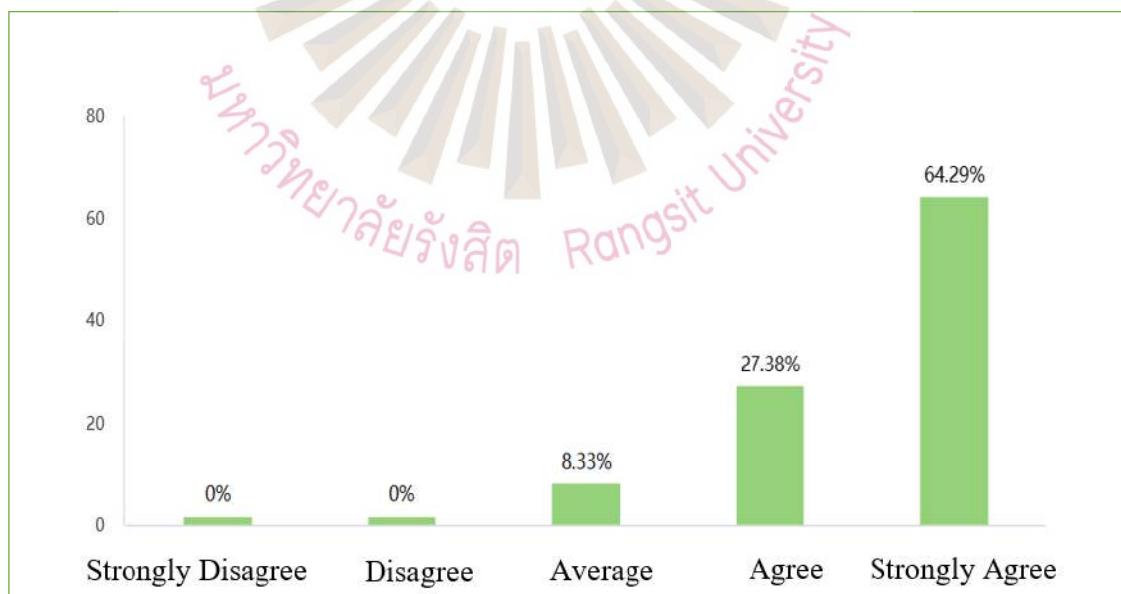


Figure 4.8 Students like teachers playing games in class

As shown in the figure above, 64.29% of the students liked the game very much; 27.38% of the students liked the game; 8.33% of the students liked the game in general. It was enough to show that students still approve of the use of the game method as a teaching mode in the teacher's classroom, only the degree of approval were slightly different. The students' tendency toward classroom games could help teachers to choose games that were interesting to the students, which would motivate the students more.

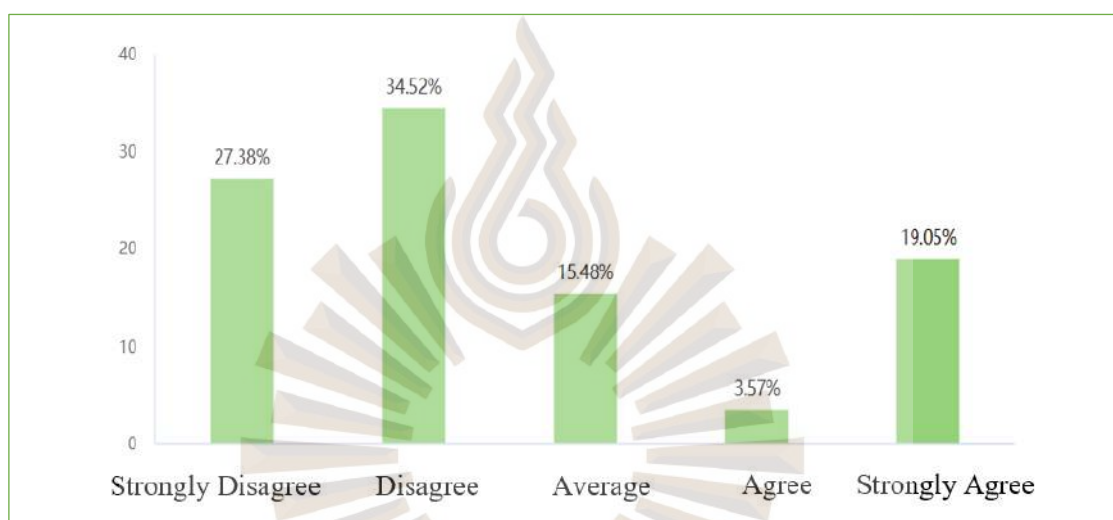


Figure 4.9 Students like difficult games

The vast majority of students, 3.57% preferred somewhat difficult games, 19.05% preferred very difficult games, and 15.48% preferred average difficulty, which showed that a certain degree of difficulty would be more appealing to students when designing classroom games. Teachers must grasp the choice of games well, according to the students' comprehension ability, and reasonably choose the games that were suitable for the current students' difficulty, in order to give full play to the real advantages of the game-based teaching method to the maximum extent.

4.2.4 Teacher's Evaluation of The Results of The Game

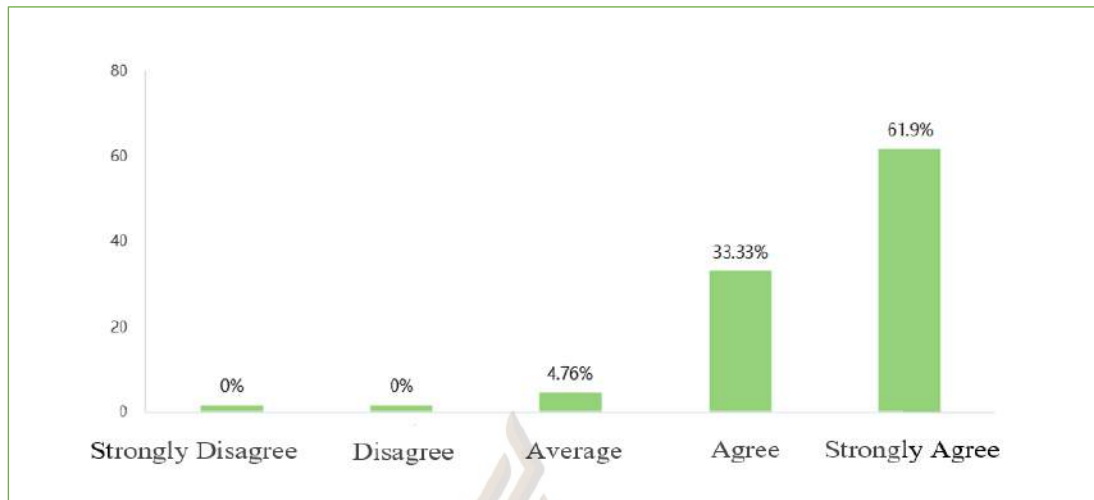


Figure 4.10 After finishing the game get feedback and rewards

The majority of the 83 questionnaires, 95.23% of the students, indicated that the teacher gave praise and evaluation after each game, which accounted for the vast majority of the respondents. In addition to verbal praise, game-based teaching method rewards were more motivating to students.

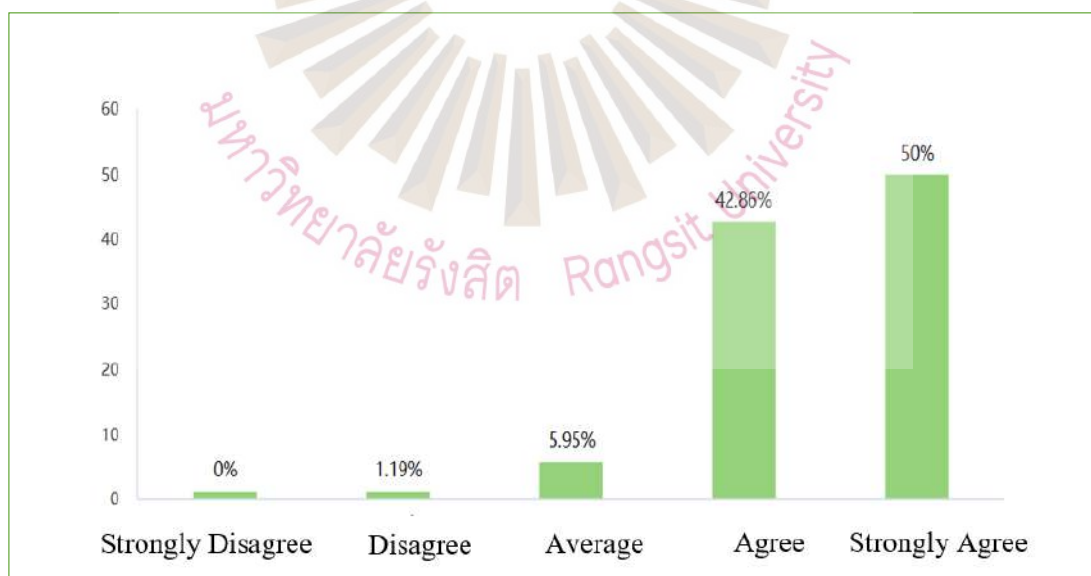


Figure 4.11 Students love rewards for winning

50% of the students wanted to be very eager to be rewarded with extra points and prizes, and 42.86% were eager to be rewarded. In conclusion, both appropriate rewards and effectiveness evaluation would contribute to the implementation of game teaching.

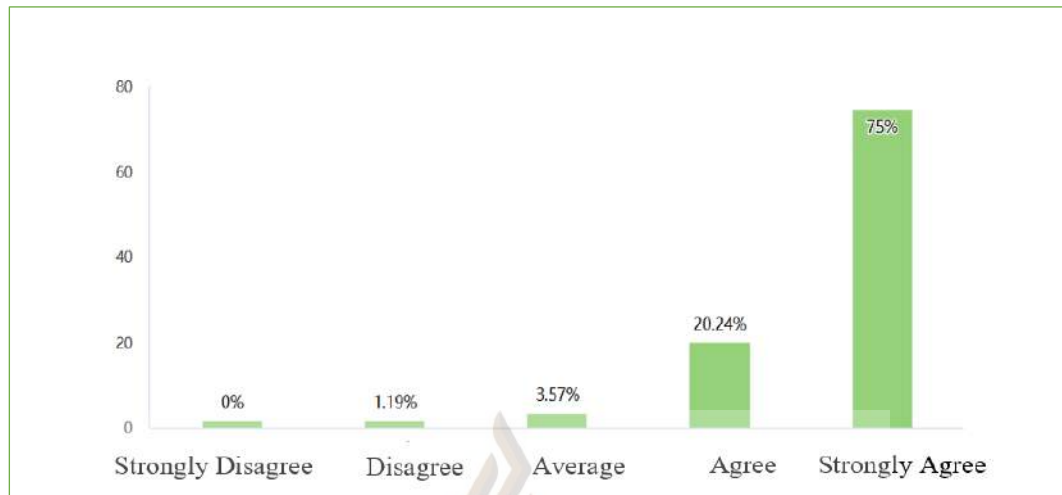


Figure 4.12 Students actively participate in games in class

It could be seen that most of the students like the teacher's use of games in teaching vocabulary, and the students actively participate in it and feel that the game method were helpful to their own vocabulary. Only 1.19% of the students think it were of little help, and 3.57% of the students think it were not obvious, which were worth the teacher's attention, probably because they find the traditional vocabulary teaching method boring and were bored with it. English teachers should encourage this group of students and actively encourage other students to participate in classroom games and interactions. Primary English teachers could use game activities to teach vocabulary in English vocabulary class, which were necessary to expand primary students' English vocabulary and consolidate the foundation of English vocabulary.

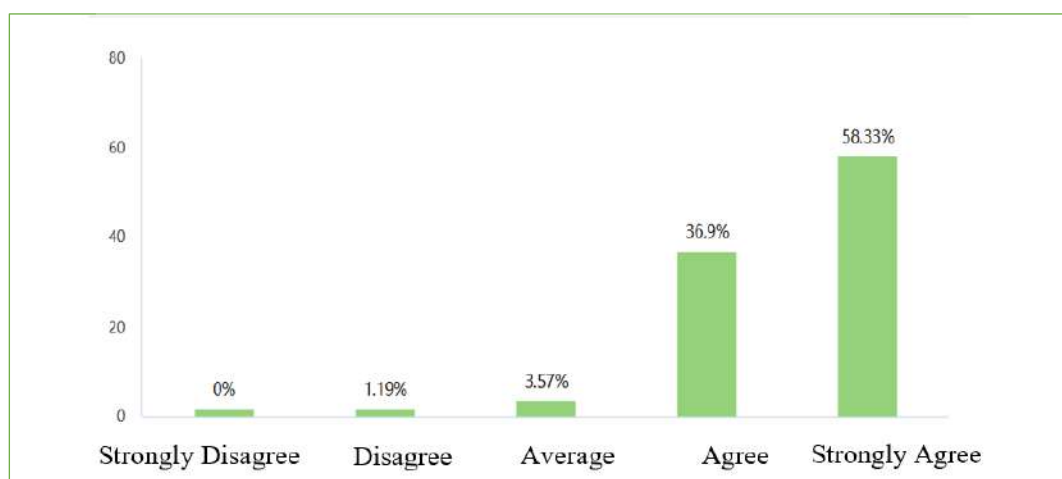


Figure 4.13 Every student had the opportunity to participate in English games

The majority of the students 58.33% were very active participants in any game, while a small number of students 36.9% would be afraid to participate in a game for fear of making a mistake, but were not bored with the game. Only 1.19% of the students chose not to be interested in games. Therefore, this not only proves the students' positive attitude towards games, but also triggers reflection among the teacher community about the behaviors of students who were afraid to participate in games for fear of making mistakes.

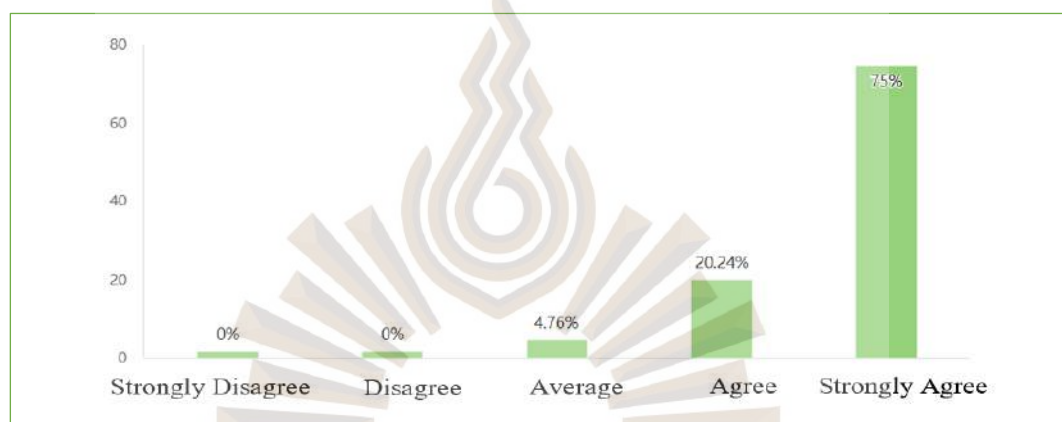


Figure 4.14 It's easier to master knowledge at end of the game

75% of the 83 students surveyed said that they were able to remember the words and sentences during the game at the end of the lesson, 20.24% of the students had a poor grasp of what they had learnt during the game, and only 4.76% of the students cut the game off from their learning in the classroom and did not engage in the learning of knowledge.

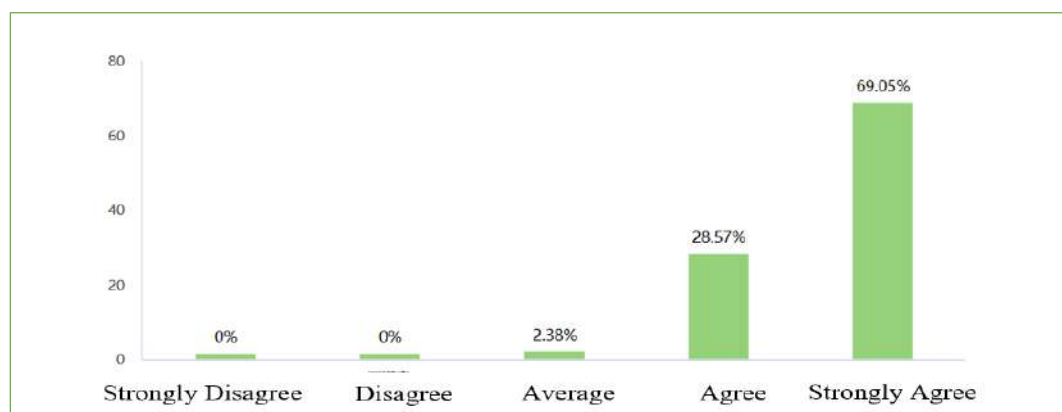


Figure 4.15 Teaching games in the English classroom helps you learn

Students who think that teachers often incorporate games in vocabulary lessons feel that game teaching were very helpful for English vocabulary learning, and this part of the students accounted for 69.05%. It could be seen that games help students learn English vocabulary while attracting the attention of primary school students to learn, and teachers should reasonably and efficiently use the game-based teaching method for vocabulary teaching in vocabulary lessons to help students learn vocabulary so as to improve students' Vocabulary Learning Achievement. Students who think that teachers occasionally incorporate games in vocabulary teaching feel that the game-based teaching method were helpful to English vocabulary learning to a certain extent, and this part of the students accounted for 28.57%, so it could be seen that vocabulary teaching at the current stage had not paid enough attention to the game-based teaching method, and it were advocated that teachers should pay attention to the use of the game-based teaching method, combined with the existing teaching resources and teaching aids, and provide students with a lively and interesting vocabulary learning environment, so as to make them learning vocabulary in an enjoyable way.

The vast majority of students find games useful in teaching and learning and could increase their interest in learning.

4.3 Result of Interview Questions

4.3.1 Interviewee Information

Table 4.2 Interviewee information

Teacher A	Undergraduate	3 years	1-2
Teacher B	Master's degree	5 years	3-4
Teacher C	Master's degree	9 years	5-6
Teacher D	Undergraduate	16 years	7-8

4.3.2 Result of Interview

The interviews were conducted in the English office of Qilin School, and the interviews were conducted in the form of chatting and dialogue to make the interviewed teachers feel as relaxed as possible, so as to understand the real views of the English teachers on the game-based teaching method. During the interviews, the researcher used the interview questions prepared in advance as an outline, and adjusted them flexibly according to the answers given by the interviewed teachers, but the overall direction of the interviews remained the same, and the average time spent on each interview were 10 minutes. 4 teachers agreed to make audio recordings during the interviews, and the author then organized the recordings into textual materials after the interviews.

4.3.2.1 How many years had you been teaching English?

Comprehensive interviews with 4 teachers revealed that most of them had rich teaching experience and agreed that the game-based teaching method had more advantages than the traditional teaching method in teaching English and had greatly enhanced students' interest in learning English. In the English classroom of primary school, both teachers and students loved the game-based teaching method. However, English teachers lacked theoretical knowledge of the game-based teaching method and had not received special training.

"Game-based teaching method could maximize the students' subjectivity. In the classroom, the game-based teaching method were more attractive to students, could be active in the classroom atmosphere, primary school students like to play games in class, in the case of teaching tasks could be completed, I prefer the game teaching, could be more interactive with the students, but also could improve the students' interest in learning English. I don't know much about the theory of game teaching, and the school hasn't arranged any training, but I would had a discussion with the students when they need to play games in the classroom." (Teacher A, personal communication, March 3, 2024)

"I prefer to use games to teach, to make the class livelier and more

interesting, to let the students fully show themselves in the classroom, and to had fun. I had not systematically learnt the knowledge of game teaching, but I would read some related materials on the Internet and find some games that I could use in my classroom." (Teacher B, personal communication, March 3, 2024)

"I think the game-based teaching method were also very helpful to students' learning, compared with the traditional classroom it were more attractive to students, improve students' attention to the classroom and enhance students' interest in learning. had not learnt the theory of game teaching specifically." (Teacher C, personal communication, March 3, 2024)

"Game teaching were a very popular teaching method in recent years, students would be more integrated into the classroom, the boring knowledge were more interesting to learn, students were very enthusiastic about the game and participation, the classroom effect were also very good." (Teacher D, personal communication, March 3, 2024)

4.3.2.2 did you think it were important to teach English vocabulary?

Combining the responses of several teachers, the author found that the game pedagogy were not used frequently in the fifth-grade English classroom in Qilin School. The games most frequently used by teachers were vocabulary games, which were mostly used in vocabulary drills and revision lessons. Teachers would motivate students to participate in the games by triggering their curiosity and competitiveness before the games, and they would evaluate the students after the games. Secondly, it were difficult to take care of all the students when using games in an ordinary English class. Teachers tend to encourage students who were reluctant to participate in the games and help them integrate into the class.

"I would decide whether or not to include games depending on the

learning task of the lesson. I would not make several games during the lesson, but would usually play games during the introductory part of the lesson to liven up the classroom atmosphere and bring students' attention into the classroom. I would arouse the curiosity of the students before the lesson to participate in the game, and sometimes I would motivate them by group competition. At the end of the game, I would evaluate the students' performance in the game in time to give them bonus points. Some games could be played by the whole class." (Teacher C, personal communication, March 3, 2024)

"You could sense that they were not disinterested in the game because they were also watching with great interest while others were playing the game. For these students I would take the initiative to call them up and when they make the slightest progress in the game, I would praise them highly and if they fail, I would encourage them and help them to improve their confidence." (Teacher D, personal communication, March 4, 2024)

"I often organize interesting games for students to participate in the classroom, and the students were very active. However, when I teach games to a poorly disciplined class or a class where the majority of the students were too active, it were easy for me to disrupt the class, so I try to minimize these disruptive games in my teaching. I would try to minimize the number of games that could disrupt the class. Drills and revision sessions were often used in teaching to give students a more solid grasp of the knowledge, and revision were not boring. Demonstrations were given before the game to arouse students' interest, and points were awarded at the end of the game." (Teacher C, personal communication, March 4, 2024)

"I often use some simple games, the students were very active when doing the games, and could achieve good vocabulary practice. However, it were difficult to cater for all the students, as the class time were limited

and it were not possible to ensure that every student could participate in the games during the class. There were no students who were not willing to participate in the games in the class, and they were all very active when the games were being taught." (Teacher D, personal communication, March 4, 2024)

4.3.2.3 did you use games in teaching English vocabulary?

Analyzing the descriptions of several teachers, it could be found that teachers mostly borrowed games from others and did not had much experience in designing their own games. The commonly used tools for teaching games in the classroom were multimedia courseware and cards. There were insufficient resources for teaching games in schools.

"The games I often use in my classes were borrowed from others. I would refer to classroom games that had been taught well by other teachers and then use them in my own classroom in relation to the class content. I would use e-learning materials, word cards and so on. The school does not provide resources for teaching games, but multimedia resources were available and could be used." (Teacher A, personal communication, March 5, 2024)

"I would design my own games in relation to what I am teaching and also borrow interesting games from others. Word cards and picture cards were usually used. The school does not had enough resources for teaching games." (Teacher B, personal communication, March 6, 2024)

"Several of our English teachers work together in the office to design classroom games, make teaching aids, cut out cartoon teaching aids and word cards, etc., as well as drawing on games used in other classes. The school does not provide a wealth of resources for games." (Teacher C, personal communication, March 6, 2024)

"I would learn from other teachers' good experiences of teaching games and use them in the same way as their games. I often use cards and classroom materials to play the games, and the school would not provide the game equipment, but we would share the game materials among teachers. The school would not provide the game equipment, but we would share the game materials among teachers." (Teacher D, personal communication, March 6, 2024)

4.3.2.4 If you use games in teaching vocabulary, how often did you use them? If not, what were the reasons?

Summarizing the statements of several teachers, they all agreed that game teaching had positive effects on students' interest, achievement and ability, but they also agreed that there were some problems in practice, such as insufficient teaching time in the classroom, very chaotic classroom and uncooperative students.

"The game were very effective, the students were very active and enthusiastic, and you could feel that the students were very interested. However, because of the large number of students in the class, there were still some students who were unable to participate in the game, which may discourage them. Some of the games require a lot of movement, and the class space were small, so students may not be able to perform well, or even hit people causing danger. The school would issue a uniform teaching task and assessment every week, so it were difficult to complete the school's teaching task if games were frequently organized to teach in class." (Teacher A, personal communication, March 6, 2024)

"The game-based teaching method could make students had fun in class, attract students' attention, reduce the situation of students being distracted and slipping, and make it easier for students to learn the words and sentences. However, playing games in the classroom had a great

impact on class discipline. Some games require students to come to the front of the class, which makes it difficult to control discipline on and off the field at the same time." (Teacher B, personal communication, March 6, 2024)

"Game teaching were reflected in every lesson were very good, students were active, classroom were lively, and the content learnt in the game could leave a deep impression on students. There were some games that were very popular with students, such as Drawing in Cooperation and Step by Step, but these games take a long time and could affect the progress of the class. It could also had an impact on the class order while the games were being played." (Teacher C, personal communication, March 6, 2024)

"Games help students remember points faster, which definitely helps their grades, so there's no need to worry that they won't understand." (Teacher D, personal communication, March 7, 2024)

4.3.2.5 What games did you often use in teaching English vocabulary? did you think the game-based teaching method were helpful for students' vocabulary learning? Why?

Although the teachers interviewed had adopted the game-based teaching method, they still believed that traditional vocabulary teaching required a short teaching time and more time could be spent on drilling words and sentence patterns. Although the teachers recognized the importance of the game-based teaching method applied to primary English vocabulary teaching, many of them still used traditional vocabulary teaching in vocabulary teaching due to the interference of various factors in the specific implementation process, a phenomenon that were worth noting, and more consideration should be given to what should be paid attention to in the implementation process.

"Because my class were active as a whole, I use games to motivate students in my vocabulary teaching." (Teacher A, personal communica-

tion, March 7, 2024)

"I occasionally use the game method of teaching vocabulary because I feel that some vocabulary were difficult to teach in the form of a game, so I don't use it very often." (Teacher B, personal communication, March 7, 2024)

"I personally prefer to use the game-based teaching method for vocabulary teaching, often used in the form of games such as guessing game, what's missing this kind of guessing game were used more, mainly for new lectures to practice the words and review time to use." (Teacher C, personal communication, March 8, 2024)

"The overall foundation of my class were relatively weak, so when using the game-based teaching method for vocabulary teaching, we were highly interested in learning, with too complex games rather than achieve the desired effect, so I think it were necessary to choose the teaching games suitable for the students to do." (Teacher D, personal communication, March 8, 2024)

4.3.2.5 How effective did you think the game teaching is? could they achieve the expected vocabulary teaching goals?

The expected effect of game teaching were also a topic of concern for teachers. Many teachers still had misunderstandings about the game-based teaching method, thinking that teaching specific vocabulary through rich and interesting game activities would affect students' concentration and mastery of vocabulary learning, and students would easily lose their would to play, in fact, it were not true that the game-based teaching method were auxiliary to vocabulary teaching, and the teaching game were not just a game, but it were a game to teach the vocabulary to learn, and teachers should be extra attentive when they study and design the teaching game. games, teachers should be extra attentive, how to achieve vocabulary teaching in games were a concern of many

English teachers.

"I believe that the game-based teaching method were not as helpful to students' vocabulary learning as traditional teaching, the reason were that it were easier for students to get addicted to participating in the game, instead of forgetting the original purpose of vocabulary learning, and ultimately the vocabulary scores were poorer." (Teacher A, personal communication, March 8, 2024)

"I found the use of the game-based approach to vocabulary teaching to be very suitable for primary school students, but due to the heavy teaching load each term, teachers had to use traditional vocabulary teaching to ensure pass rates." (Teacher B, personal communication, March 8, 2024)

"I think that the teaching games used were still relatively old and single, and in the future development of the game-based teaching method, there were a need to further enrich the game teaching theory and thinking, and constantly create and update vocabulary teaching games." (Teacher D, personal communication, March 8, 2024)

4.4 Classroom Observation Recording Form

Table 4.3 Classroom Observation Recording Form (Teacher A)

Time	March 8, 2024	Teacher	A	Class	A
Title	Directions (part1)			Type	vocabulary
Program	Content				
	Step1: Introductory stage, Warming up (3minutes) Greetings T: Good morning class! S: Good morning teacher!				

Table 4.3 Classroom Observation Recording Form (Teacher A) (Cont.)

Time	March 8, 2024	Teacher	A	Class	A
Title	Directions (part1)			Type	vocabulary
Program	Content				
<p>T: How were you today? S: I am fine. T: I am glad you were fine. were you ready for our class? S: Yes. T: Great (Sing a song: little star)</p> <p>Step2: Lead to introduce (7minutes) Teacher plays a video about asking for directions. T: Boys and girls. Before our class, let's play a game. OK? Listen! I would show you a picture, and then you should tell me what were it, clear? S: Yes! T: Good! Let's begin. Who were he? S: It's Da ming. T: What were he doing? S: He were crying. T: Why? could you answer the question? S: Because he fall off from the bike. T: Great! He fell off from the bike. T: You were so clever! sit down. T: He were not careful, right? S: Yes. T: So you should be careful when you ride a bike. Clear? S: Yes! T: You were good students</p> <p>Step3: Practice the words (20minutes) Play games: (1) Pair works. Game rules: Student A did action and the other one guess the meaning about physical pain, and retell the meaning (say the words), after practicing, teacher choose some groups to show their presentation in front of the classroom, at last ,teacher announce the winners. (2) golden touch</p> <p>Step4: Consolidation vocabulary (7minutes) Listen to the recording and repeat the words, complete the sequencing of the assigned questions in the book, and students did vocabulary exercises.</p>					

Table 4.3 Classroom Observation Recording Form (Teacher A) (Cont.)

Time	March 8, 2024	Teacher	A	Class	A
Title	Directions (part1)			Type	vocabulary
Program	Content				
	<p>Step5: Summary (2minutes) T: We had learned so much words today. could you remember it? S: Yes. T: Good, I hope you could review it after class. What did you learn today? S: We learned some words about hurt. T: Good! We learned words about pain. What else? S: When we did something, we should be careful. T: Wonderful! We should be careful all the time. Thankyou!</p> <p>Step6: Homework (1minutes) (1) Listen to the tape and repeat. (2) finish the practice on page42.</p>				
Teachers' behaviors	<ol style="list-style-type: none"> 1. This lesson uses rich game teaching resources: PPT, flash animation, singing to teach and practice vocabulary; 2. The teacher had a good grasp of the rhythm of the lesson; 3. The teacher fails to demonstrate the game before the game starts, the rules of the game were not clear enough, the preparation for the game were not enough, and the students make a lot of mistakes at the beginning of the game; 4. In the games, teachers paid more attention to the students who participated in the games, most of whom were upper and middle level students. 				
Students' behaviors	<ol style="list-style-type: none"> 1. The overall motivation of the students were high and the classroom atmosphere were active; 2. Students who were not called to the stage to participate in the game were talking small talk below, and some students were making small movements, doing things not related to the class, and not actively participating in the classroom game. 				

Table 4.4 Classroom Observation Recording Form (Teacher B)

Time	March 10, 2024	Teacher	B	Class	Z
Title	Accidents (Part2)			Type	vocabulary
Program	Content				
<p>Step1: Introductory stage, Warming up (3minutes)</p> <p>Greetings T: Good morning class! S: Good morning teacher! T: Boys and girls, let's look out of the window. What were the weather? S: It were rainy. T: did you like rainy day S: No, I don't like it. I like sunny day. T: Why? S: Because I could play football on the playground. T: That's good for you. You must like doing sports. S: Yes</p> <p>Step2: Lead to introduce (7minutes) Teacher plays game about asking for accidents. T: Now let's play a game, I would show you a picture, look. Please remember these words. Now close your eyes. Ok. Open your eyes. Who wants to had a try? Ok, You, please. S: Straight. T: Oh, I am sorry. Any other volunteers? S: Right. T: Correct! Congratulations! You were the winner.</p> <p>Step4: Consolidation vocabulary (7minutes) T: Now Let's did a role play game. Look at the flash, you should use the direction words to ask the way to...For example, If you want to go to the library. You should say: Excuse me? How could I get to the library? or you could say: Excuse me? did you know the way to the library? Your desk mate should answer the direction, turn right and then go straight on. You should draw the route on the blackboard. Clear? S: Yes. T: Now, who wants to had a try? Great, you two please. S1: Excuse me. could you tell me how could I go to the center park? S2: Go straight on and then turn left. S1 draw the route on the blackboard. T: did they did a wonderful job? Congratulations! You win.</p>					

Table 4.4 Classroom Observation Recording Form (Teacher B) (Cont.)

Time	March 10, 2024	Teacher	B	Class	Z
Title	Accidents (Part2)			Type	vocabulary
Program	Content				
	<p>Step5: Summary (2minutes) T: We had learned so much today. Who could tell me what did we learn? S: Left/right/straight. T: Good, I hope you could use these directions to ask the way in your life. could you? S: Yes, I will. T: Good girl. T: Question! When other people need help, when they ask us the way to somewhere, what could you do? S: We should help him. T: How? S: We should show the direction to him. T: You were good students! We should be careful all the time. Thank you!</p> <p>Step6: Homework (1minutes) (1) Listen to the tape and repeat. (2) finish the practice on page42.</p>				
Teachers' behaviors	<ol style="list-style-type: none"> 1. Teachers use games to teach and train vocabulary in the form of PPT pictures and flash animations; 2. The games used by the teacher in this lesson include the Word Disappearance Game, the Role Play Game to further consolidate the words learnt and deepen students' vocabulary knowledge; 3. The teacher had a good grasp of the rhythm of the classroom; 4. The teacher fails to demonstrate the game before the game, the rules of the game were vague, the error rate were high at the beginning of the game, and it were difficult to control the order of the classroom during the game; 5. At the end of the game, teachers only give positive or negative comments; 				
Students' behaviors	<ol style="list-style-type: none"> 1. The students who participated in the game were highly motivated; 2. Discipline in the preparatory part of the game were good, but some students did not listen to the rules of the game clearly, resulting in a high error rate in the early part of the game, and the atmosphere were tense, which led to a slight disruption in classroom discipline; 3. Students who participated in the game several times but did not win were slightly frustrated, which affected the effect of the teaching game. 				

The researcher analyzed the findings of the teacher's teaching behaviors through classroom observation in terms of five dimensions: game resources employed, aspects of the types of games used, timing of the game session, rules of the game, demonstration of the game and evaluation of the game:

From the teacher's explanation and demonstration of the rules of the game, in the classroom observation found that the teacher's explanation of the rules of the game were ambiguous, the students in the beginning of the game were in a nervous mood, the error rate were relatively more, after gradually familiar with the rules of the game the student's error rate were greatly reduced, it could be seen that the formulation of the rules of the game and the game before the teacher's demo were very important, the teacher should be the rules of the game to did a hands-on demonstration, instead of verbal narration, so that the students demonstration easy to understand the errors, the teacher should be in the game activities to ensure that the students before the start of the rules of the game for the game to understand enough to help to enhance the student's participation in the game motivation.

At the end of teaching the game, teachers were able to evaluate the students' performance in the game. However, teachers only make positive or negative evaluation of students' performance, and did not make a comprehensive evaluation of students' performance. Firstly, teachers lack process evaluation; that is, teachers could evaluate students' learning performance, sense of co-operation, behavioral norms, language expression and other dimensions in the process of teaching, and secondly, they lack developmental evaluation, which could be done according to students' voice intonation, participation in game interaction, classroom discipline performance and other dimensions, while pointing out students' mistakes. The second lack of developmental evaluation were that teachers could evaluate students' performance in terms of learning, co-operation, behaviors, language expression and other dimensions during the teaching process, and the second lack of developmental evaluation.

From the point of view of the timing of the game session, there were a rationale for teachers to adopt the game-based teaching method, which were a multiple and short time-consuming game-based teaching method, generally at the consolidation and

practice stage after the new vocabulary had been learnt. On the one hand, students need teachers to change the teaching method to motivate students after the first half of the lesson; on the other hand, the use of decentralized teaching method, i.e., dividing a long period of teaching into several shorter periods of time, and using small games as a spice in the middle of the learning process, could achieve a better use of time, and enhance the efficiency of learning.

It was concluded from the analysis of this interview that the game-based teaching method could effectively improve the fun of primary school English vocabulary learning and could stimulate the interest of primary school students in learning, so it had a great attraction for primary school students. However, in primary English vocabulary teaching, English teachers could not correctly view the game-based teaching method, which led to the teachers themselves not being able to use the game appropriately, and also affects the effect of vocabulary teaching.



Chapter 5

Conclusion, Discussion, and Recommendations

The study's research led to the conclusion that game-based teaching could enhance kids' enjoyment of learning English vocabulary in primary school and pique their interest in learning, making it a popular choice among this demographic. The impact of vocabulary instruction was also impacted by frontline English teachers' incorrect perception of the game teaching approach, which prevents them from using the game effectively and hinders their ability to teach vocabulary in primary English.

5.1 Conclusions

The researcher discovered, via classroom observations, interviews, and questionnaires, that there were four primary issues with the application of game pedagogy. These issues included teachers' incorrect comprehension of game pedagogy and lack of theoretical background knowledge; teachers' disregard for students' evaluations in game pedagogy; teachers' disdain of the rules of game pedagogy. Maintaining classroom order was challenging.

5.1.1 Teachers' Lack of Proper Understanding of Game-based teaching Method and Lack of Theoretical Background Knowledge

The purpose of appropriately using the game-based teaching method in primary English vocabulary teaching was to improve students' motivation and interest in vocabulary learning, so that students could achieve perception and understanding of vocabulary in a relaxed and enjoyable linguistic atmosphere. The original intention of the game-based teaching method was to assist vocabulary teaching, and the games designed and adopted by teachers in vocabulary teaching serve the content of vocabulary learning. Therefore, if teachers lack a correct understanding of the game-

based teaching method and the theoretical background knowledge of the game-based teaching method, the teaching effect of vocabulary teaching would be affected. However, the research found that many teachers still had misconceptions about game pedagogy, believing that game pedagogy affects the achievement of vocabulary teaching goals.

The reason for this was that teachers lack training and research on the application of game pedagogy to vocabulary teaching. Although there were regular teaching and research programs in schools, there was not much training and research on the application of game pedagogy to vocabulary teaching, and teachers therefore lack the correct understanding of game-based teaching method and the theoretical background knowledge of the relevant game pedagogy.

5.1.2 Teachers' Lack of Reflection on Game-Based Teaching Method and Old Game Formats

Some front-line English teachers only mechanically used the game-based teaching method to teach vocabulary, and the purpose was simply to enliven the classroom atmosphere, which made some teachers lack of in-depth thinking on the form and content of the game, and the content and form of the game were obsolete and single, and in the long run, the students were tired of doing the game, and it was difficult to stimulate the interest of the students, and due to the lack of theoretical guidance, some teachers even think that the game was a meaningless form of teaching. Due to the lack of theoretical guidance, some teachers even think that games were a meaningless form, that the game-based teaching method would affect the teaching progress and the degree of students' attention to learning, and thus the effect of the game-based teaching method was not satisfactory. Through the interviews with teachers, the researcher of this study found that in the practical operation of game teaching, some teachers tend to neglect the cultivation of students' language application ability in the game teaching process, and some teachers used games that were too complicated.

Through the questionnaire survey, the researcher found that teachers often did fixed games, chose a single game, not novel, and did repetitive games so that students

gradually lose interest. There were also games that were not challenging, very simple, so that students did not feel any difficulty, but instead of negative emotions. It was evident that there was a great deal of enthusiasm for the game in class, but students could have had a fear of making a mistake, resulting in not being able to relax and present themselves in the game. There were some students who prefer to watch others play the game rather than participate in it, and these include introverted students and students who were struggling with English. Although the game could achieve the effect of the whole class had to participate, but some students because of the words were not familiar with the words, afraid of reading wrong to be found out simply did not participate in it, and lost an opportunity to practice the words, the teacher did not communicate in time to understand the situation in the classroom.

5.1.3 Teachers Ignore the Evaluation of Students in The Game-based teaching Method

Some teachers made comments to students at the end of a teaching game simply to celebrate. This was often not enough in the teaching feedback session, a single evaluation to the students' feedback was also ineffective, not conducive to the cultivation of students' English language use ability, some teachers tend to make ambiguous evaluations of the students' performance in the game session, not targeted to the students' teaching evaluations, but general praise or criticism, it could be seen that the teachers ignored the teaching game on the evaluation of the students, did not have a multi-angle. It could be seen that teachers ignore the evaluation of teaching games for students, and did not put forward constructive suggestions for students, which was not conducive to the cultivation of students' innovative consciousness, and ultimately it was difficult to ensure the realization of teaching objectives.

Although the teachers could do the evaluation immediately after the game was over, the evaluation phrases were simple and the evaluation methods were single. In the visit to the actual classroom process, I found that the teacher was often just a simple "Great" or "No" to comment on each student, without a summary of the specific circumstances of each student's performance, the lack of relevance, so that each student

could not determine his specific performance in the game activities. Determine his specific performance in the game activities how, not conducive to the better improvement and development of each student.

5.2 Discussion

5.2.1 Unclear Student Attitudes in Game-Based Teaching Method

1) In the research conducted in Qilin School, it was found that a large part of the students failed to understand the learning objectives of the games designed by the teachers, had an improper attitude towards the games, took part in the English games purely as a recreational activity, played games for the sake of playing games, and paid attention only to the form of the games but not to the substance of the games. Teachers mentioned in their interviews that games allow for deviations from teaching objectives that could affect the pace of the classroom and disrupt the classroom program. Students were simply interested in enjoying the fun of playing without understanding the purpose of the teacher's guided game activities. The main problem with this mentality was that the teacher's well-prepared game activities became a method of self-relaxation for the learners and did not fulfil the purpose of using the game activities (Anderson, 2019).

2) In the fifth grade, teachers were not in a good position to control the classroom as long as they keep them active. As a result, active games in such an atmosphere expose students' poor self-control and self-discipline, as well as the existence of various situations in which the rules and discipline of the game were disregarded or the rules of the game activity were disrupted.

However, the control and experimental classes showed significant differences in their responses to this question, as shown below:

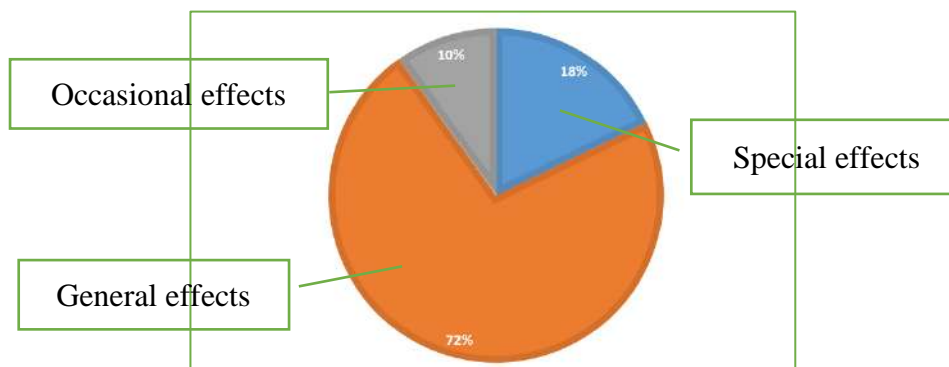


Figure 5.1 The effect of the process of organization of the game on the class order in control classes

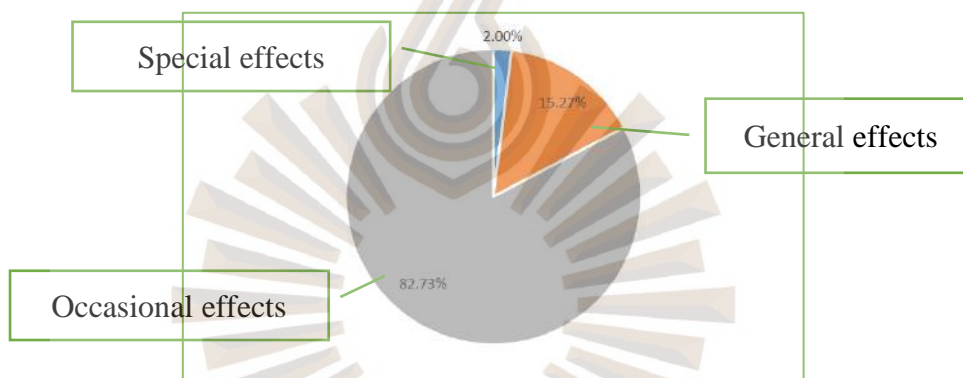


Figure 5.2 The effect of the process of organization of the game on the class order in experimental classes

There were fewer instances in which game organization had an impact on class order in the English classrooms of the experimental classes. Therefore, the influence of the game-based teaching method on the classroom order was not only limited to two factors, the teacher's classroom management style and method and the quality of the students, but it was also affected by objective conditions such as the class size.

During the interviews, several teachers also noted that classroom discipline was the more problematic issue. In the classroom observation, the researcher found that in the experimental class, because of the small number of students, the teacher was able to control the discipline and order of the class better. However, in control classes, even though the teacher would stop and manage the class discipline during the game, the effect was not obvious, and after the end, most students still want to finish, and cannot

immediately withdraw from the game just now, quiet down and re-engage in listening to the lecture.

3) Small classroom spaces and insufficient play time. In the classroom teaching research, the researcher found that when the teacher uses TPR (Total Physical Response) game teaching in class, students intuitively form English ideas, did not require Chinese explanations, intuitively with the help of action perception, was the most efficient way of input, and immediately be able to test the effectiveness of the teaching and learning, reducing anxiety (Brown, 2017). Students responded most positively when they followed the teacher's instructions to make corresponding movements, or when they played other games that required them to leave their seats. However, due to the limited space in the classroom, it was not possible to had multiple students playing the game at the same time.

In control classes, the number of students was around 42, which makes it impossible for many students to participate in the game due to the limited time in the class. The researcher found that in control classes, the classroom layout was compact and the aisles were small, so there was not enough space to play some games. When teaching the English alphabet in fifth-grade, the teacher would play the alphabet drill for everyone, and because of space constraints, students could not did the alphabet drill together. Some teachers would only let students watch at school and learn at home, which would be less effective, while others would had students come to the front of the room in groups and did the exercises together with the video, but this also increased the time spent on the games, which affected the progress of the class.

According to the new curriculum standards for the number of hours per week for each subject in primary and secondary schools, primary school students at Qilin School had 2 English lessons per week, each lasting 40 minutes. With this frequency of lessons, it was not enough to provide enough learning time for using the game-based teaching method. Each lesson had certain teaching objectives and tasks, and the preparation time for each game was usually about ten minutes. Although games were added, if the actual use of the game was due to time constraints and heavy workloads, the entire game would

often be completed in a hurry, affecting the implementation of the effect of the learners' language expression skills cannot be well practiced, and fail to achieve the purpose of the effective use of the game in the classroom.

4) Game resources were not abundant. The various games used in classroom teaching must be supplemented by various types of game activity materials in order to make the implementation of the game-based teaching method more exciting. There were many types of materials that need to be used in game activities, including special props related to the theme of each unit, special props used in role-playing, flashcards, multimedia video teaching materials, teaching videos, special objects in the classroom, and various special game materials made by the students themselves (Gardner & Krashen, 2017). Teachers suggested in their interviews that they sometimes asked students to prepare their own game materials, but often some students would forget, and these students could only watch and not participate in the games played by others, which also showed that asking students to prepare their own game materials was not as effective as providing game resources by the teachers or the school. The researcher had also seen in teacher interviews and actual classroom research that in current English classes, schools provide teachers with very few materials to use when playing games, and teachers usually use multimedia or vocabulary cards to teach. These materials could only be used for simple and intuitive games, but there were no suitable materials for more complex games such as situational games and role-playing games, which was the main reason why teachers did not choose such games, and therefore the selection and implementation of games become the same. In addition, the games lacked creativity, as teachers often borrowed games from others or copied them directly in their own classrooms, which directly affected the effectiveness of the games.

5.2.2 Analysis of The Causes of Teachers' Problems

1) The researcher found that the traditional teaching methods were still deeply rooted in the actual English classroom, the students' subject position was not sufficiently recognized, and the students' enthusiasm and initiative in learning were not fully stimulated. In teaching, it was still centered around the teacher, especially reflected in

the older teachers, who did not pay enough attention to the game. Many teachers had always felt that traditional teaching methods were the most efficient way to achieve teaching goals, but neglect the effect of students receiving knowledge (Lee, 2017). English class was a secondary subject in primary schools, so teachers were reluctant to put a lot of effort into designing the classroom to develop students' abilities in all aspects, focusing only on the transfer of knowledge and the manifestation of grades. However, as an applied subject, the focus of teaching should be on letting students know how to use and dare to use, especially in the context of quality education, it should not appear "dumb English" situation (Smith, 2017). The researcher also found that the classroom atmosphere was obviously depressing for students, and teachers seldom play games in the class, as shown in picture, and most of the time in the class was spent on letting students did and talk about practice problems, which made the class boring and uninteresting for students.

2) At the time of the interviews, several teachers expressed their lack of training and theoretical lectures on teaching games. Teachers need to had a certain amount of theoretical knowledge about games to support their game design and game selection before they could teach games. However, the teachers had very little knowledge of game teaching theory, and the games they used in the classroom were basically designed or chosen by the teachers based on their own teaching experience, and some teachers directly copied the games created by other teachers. Qilin school organizes weekly group lesson planning and other teaching and research activities for English teachers, but there was no training in the theory of games, and there was no training for teachers in game theory, not to mention the lack of training for teachers in game teaching. Teachers were not organized to had lectures and seminars on game-related theories. Teachers' self-study work on game theory was also inadequate, and they were not able to enrich their knowledge of games in general. For example, some students were depressed, introverted, sensitive and unconfident, and they were nervous when playing games, unable to express themselves in English comfortably, and afraid of making mistakes in the process of playing games. Therefore, high achievers and extroverted students would participate in games to a large extent, even more than once in class, but struggling students and introverted students still prefer to give others the

opportunities that belong to them, only participate in what they were interested in, or even did not actively participate in them, and teachers were unable to flexibly adjust the game pedagogies in the face of different types of students. Some English teachers or veteran teachers with more than ten years of teaching experience were also very experienced in the classroom and had strong experimental skills, but just because the veteran teachers did not know the specific knowledge of the game, they were unable to design games based on the knowledge of the game, and then designed a more scientific game. This had led to a lack of variety in the use of games by teachers.

3) Lack of multiple dimensions of evaluation during and after game play. Classroom assessment as a means of reflecting and regulating classroom teaching, not only the teacher's patent, students should become the main body of classroom assessment. Teaching if only the teacher reviews the students, it was too monotonous and one-sided, in each classroom comments to join the student self-assessment, mutual evaluation, group mutual evaluation would be a little richer (Yang, 2011). After the game, the teacher should also be based on the students' participation, enthusiasm, cooperation, language accuracy, etc. to make timely and reasonable comments and feedback, and help students to establish the next goal. A learner-centered learning model necessitates that students participate in assessment on their own, i.e. self-assessment and group mutual assessment. This was all conducive to students' independent learning and giving play to their learning initiative, as well as a reflection of quality education. Teachers should also be clear that the different types of students would have an impact on the motivation to participate in the game, which makes it all the more important for teachers to make multi-dimensional assessments during the game. Weak foundation type learners because the initial period cannot establish a deep interest in learning English, the level of knowledge of English there were blind spots and faults, did not understand the rules of the game, it was also difficult to integrate into the game, so in the classroom was not motivated, and over time more bored with the English language, the formation of a closed loop. In short, in game teaching, teachers and students were equal, rather than the teacher was in absolute control of the position, the game evaluation through the diversification of the subject and became rich.

5.2.3 Analysis of The Causes of Student Problems

1) Purpose of student games deviated from classroom objectives. Many students took part in the game with a desire to win and be first. They would then did everything they could to win during the whole process of the game, so some students would opportunistically take advantage of the game, while others disobeyed the rules of the game, disregard class discipline, and even play recklessly. These actions against class discipline hinder the smooth running of the game. These learners did not realize that the purpose of the game was to use the practical and experiential nature of the game to train language knowledge points in order to improve their language use. Secondly, because of the size of the class, the games used by the teacher in the classroom did not give every student a chance to join in, so some highly motivated students who did not had a chance to join in were disappointed or even disgusted (Lee, 2015). Because these students did not clearly understand the purpose of the game, but just played the game for the sake of playing the game, when they saw other students participating in the game, they would ignore the language knowledge used in the game, and watched others play the game with disappointment, their minds were diverted from the classroom learning, which was contrary to the original purpose of the teacher's organization of the game.

2) Psychological age characteristics of students at this stage. Primary school students were at the age of curiosity, lively and active, strong and good at winning, the entertainment and fun of the game, easy to make the primary school students emotional high, become unusually excited. Because of the game teaching with its own characteristics of fun combined with their mental age characteristics would easily lead to classroom discipline disorder noisy scene, they had poor self-control, if the emotion reached a high and enthusiastic state, it was difficult to calm down and orderly into the game teaching activities (Marcus, 2010). It was more suitable for students to learn and strengthen knowledge and games in a playful and enjoyable educational environment. From classroom observation and questionnaire surveys of teachers and students, we could see that one of the major difficulties in the process of leading students to apply games was that in the process of the game, the students' self-control was relatively weak, and because they cannot control their own words and behavior in the game, they were

prone to neglecting the class discipline, violating the discipline of the class, and breaking the rules of the game set by the teacher, and so on.

5.2.4 Analysis of The Causes of School Problems

1) Inadequate scheduling of classes. Compared to the experimental classes with smaller class sizes, students in the regular classes were very restricted in their play activities, and students were not able to move around because of the classroom set-up. Moreover, English was still under-appreciated compared to traditional subjects such as languages and mathematics (Chen, 2014). However, nowadays, schools would give priority to ensuring that the amount of language education and mathematics lesson time was sufficient in the curriculum, so that students could had more time to study the two main subjects. However, the insufficient amount of lesson time in the English unit made the teacher took the issue of time into consideration when using games, and would not affect other teaching and learning just for the sake of doing the games, so they would appropriately design and choose some simpler and easy-to-operate games, and even the number of games was minimized, resulting in less frequent use of games. In the experimental class, there would be more foreign teacher classes every week, and the English class had enough time, so the teacher would not have the problem of not having enough class time, so the frequency of using games was higher.

2) Inadequate budget and low priority. The interview survey with teachers revealed that there were few activity materials available for use in play activities. The school only focused on students' performance and did not intervene or advocate for the teaching methods used by the teachers in their lessons. Therefore, on the part of the school, it did not rigidly specify and emphasize which teaching methods were to be used in English language teaching, the application of the game-based teaching method, as well as recognizing the pedagogical advantages of the game-based teaching method, and thus the school did not supply game-related materials and teaching activity venues for the games used in the teaching and learning activities, and does not provide rich resources for teaching games. Teachers were deterred by the need to prepare complex or large quantities of game materials on their own and eventually gave up the application of

games in their lessons. Even the color printing and sealing of some pictures and props were left to the teachers. The school provided teachers with only word cards, which limits their choice of games, and the school often organized English proficiency tests for students, which undoubtedly biases teachers' classroom teaching toward test-taking education rather than English interest cultivation, weakening their application of the game-based teaching method in the English classroom.

5.3 Recommendations

5.3.1 Recommendations for teachers of English vocabulary

"In light of the aforementioned research results and their effectiveness in improving students' vocabulary performance, it was recommended that teachers integrate game-based teaching methods into primary school English vocabulary instruction. This approach could stimulate primary school students' enthusiasm for English learning, enhanced their classroom participation, and effectively improve their English vocabulary learning efficiency. It greatly aided students in recognizing the practicality of English, facilitating easier vocabulary development and retention."

5.3.2 Recommendations for future researchers

First, researchers were encouraged to carry out similar studies but with students at different grade levels and, also, at other locations which differ from the one in which this study was carried out. Second, the methodology used to carry out this study could be a guide for a replication study.

5.4 Limitations

The researcher took the application of game-based teaching method in English vocabulary teaching in fifth-grade of primary school as the object, and tries to find out the existing problems in the investigation of the status quo, found out the reasons for the formation of the problem and put forward the suggestions for the improvement of

teaching. By analyzing the data from the questionnaire, the researcher could conclude that the use of game-based teaching method could help to improve the boringness of traditional vocabulary teaching to a large extent, help to improve the enthusiasm of primary school students to learn English vocabulary independently, and improved the efficiency of vocabulary teaching. However, there were some disadvantages of the game-based teaching method itself.

However, the game-based teaching method itself also had some disadvantages, it was suggested that teachers could use a combination of teaching methods, such as the game-based teaching method and situational teaching method, so that students could better master the vocabulary knowledge, and on the basis of perception and understanding to achieve proficiency in the use of the vocabulary.

As the researcher of this study only as a trainee teacher, not much participation in the game teaching classroom, only as a third party to participate in the classroom observation records, and secondly, the students in the case of a teacher to listen to the situation would become unusually active, the enthusiasm for learning was also high, and the usual atmosphere of the classroom had a certain degree of deviation. Due to the emergence of online teaching under the influence of the epidemic, it was undoubtedly a challenge to the traditional vocabulary teaching, how to use the game-based teaching method for primary school English vocabulary teaching online, English teachers need to actively developed the online APP and electronic vocabulary teaching game resources, which was a topic that primary school English teachers need to urgently conduct in-depth research and solve in the future.

In conclusion, it could be seen that the appropriate use of game-based teaching method in primary English vocabulary teaching was conducive to increasing primary students' interest in learning English, improving students' motivation in the classroom, and increasing students' efficiency in English vocabulary learning.

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Questionnaire survey on the current situation of English game-based teaching method for primary school students

Dear all:

This is a questionnaire about the application of game-based teaching method in English classroom. This questionnaire is in the form of anonymous. This questionnaire is anonymous, so please read and fill it out carefully according to the real situation.

Thank you for your cooperation! Please type "√" on you choose.

(5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree)

Class 5A (experimental class) 5Z (control class)

Gender Male Female

NO.	Items	5	4	3	2	1
1	Do you like English class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Do you think English classes are interesting now?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	In English class, does your teacher play English-related games with you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Do English teachers change new games in class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Before playing the game, can you understand the rules of the game as stated by the teacher in English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Will class order be disrupted during the organization of the game?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Is the game difficult in the English classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	What do you like about teachers making games in the classroom??	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	After finishing the game, does the English teacher offer praise to the students and groups that did well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Do you like the rewards for winning games?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Do you actively participate in games in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Does every student in the class get a chance to participate in the English game activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13	At the end of the game, were you more likely to grasp what the teacher had taught you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Do you think teaching games in the English classroom helps you learn?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	An Open-ended Question Please give additional comments and suggestions. Write your answer on the space given.					





APPENDICES B

Interview Questions

มหาวิทยาลัยรังสิต Rangsit University

Interview Questions

Dear teachers,

Thank you very much for being able to take time out of your busy schedule to conduct this interview, the topic of my research is the current status of the application of game pedagogy in teaching English vocabulary at the upper elementary school level, in view of the content of my research, I would like to ask you a few questions, and I would like to conduct this interview specially in order to get comprehensive information, your answers will be very helpful to my research, thank you very much!

1. How many years have you been teaching English?
2. Do you think it is important to teach English vocabulary?
3. Do you use games in teaching English vocabulary?
4. If you use games in teaching vocabulary, how often do you use them? If not, what are the reasons?
5. What games do you often use in teaching English vocabulary? Do you think the game-based teaching method is helpful for students' vocabulary learning? Why?
6. How effective do you think the game teaching is? Can they achieve the expected vocabulary teaching goals?







INVITATION TO BE AN IOC EXPERT IN
THE EFFECTIVENESS OF GAME-TEACHING METHOD IN ONLINE
ENGLISH TEACHING TO ENHANCE THE ENGLISH VOCABULARY
ACHIEVEMENT OF THE FIFTH-GRADE STUDENTS
AT QILIN PRIMARY SCHOOL

By
Liyun Peng

The study focuses on understanding students' perceptions of game-based teaching methods in primary school English vocabulary classes. It employs a questionnaire to assess students' cognition, participation, and evaluation of the method. Four fifth-grade English teachers from Qilin Primary School were interviewed to gain insight into the application status of game teaching methods. The study also includes classroom observations of two fifth-grade English classes to ensure the accuracy and validity of the findings. The observations focus on teachers' instructional methods and students' learning behaviors, providing a comprehensive view of the application of game-based teaching methods in primary school English vocabulary teaching.

PENG LIYUN
Researcher

มหาวิทยาลัยรังสิต Rangsit University

Item Objective Congruence (IOC) Form 1

NO.	Questions	Scale			Comments
		-1	0	+1	
Part 1: Basic information					
The purpose of this part is to get a general profile of the participants. The information will be used for the research purpose only.					
第一部分: 基本信息					
这一部分的目的是了解参与者的总体情况。这些信息将仅用于研究目的。					
Class 班级:					
Gender 性别:					
Part 2: Questionnaires of items					
第二部分: 关于问卷的详细					
1	Do you like English class? 你喜欢英语课吗?			+1	
2	Do you think English classes are interesting now? 你认为现在的英语课有趣吗?			+1	
3	In English class, does your teacher play English-related games with you? 在英语课上, 老师会和你们做和英语相关的游戏吗?			+1	
4	Do English teachers change new games in class? 英语老师在课上会换新游戏吗?			+1	
5	Before playing the game, can you understand the rules of the game as stated by the teacher in English? 在进行游戏前, 能听懂老师英文讲的游戏规则吗?			+1	
6	Will class order be disrupted during the organization of the game? 在游戏组织过程中, 会影响班级秩序吗?			+1	
7	Is the game difficult in the English classroom? 在英语课堂上, 游戏难度大吗?			+1	
8	What do you like about teachers making games in the classroom? 你喜欢教师在课堂上做游戏呢?			+1	
9	After finishing the game, does the English teacher offer praise to the students and groups that did well? 结束游戏后, 英语老师会对表现好的同学和小组提出表扬吗?			+1	
10	Do you like the rewards for winning games? 你喜欢游戏获胜后的奖励吗?			+1	
11	Do you actively participate in games in the classroom?			+1	

	你积极参加课堂中的游戏吗?				
12	Does every student in the class get a chance to participate in the English game activities? 在英语游戏活动中, 班级里每位同学都有机会参与其中吗?			+	
13	At the end of the game, were you more likely to grasp what the teacher had taught you? 在游戏结束后, 你更容易掌握老师所讲知识内容吗?			+	
14	Do you think teaching games in the English classroom helps you learn? 你认为英语课堂中的游戏教学对你的学习有帮助吗?			+	
15	Additional Comments and Suggestions 其他意见和建议				



Item Objective Congruence (IOC) Form 2

NO.	Questions	Scale			Comments
		-1	0	+1	
Part 1: The information of the interview and the interviewee.					
第 1 部分: 面试者和被面试者的信息。					
	1. Interview time 采访时间: 2. Interview place 采访地点: 3. Interviewer 采访人: 4. Basic information of interviewees 被采访者的基础信息: (1) Gender 性别: (2) Age 年龄: (3) Teaching background 教学背景:				
Part 2: The interview description provided for the interviewee.					
第 2 部分: 提供给被采访者的访谈描述。					
	Interview Description: There is no right or wrong in the content of the interview. The interview results will be anonymous and your private information will be kept confidential. Please rest assured to answer. Thank you for your cooperation. The interview questions below will be given to you to read first. You will have 15 minutes to prepare for your answers. If you do not want to answer any questions, please just say skip. Then, the interviewer will be asking the next question. 访问描述: 面试的内容没有对错。面试结果将是匿名的。您的私人信息将被保密。请放心回答。谢谢您的合作。 下面的面试问题将交给您先阅读。你有 15 分钟的时间准备答案。如果您不想回答任何问题,请说跳过。然后,访问者会问下一个问题。				
Part 3: The interview contents					
第三部分: 访谈内容					
1	How many years have you been teaching English? 您教英语有多少年了?			+	
2	Do you think it is important to teach English vocabulary? 您觉得英语词汇教学重要吗?			+	
3	Do you use games in teaching English vocabulary? 您会在英语词汇教学中使用游戏教学法吗?			+	
4	If you use games in teaching vocabulary, how often do you use them? If not, what are the reasons? 如果您在词汇教学中使用游戏教学法,那么使用频率如何?如果不使用,原因是什么?			+	
5	What games do you often use in teaching English vocabulary? Do you think the game teaching method			+	

Item Objective Congruence (IOC) Form 1

NO.	Questions	Scale			Comments
		-1	0	+1	
Part 1: Basic information					
The purpose of this part is to get a general profile of the participants. The information will be used for the research purpose only.					
第一部分: 基本信息					
这一部分的目的是了解参与者的总体情况。这些信息将仅用于研究目的。					
Class 班级:					
Gender 性别:					
Part 2: Questionnaires of items					
第二部分: 关于问卷的详细					
1	Do you like English class? 你喜欢英语课吗?			+1	
2	Do you think English classes are interesting now? 你认为现在的英语课有趣吗?			+1	
3	In English class, does your teacher play English-related games with you? 在英语课上, 老师会和你们做和英语相关的游戏吗?			+1	
4	Do English teachers change new games in class? 英语老师在课上会换新游戏吗?			+1	
5	Before playing the game, can you understand the rules of the game as stated by the teacher in English? 在进行游戏前, 能听懂老师英文讲的游戏规则吗?			+1	
6	Will class order be disrupted during the organization of the game? 在游戏组织过程中, 会影响班级秩序吗?			+1	
7	Is the game difficult in the English classroom? 在英语课堂上, 游戏难度大吗?			+1	
8	What do you like about teachers making games in the classroom? 你喜欢教师在课堂上做游戏呢?			+1	
9	After finishing the game, does the English teacher offer praise to the students and groups that did well? 结束游戏后, 英语老师会对表现好的同学和小组提出表扬吗?			+1	
10	Do you like the rewards for winning games? 你喜欢游戏获胜后的奖励吗?			+1	
11	Do you actively participate in games in the classroom?			+1	

	你积极参加课堂中的游戏吗?				
12	Does every student in the class get a chance to participate in the English game activities? 在英语游戏活动中, 班级里每位同学都有机会参与其中吗?			+	
13	At the end of the game, were you more likely to grasp what the teacher had taught you? 在游戏结束后, 你更容易掌握老师所讲知识内容吗?			+	
14	Do you think teaching games in the English classroom helps you learn? 你认为英语课堂中的游戏教学对你的学习有帮助吗?			+	
15	Additional Comments and Suggestions 其他意见和建议				



มหาวิทยาลัยรังสิต Rangsit University

Item Objective Congruence (IOC) Form 2

NO.	Questions	Scale			Comments
		-1	0	+1	
Part 1: The information of the interview and the interviewee.					
第 1 部分: 面试者和被面试者的信息。					
	1. Interview time 采访时间: 2. Interview place 采访地点: 3. Interviewer 采访人: 4. Basic information of interviewees 被采访者的基础信息: (1) Gender 性别: (2) Age 年龄: (3) Teaching background 教学背景:				
Part 2: The interview description provided for the interviewee.					
第 2 部分: 提供给被采访者的访谈描述。					
	Interview Description: There is no right or wrong in the content of the interview. The interview results will be anonymous and your private information will be kept confidential. Please rest assured to answer. Thank you for your cooperation. The interview questions below will be given to you to read first. You will have 15 minutes to prepare for your answers. If you do not want to answer any questions, please just say skip. Then, the interviewer will be asking the next question. 访谈描述: 面试的内容没有对错。面试结果将是匿名的, 您的私人信息将被保密。请放心回答。谢谢您的合作。 下面的面试问题将交给您先阅读。你有 15 分钟的时间准备答案。如果你不想回答任何问题, 请说跳过。然后, 访问者会问下一个问题。				
Part 3: The interview contents					
第三部分: 访谈内容					
1	How many years have you been teaching English? 您教英语有多少年了?			+1	
2	Do you think it is important to teach English vocabulary? 您觉得英语词汇教学重要吗?			+1	
3	Do you use games in teaching English vocabulary? 您会在英语词汇教学中使用游戏教学法吗?			+1	
4	If you use games in teaching vocabulary, how often do you use them? If not, what are the reasons? 如果您在词汇教学中使用游戏教学法, 那么使用频率如何? 如果不使用, 原因是什么?			+1	
5	What games do you often use in teaching English vocabulary? Do you think the game teaching method			+1	

	is helpful for students' vocabulary learning? Why? 您在英语词汇教学中经常使用什么游戏? 您觉得 游戏教学法对学生的词汇学习有帮助吗? 为什 么?				
6	How effective do you think the game teaching is? Can they achieve the expected vocabulary teaching goals? 您觉得游戏教学效果如何? 能达到预期的词汇教 学目标吗?			+	
7	Additional Comments and Suggestions 其他意见和建议				

For the expert who is Chinese, please kindly comment the use of Chinese of the questionnaire on the following aspects:

1. The Chinese language used in the questionnaire is appropriate for the participants.

Yes No Comment:

2. The Chinese language used in the questionnaire well corresponds to the English version.

Yes No Comment:

(Signature of the expert)

Date: 张瑾
2024/03/15

มหาวิทยาลัยรังสิต Rangsit University

Item Objective Congruence (IOC) Form 1

NO.	Questions	Scale			Comments
		-1	0	+1	
Part 1: Basic information					
The purpose of this part is to get a general profile of the participants. The information will be used for the research purpose only.					
第一部分: 基本信息					
这一部分的目的是了解参与者的总体情况。这些信息将仅用于研究目的。					
Class 班级:					
Gender 性别:					
Part 2: Questionnaires of items					
第二部分: 关于问卷的详细					
1	Do you like English class? 你喜欢英语课吗?			+1	
2	Do you think English classes are interesting now? 你认为现在的英语课有趣吗?			+1	
3	In English class, does your teacher play English-related games with you? 在英语课上, 老师会和你们做和英语相关的游戏吗?			+1	
4	Do English teachers change new games in class? 英语老师在课上会换新游戏吗?			+1	
5	Before playing the game, can you understand the rules of the game as stated by the teacher in English? 在进行游戏前, 能听懂老师英文讲的游戏规则吗?			+1	
6	Will class order be disrupted during the organization of the game? 在游戏组织过程中, 会影响班级秩序吗?			+1	
7	Is the game difficult in the English classroom? 在英语课堂上, 游戏难度大吗?			+1	
8	What do you like about teachers making games in the classroom? 你喜欢教师在课堂上做游戏呢?			+1	
9	After finishing the game, does the English teacher offer praise to the students and groups that did well? 结束游戏后, 英语老师会对表现好的同学和小组提出表扬吗?			+1	
10	Do you like the rewards for winning games? 你喜欢游戏获胜后的奖励吗?			+1	
11	Do you actively participate in games in the classroom? 你主动参与课堂上的游戏吗?			+1	

	你积极参加课堂中的游戏吗?				
12	Does every student in the class get a chance to participate in the English game activities? 在英语游戏活动中, 班级里每位同学都有机会参与其中吗?			+	
13	At the end of the game, were you more likely to grasp what the teacher had taught you? 在游戏结束后, 你更容易掌握老师所讲知识内容吗?			+	
14	Do you think teaching games in the English classroom helps you learn? 你认为英语课堂中的游戏教学对你的学习有帮助吗?			+	
15	Additional Comments and Suggestions 其他意见和建议				



Item Objective Congruence (IOC) Form 2

NO.	Questions	Scale			Comments
		-1	0	+1	
Part 1: The information of the interview and the interviewee.					
第 1 部分: 面试者和被面试者的信息。					
	1. Interview time 采访时间: 2. Interview place 采访地点: 3. Interviewer 采访人: 4. Basic information of interviewees 被采访者的基础信息: (1) Gender 性别: (2) Age 年龄: (3) Teaching background 教学背景:				
Part 2: The interview description provided for the interviewee.					
第 2 部分: 提供给被采访者的访谈描述。					
	Interview Description: There is no right or wrong in the content of the interview. The interview results will be anonymous and your private information will be kept confidential. Please rest assured to answer. Thank you for your cooperation. The interview questions below will be given to you to read first. You will have 15 minutes to prepare for your answers. If you do not want to answer any questions, please just say skip. Then, the interviewer will be asking the next question. 访问描述: 面试的内容没有对错。面试结果将是匿名的。您的私人信息将被保密。请放心回答。谢谢您的合作。 下面的面试问题将交给您先阅读。你有 15 分钟的时间准备答案。如果你不想回答任何问题,请说跳过。然后,访问者会问下一个问题。				
Part 3: The interview contents					
第三部分: 访谈内容					
1	How many years have you been teaching English? 您教英语有多少年了?			+1	
2	Do you think it is important to teach English vocabulary? 您觉得英语词汇教学重要吗?			+1	
3	Do you use games in teaching English vocabulary? 您会在英语词汇教学中使用游戏教学法吗?			+1	
4	If you use games in teaching vocabulary, how often do you use them? If not, what are the reasons? 如果您在词汇教学中使用游戏教学法,那么使用频率如何?如果不使用,原因是什么?			+1	
5	What games do you often use in teaching English vocabulary? Do you think the game teaching method				





COA. No. RSUERB2024-032

**Certificate of Approval
By
Ethics Review Board of Rangsit University**

COA. No.	COA. No. RSUERB2024-032
Protocol Title	The Effectiveness of Game-Teaching Method in Online English Teaching to Enhance the English Vocabulary Achievement of The Fifth-Grade Students at Qilin Primary School
Principle Investigator	PENG LIYUN
Co-Investigator	Asst. Prof. Dr. Supinda Lertlit
Affiliation	Suryadhep Teachers College, Rangsit University
How to review	Expedited Review
Approval includes	<ol style="list-style-type: none"> 1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan
Date of Approval:	19 February 2024
Date of Expiration:	19 February 2026

The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP

Signature..... *Panan Kanchanaphum*

(Associate Professor Dr. Panan Kanchanaphum)

Chairman, Ethics Review Board for Human Research



Ethics Review Board of Rangsit University, 5th floor, Arthit Ourairat Building (Bldg.1) Rangsit University

Tel. 0-2791-5728 Email: rsuethics@rsu.ac.th

BIOGRAPHY

Name	Liyun Peng
Date of Birth	May 29, 1997
Place of Birth	Kunming, China
Education Background	Yunnan Arts University, China Bachelor of Arts in Chinese, 2019 Rangsit University, Thailand Master of Education in Bilingual Education, 2024
Email:	865162160@qq.com

