# THE EFFECTS OF GAME TEACHING TO ENHANCE ENGLISH

# SPEAKING  SKILLS OF STUDENTS AT AN INNER

# MONGOLIA PRIMARY SCHOOL IN CHINA

## BY

## PENG CHEN

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## Abstract

The purposes of this research were 1) to study the effects of games in enhancing the English speaking skills of students at a primary school in Inner Mongolia, China, and 2) to investigate students' satisfaction towards game-based instruction. This experimental quantitative research comprised 80 students from two Grade 3 primary classes. Both classes had 40 students each with the same level of English speaking skills. One class was the experimental group, and the other was the control group. The experimental group was treated with game-based instruction while the control one was treated with traditional teaching methods. A pre-test and a post-test were used to discover the learning outcomes of both groups. In order to find out their satisfaction towards game-based instruction, a questionnaire was given to the experimental group after the experiment. The findings showed that the post-test mean scores of the experimental group and the control group were 88.68 and 84.18, respectively, revealing that game-based instruction was more effective than traditional teaching methods in enhancing English speaking skills. Finally, students' satisfaction towards game-based instruction was at a 'Very satisfied' level (4.67/5.00).

(Total 108 pages)

Keywords: Game-Based Instruction, English Speaking Skills, Primary School, Inner Mongolia

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

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# CHAPTER 1

# INTRODUCTION

This chapter presents the background of study, research, research objectives, research questions, hypothesis and significance of the study

## 1.1 BACKGROUND OF THE STUDY

Due to the development of economic globalization, English becomes the language that connects the whole world，it is not only the mother tongue of many developed countries, but also the official language of many commonwealth countries, and is one of the languages that must be chosen in any international exchange (Zhang, 2014). According to statistics, there are about 400 million native speakers of English; it means that one in ten people can speak English (Zhen, 2013). At present, the world's economic trade, commercial documents, government contacts, academic papers and travel traffic are all used in English. The scientific community is fully English. The software program is written in English, the website domain name is registered in English, the material on the Internet is 90% in English, and the international academic conference is also in English (Guo, 2014). Language is a tool for communication, English as a language, the importance of English is self-evident.

English is made a compulsory course in many countries' primary school, so is China. Offering English courses at the stage of compulsory education can improve the overall national quality of China and cultivate talents with innovative ability and intercultural communicative competence.

New English Curriculum Standard for Chinese Primary schools and Junior/Senior Middle schools suggest that the main course objectives of Basic English teaching are cultivating students' interest in learning English, mastering the basic skills of listening, speaking, reading and speaking in English, understanding the differences

between Chinese culture and western culture through learning English. According to the requirement of new curriculum reform in China, the main direction of English teaching is basic language function and the cultural connotation of English.

The primary school where the researcher conduct experiments is located in Wuhai, Inner Mongolia of China, this primary school was founded in 1994, It covers an area of 28,800 square meters and has over 1,550 students, there are six grades and six classes in each grade. English teaching in Inner Mongolia China usually begin at grade three, based on the textbook, and aims to complete the teaching task, the main content of the textbook is the text and the words. There are only three English lessons a week, and forty minutes in each lesson. English teaching time quite few. The time table of teaching according to the Inner Mongolia curriculum is shown in Table 1.1.

Table 1.1 The Curriculum for the Primary 3 Students in Inner Mongolia

| Time / Class / Day | | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|---|
| A.M. | First | Math | Chinese | Math | Chinese | Math |
| | Second | Chinese | Math | Chinese | Math | **English** |
| | Class-break setting-up exercise | | | | | |
| | Third | Moral Character | Writing | Calligraphy | Science | Arts |
| | Fourth | Science | Writing | Moral Character | Music | Arts |
| Lunch break | | | | | | |
| P.M. | Fifth | Football | **English** | Mental Health | Reading | P.E. |
| | Sixth | Music | P.E. | Traditional Chinese | **English** | Self-study |

Table 1.1 The Curriculum for the Primary 3 Students in Inner Mongolia (Cont.)

| Time \ Class \ Day | | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|---|
| | Seventh | Self-study | Self-study | | | |

Source: Li, 2018

As a tool, the ultimate goal of language is to communicate, at the same time, English is an important part of teaching activities, and English speaking is very helpful to improve students' English communicative ability (Wang, B., 2016). However, the primary school oral English teaching is influenced by the traditional teaching mode, and the primary school students have a serious purposiveness in learning English. Most of the primary school students learn English for the purpose of coping with the entrance examination, but not for their own needs. "Spoon feeding" teaching has led students to be passive in English class, and their learning enthusiasm has dropped seriously (Xia, 2017). It caused some students difficulties to speak English; some students do not know how to communicate although they are brave to use English; there are students who are not interested in learning and have no motivation, they are not willing to speak and so on.

In summary, the quality of second language speaking directly affects communicative competence and communicative effects. Strengthening the cultivation of English speaking ability is the trend of contemporary English teaching, and also the direction of improving the quality of English teaching in China (Chen, 2014). The researcher expects through game teaching, the primary school students can be motivated to learn how to speak English, inspire their confidence in English speaking, and encourage them to improve their English speaking skills.

**1.2 SIGNIFICANCE OF THE PROBLEM**

For primary school students in China, English is not the mother tongue, and in the process of expression, they will be ashamed to speak. The purpose of learning any new language is to communicate with the others. Game teaching as a teaching method provides an interesting and practical way for primary school students to speak English and enhance their English speaking skills. It is not only the advanced education concept, but also a direction of teachers' efforts. With the help of games, teachers foster the students' strategies of natural acquisition, affective learning, and thus developing their listening and speaking skills and improving their communications (Ni, 2013). When using games in the classroom, it is beneficial for teachers to have a complete understanding of the definitions of games: a form of play concerning rules, competition, and an element of fun. Teachers should also consider the advantage of games: the ability to capture students' attention, lower students' stress, and give students the chance for real communication (Wu,F., 2006).

**1.3 SIGNIFICANCE OF THE STUDY**

The significance of this study can be listed as the following three points.

The situation of Chinese primary school students are good at reading and writing but not good at listening and speaking, and it has been in existence for a long time, the students have studied English for several years, but it is still difficult to communicate with others and express themselves in English.

Presently, the most popular teaching methodology in primary school of Inner Mongolia of China is task-based learning, which refers to interact a single or multiple teaching objectives into concrete teaching activities and converting language communication in class teaching. Chao claims that psychological and physiological students in primary school are curious, active, showy and good at imitating their role models (Chao, 2009 cited in Gao, 2009). Therefore, as a mean of teaching, game teaching are very useful and necessary for mobilizing students' enthusiasm for learning English and expressing themselves.

English learning is actually a complex process of English knowledge accumulation, skill training and ability development, mainly through conscious learning. The attention of primary school students is not easy to be concentrated for a long time, so we should create the conditions for learning and fully mobilize students to carry out unconscious learning so as to reduce their learning burden. Game teaching can put more complicated teaching content in relaxed play, so that the primary school students can unknowingly active study.

## 1.4 RESEARCH OBJECTIVES

The purposes of this study are as follows:

1.4.1 To study the effects of game teaching in enhancing English speaking skills at an Inner Mongolia primary school

1.4.2 To find out the satisfaction of primary students in enhancing English speaking skills after using game teaching.

## 1.5 RESEARCH QUESTION

The research question of this study is as follows:

Comparing two groups, does the game teaching effective to enhance students' English speaking skills of Inner Mongolia primary school in China?

## 1.6 RESEARCH HYPOTHESIS

The following hypothesis will test the research question.

Hypothesis: After using the game teaching in Inner Mongolia primary school students' English teaching, Inner Mongolia primary school students' English speaking skills have been enhanced.

## 1.7 SCOPE OF THE RESEARCH

### 1.7.1 Location

A public primary school in Inner Mongolia is one of the government schools in China. This primary school was founded in 1994; it covers an area of 28,800 square meters and has over 1,550 students. This school has only one to six grades in primary level. It is mandatory to teach English for grade 3-6 students of the school according to curriculum standard of China.

### 1.7.2 Population

The population of this study consists of 240 students who are in the grade 3, which is divided into 6 classes, 40 students in each class.

### 1.7.3 Sample

According to a purposive sampling method, the 80 samples are chosen from 2 classes which students were the beginners of English class and they have the similar low ability level, and each class has 40 students. In those two classes, one is an experimental group, and the other one is a control group.

### 1.7.4 Research Methodology and Research Design

In order to study whether students' English speaking skills proficiency is enhanced, the pre- and post-test were used. First, the researcher has conducted a pretest to two sample classes, then the experimental group has learned English speaking by using the game teaching as a means to enhance English speaking skills, and control group will use traditional task-based learning. Two classes will post-test after one month, the researcher gauged the students' speaking skills enhancing in efforts to answer the aforementioned research hypothesis.

### 1.7.5 Length of study

The research was conducted during the Term 1 of the 2018 academic year and the duration time was for a month with 40 students being taught game teaching for four times a week at an Inner Mongolia primary school in China.

## 1.8 TERMINOLOGY

**Effects** in this study refers to the improvement in students' English speaking skills compliance with the results in the pre-test and post-test and students' satisfaction with the game teaching.

**Game teaching** in this study refers to various games used in English speaking teaching, such as role-playing, word-guessing, puzzle games and so on in order to enhance students' English speaking skills.

**English speaking skills** in this study refer to the ability of primary school students to speak English and pay more attention to oral English.

**Students** in this study refer to grade 3 students who were beginners of English learning in a primary school in Inner Mongolia of China.

## 1.9 LIMITATIONS OF THE STUDY

Firstly, it is impossible to collect data from all primary schools, the study took place at one primary school in Inner Mongolia of China for data collection, the population of this study was quite limited.

Secondly, this study was carried out for only four weeks and gave English lessons 3 times in each week, extending experimental time may effect better.

Thirdly, Students' post-test scores may be affected by variables, such as the type of games.

# CHAPTER 2

# LITERATURE REVIEW

Chapter two presents the literature review on the effects of game teaching in English speaking skills enhancement in primary school. The following outlines lend rationale to this study in topics:

2.1 Constructivism Theory

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    2.1.3 The social constructivist theory of Lev Vygotsky

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2.5 Conclusion

## 2.1 CONSTRUCTIVISM THEORY

### 2.1.1 The Definition of Constructivism

One of the theories that are related to the student's learning development is constructivism. The Swiss philosopher and psychologist, Jean Piaget, was the first proposed constructivism. The school he founded was called Piaget School or Geneva School; it is the most influential school in the field of cognitive development. Piaget (1974) conducted a systematic and in-depth study on children's psychology from the perspective of the occurrence and development of cognition, he proposed that cognition is an active construction based on the existing knowledge and experience of the subject; this is also the core of the constructivism, he pointed out that children interact with their surroundings and gradually build up their knowledge of the outside world, so as to develop their own cognitive structure (Wu, F., 2006).

The instructional climate is currently highlighting the need for student-centered learning. Constructivism is a theoretical foundation which promotes a transformation from teacher-centric to teacher-centric (Young and Maxwell, 2007). The theory of construction, affected by Piaget and Vygotsky's work (Woo and Reeves, 2007), enhances learners to build their own body of knowledge based on individual experience and to apply this knowledge directly to their environment. In constructivism, the individual is at the center of the social process, with the focus on learning rather than on teaching (Ali, Hodson-Carlton & Ryan, 2004). The theory states that: there are multiple ways of understanding knowledge; reality is created by an individual; and, knowledge comes from a personal interpretation of interactions with the world.

On the basis of Piaget's Theory, many experts and scholars work on the development of constructivism from various angles; many famous scholars and their different schools have sprung up. Vygotsky (1986), a pioneer of social constructivism,

emphasized the role of social, historical and cultural backgrounds of learners, and put forward the important concept of the zone of proximal development. Wittrock (1988) proposed the generation process model of learning. Jonassen (1992) and others present a non-structural background of experience. These viewpoints have further enriched and improved the constructivism; it laid a foundation for practical application in teaching (Wu, 2006).

The structure of the learning environment, based on constructivism, is to promote opportunities that enhance and support the building of understanding. The constructivist's perspective indicates that the environment (Hiemstra, 2007). Constructivism espouses students are to be active in the learning environment; develop social and interpersonal skills; enjoy learning; have an understanding of the content being taught; and learn to think in an efficient manner (Kelsey, 2007). Knowing how to think enhances students' decision-making with real-world issues, and facilitates the development of social and interpersonal skills.

Constructivism has emerged as one of the greatest influences of the practice of education in the last twenty five years. Teachers have embraced constructivist-based pedagogy with an enthusiasm that is rare in these days of quick fixes and a shopping mall approach to school improvement. For many teachers, the focus on constructing meaning in the teaching-learning process resonates with prior beliefs because constructivist-based instruction firmly places educational priorities on students' learning (M. Gails & Laura, 2002).

### 2.1.2 The Cognitive Development Theory of Piaget

Swiss psychologist Jean Piaget was one of the most influential researchers in the area of developmental psychology during the 20th century. During the past half century, Jean Piaget devised a model describing how humans go about making sense of their world by gathering and organizing information. Cognitive development is much more than the addition of new facts and ideas to an exciting store of information.

According to Piaget, our thinking processes change radically, though slowly, from birth to maturity because we constantly strive to make sense of the world. Piaget identified four factors: biological maturation, actively, social experiences, and equilibration that interact to influence changes in thinking (Piaget, 1974). Maturation, actively, social experiences all work together to influence cognitive development.

The "Play Theory" which is also called "The Cognitive Developmental Game Theory". The "Play Theory" has closely contact with or a part of Piaget's cognitive developmental theory. Piaget thought the game not only reflects the developing level but promotes the development of children's acquaintance. He asserts one can study only when adapting. The adapting needs two unchanging processes. One is the assimilation, a process of accepting or imbibing the new information in the reality; the accommodation is the other process, which means to modify existence the structure of acquaintance in order to account for the new event (Ni, 2013).

Children's play, sometimes called "work" by them, promotes development in all aspects of growth. Play is the best context for children's learning and development in that it is open ended and free, children have control over it, it can be done alone or with others, it can even occur without any materials or equipment, and it can take place in many settings. Play comes naturally to children, so it makes sense that they learn from it. Through his research, Piaget founds that people's needs for creating order in their lives is a central drive Piaget, he called this the drive for equilibrium, or a state of balance. To reach equilibrium, people have biological tendencies to organize and adapt (Piaget, 1974).

Why do children play games? What is the essence of children's play? Piaget believes that this is because games provide children with the opportunity to consolidate their new cognitive structure and develop their emotions. In the game, children are not limited by the specific conditions of the actual environment and time, and create situations through imagination. For example, consider the floor as a lake and the chair as a car. And according to the needs of the game, change the use of items, such as using sticks as syringes. Children in the game, with sincere feelings,

experience the activities in the game; believe in the authenticity of fiction. At the same time, they also know what is false. Therefore, Piaget believes that games are the inherent needs of children's psychological development. Children expand their cognition form some concepts in games, their thinking get more flexibly, and express the surrounding world with objects, actions and language.

The development of play theory is in accordance with children's cognitive development. Cognitive development of a child happens through these stages. The first stage of cognitive development, which is known as Sensor Motor stage, is from birth to at the age of two. At this stage, children are only conscious of the direct things which are in front of them, thus the saying "out of sight, out of mind". The second stage is called Preoperational stage appears at two until at the age of seven. Children use pretending play to understand the world around them. At the preoperational stage, children begin to use language to communicate, so it is the language developing stage. The third stage is Concrete Operational stage, which begins at seven and continues to eleven years old, children at this stage begins to use logical reasoning to understand concrete, observable objects and events. The fourth and last stage of cognitive development is Formal Operational stage, appearing from twelve to about fourteen or fifteen years old. Children develop the ability to reason with abstract information and they can think over problems that are focused on matters other than themselves.

In short, Piaget's play theory tells us that game is a way for children to consolidate cognitive function, solve emotional conflicts and compensate for unmet needs. More importantly, Piaget's game theory provides us with a correct cognitive direction: attaching importance to games, activities and respecting children's nature (Lu, 2008).

### 2.1.3 The Social Constructivist Theory of Lev Vygotsky

Piaget overemphasizes personal development, but Vygotsky believes that society and culture play a very important role in children's cognition. For this reason, Vygotsky developed the theory of social constructivism. He believed that all human

cognitive functions originated from social interaction. Culture, social system and customs were important factors in children's cognitive development. Learning is a process in which learners aggregate scattered knowledge into a knowledge community rather than simply assimilate it. Therefore, interaction with society embodies the progress of social constructivist theory, and human cognitive development is closely related to social development.



Figure 2.1 Theories of Cognitive Development: Vygotsky vs. Piaget
Source: Yolanda, 2019

### 2.1.4 The Relationship between Constructivism and Game Teaching

The basic point of constructivism is that learners understand and give meaning to their external world based on their own experience, in other words, constructivism emphasizes that learners should actively construct knowledge in the process of cognition, create a situation that is related to knowledge and presents the connection between new and old knowledge. Constructivism advocates the student-centered teaching process; it is believed that students should play an active role in the learning process; we should actively build our own knowledge system and realize the construction of knowledge through teaching situations and cooperation. In a sense,

these provide a new teaching concept and thought for primary school English teaching (Chan, 2014).

Constructivism theory holds that learners can better activate their perception of learning thinking and enhance their cognitive experience in a language learning environment close to the real world. According to the characteristics of constructivism, trying to use game to optimize teaching can effectively enrich learning resources and cognitive methods, and help students form good habits of active learning and exploration. By using games to activate the teaching process, students can learn happily and communicate actively in a relaxed and free language environment, thus contributing to the improvement of comprehensive language skills (Wang, H., 2014).

### 2.1.5 Froebel's Game Teaching

2.1.5.1 The Significance of Play for Children's Development

Froebel was a famous theorist and practitioner of education in the first half of the 19th century and the founder of education theory in modern preschool education. He attached great importance to the role of games in children's growth.

In Froebel's game teaching, childhood is also the playtime of children's life. Play is an external expression of children's internal needs and impulses. It's children's nature to love games. For the development of children，games are not trivial matters, but it's extremely important. "Children's self-activities and games not only form the germination of his whole future life, but also form the core of his whole future life," emphasized Froebel. Games directly affect children's life and education. Meanwhile, games should be suitable for children's intelligence and physical strength, and enable them to understand the natural world and social life around them.

Froebel designed special education materials and activities that formed the core of the kindergarten curriculum. These were called "gifts", "occupations", and "mother plays". The gifts were a set of geometric shapes such as balls, cubes and cylinders and materials like cut paper and string. Children used these gifts to perform a

sequence of highly structured activities called occupations, such as sewing designs with colored threads, folding paper, weaving mats, stringing beads, and modeling with clay. The mother plays were a series of finger plays, games and songs designed to teach children about their bodies, senses and enabled children to practice self-control, cooperation, and taking turns (Liao, 2004). Froebel believes that childhood is the game years of children's life, and games are the external manifestations of children's inner needs and impulses, and playing games is the nature of children (Shan, 2009).

Froebel puts forward the educational principle of "education adapts to natural development". In his view, the development of education adapts to the natural development of education against human interference in violation of nature, making people develop freely and healthfully as they are nature. Froebel believes that through games, children exercise their bodies, develop language, cultivate imagination and thinking ability, understand the outside world, and accumulate life experience

In summary, through games, children exercise their bodies, develop their language skills, develop their imagination and thinking, understand the outside world and accumulate life experience.

But from the point of perspective of current game teaching, game teaching by Froebel was only called teaching practice rather than game teaching or teaching model.

2.1.5.2 Classification and Content of Children's Games

Froebel believes that children's games need organization and guidance. In the book "Kindergarten Education", Froebel clearly pointed out that games can be divided into sports games and spiritual games.

a. Sports games

Sports games mainly involve physical exercise and sensory training for children, and cultivate their sense of cooperation and love for their peers and educators. Sports games mainly include marching games, performance games, running games

and pure walking games. In Froebel's opinion, sports games can not only exercise and develop children's independent sports ability, but also enrich and accumulate children's perceptual experience.

b. spiritual games

In Froebel's theory, spiritual games mainly train children to think and judge, help them understand the basic characteristics of things in the outside world and develop their intelligence. This kind of game is carried out through the use of various "gifts", and more educational elements are added.

Taking teaching as a game, teaching is no longer accepted and experienced, but experienced and creative. Only impart game spirit to teaching, teaching can become a process of free interaction and common play between teachers and children. Teaching in games is conducive to the realization of human care, the improvement of students 'all-round quality and radiation of teaching vigor.

### 2.1.6 Student-Centered Learning (SCL)

Flexible learning, autonomous learning, open/distance learning, participatory learning, or self-managed learning is also known as SCL. It focuses on the requirements, skills, interests, and teaching styles of the student, with the teacher acting as a teaching facilitator. It places learners first in pedagogy of teaching and learning. SCL needs learners to participate actively and responsibly.

Student-centered learning (SCL) has been defined circumstances where the individual determines the learning goal, learning means, or both the learning goals and means (Hannafin, 2012). Student-centered learning often referred to as Project-Based Learning (PBL), is a 21stcentury concept implementing a new curriculum using technology and the student's own abilities to achieve higher standards than the traditional learning styles. The concept of student-centered learning is to bring the classroom and students to life. The teacher is considered a "guide on the side", assisting and guiding students to meet the goals that have been made by the students and the teacher (Zmuda, 2009). This learning structure leads to higher self-esteem,

better communication skills, and in unifying students in the diverse, multicultural society they live in (Overby, 2011).

Table 2.2 Activities in SCL

| Outside the classroom | In the classroom |
|---|---|
| Independent projects | Buzz groups (short discussion in twos) |
| Group discussion | Pyramids/Snowballing (buzz groups continuing the discussion into larger group) |
| Peer mentoring of other students | Crossovers (mixing students into groups by letter/ number allocations) |
| Debates | Rounds (giving turns to individual students to talk) |
| Field trips | Quizzes |
| Practicals | Writing reflections on learning (3-4 minutes) |
| Reflective diaries, learning journals | Student class presentations |
| Computer-assisted learning | Role playing |
| Projects | Poster presentations |
| Writing newspaper articles | Students producing mind maps in class |
| Portfolio development | |
| PBL | PBL (less complex problems) |
| Case study | Case study (Simpler cases) |
| Modular approach | |

Source：University Saint Malaysia，2019 a

To be successful as a teacher it is imperative to build a relationship with a student; respect fosters respect, which breaks down the barriers that inhibit communication and trust (Moye, 2010). Johnny Moye (2010) states that "the trick is to have students learn while they are busy having fun", making learning and teaching more comfortable. This also builds trust, allowing students to feel they can discuss what they are feeling or what problems they may have, enabling the teacher to guide them into finding ways to fulfill their goals (Overby, 2011).

Table 2.3 Other SCL Approaches

| Other SCL Approaches | Definition of terms |
|---|---|
| Collaborative | Working together to achieve a goal, but in its negative sense it is working as a traitor |
| Contextual | Relating to, dependent on, or using context (e.g., contextual criticism of a book) |
| Cooperative | A business organization owned and operated by a group of individuals for their mutual benefit |
| Constructivist | A theory of knowledge that argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas |
| Inductive | Of, pertaining to, or involving electrical or magnetic induction |
| Experiential | Pertaining to or derived from experience |
| Simulation | The imitation of some real thing, state of affairs, or process; the act of simulating something generally entails representing certain key characteristics or behaviours of a selected physical or abstract system |

Source：University Saint Malaysia, 2019 b

Student-Centered learning has proven to take students to higher levels of critical thinking, problems solving, improvement of attitude to learn, as well as an increase in overall attendance. The use of the curriculum is essential for students to achieve success in the global world that ensue the advancements of technology. We as educators need to us this technology to engage our students to make school more interesting and fun, pushing our students to their full potential with alternative methods (Overby, 2011).

### 2.1.7 Brain Based Learning

Brain-based education is best understood in three words: engagement, strategies and principles. Brain-based education is the engagement of strategies based on principles derived from an understanding of the brain (Jensen, 2008).

As students grow up the way they learn changes due to social, emotional, and cognitive factors, Brain-based learning refers to teaching and lesson design methods that adapt to these changes and are based on the latest scientific studies on the brain. As long as the brain is not prohibited from fulfilling its normal processes, learning will occur.

The key brain-based teaching principles state that:

The brain is a parallel processor, which means it can carry out several operations at once, such as tasting and smelling.

Learning involves the physiology as a whole.

It is inherent to search for significance.

Patterning is the quest for significance.

For patterning, emotions are critical.

The brain simultaneously processes wholes and components.

Learning includes focused attention as well as peripheral perception.

Learning includes procedures that are both conscious and unconscious.

We have two memory kinds: spatial and rote.

We understand best if facts are integrated in natural, spatial memory.

Learning is reinforced by challenge and threatened.

Every single brain is unique.

Brain-based learning impacts education in many aspects. For curriculum, Teachers need to design learning around student interests and contextualize learning. For instruction, educators let students learn in teams and use peripheral learning. Teachers structure learning around actual issues, encouraging learners to learn outside of the classroom and school construction in environments as well. For assessment, since all learners are learning, their assessment should enable them to comprehend their own styles and preferences of learning. This way, students can monitor and improve their own learning process.

### 2.1.8 The advantages of Constructivism Theory

According to the theory of constructivism, students learn knowledge on the basis of their original knowledge and experience. Teachers can only play a role of guiding. Learning independently can help students develop. Give full play to the subjective initiative of learning, so as to cultivate good habits of autonomous learning.

Education works best when focusing on thinking and understanding rather than rote memorization. Constructivism is focused on learning how to think and comprehend.

The learning of constructivism can be transferred. Students generate organizing concepts in constructivist classrooms that they can bring to other learning environments with them. It is conducive for students to establish links between the old and the new only independently. Constructivism gives students ownership of what they learn, as learning is based on questions and explorations from students. The involvement of creative instincts develops the ability of learners to convey understanding in a multitude of ways. Also, learners are more likely to maintain the new knowledge and transfer it to real life. Game teaching can create a relatively real language environment for students. Children learn more than passive listeners, and enjoy learning more when they are actively involved.

Constructivism stimulates and engages learners through grounding learning operations in an authentic, real-world context. Students learn to question things in constructivist classrooms and apply their natural curiosity to the world. Meanwhile, constructivism enhances communication skills by establishing an atmosphere in the classroom where cooperation and exchange of thoughts are emphasized. Students need to know how to obviously articulate their thoughts and cooperate efficiently on assignments through sharing in group projects.

In summary, under the guidance of constructivism theory, game teaching is student-centered and activity-based, according to the Froebel's game teaching, game teaching conforms to children's development, injects vitality into teaching, and integrates learning with teaching, engaging students actively in the learning process. Teachers design valuable and meaningful games to enhance English speaking skills and guide students' continuous participation. Creating virtual scene for students in game teaching, improving students' participation and group work in games, students learn knowledge on the basis of their original knowledge and experience, enhancing students' English speaking skills subconsciously.

## 2.2 SECOND LANGUAGE ACQUISITION (SLA)

### 2.2.1 The Concept of Second Language Acquisition

Language acquisition refers to the natural process of children's language development, while "acquisition" implies that children's language development is a natural subconscious process. Some linguists emphasize the distinction between "second language" and "foreign language". Second language refers to a language other than one's mother tongue in a bilingual or multilingual country, while foreign language refers to other languages that people in a monolingual country learn. Generally speaking, second language acquisition (SLA) refers to the process of learning a non-native language in a natural environment or classroom.



Figure 2.4 Second Language Acquisition Graphics

Source: Foreign Language Teaching and Research Press,2019

Second language acquisition is also the processes by which people learn languages in addition to their native tongue(s). Just as second language is the standard term for any language whose acquisition starts after early childhood, including what is chronologically the third or subsequent language, SLA is the acquisition of any second language. The language to be learned is often referred to as the "target language" or "L2" (and SLA is often called L2A, for "L2 acquisition").

The acquisition of a second language, be it by everyday communication or by instruction, follows certain principles, which stern from various properties of human language processing, from the learner's specific motivation and, finally, the way in which samples of, or information about, the language to be learned are made accessible to the learner (Klein, 1986).

### 2.2.2 Krashen's Monitor Model

Krashen is a famous American applied linguist. He developed the theory of second language acquisition in the late 1970s and early 1980s, it mainly consists of five hypotheses about second language, namely, the acquisition learning hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis and the affective filter hypothesis. Although his theory has been challenged in the field of linguistics, it has also been supported by many experiments, and is still one of the most influential and controversial second language acquisition theories in the world so far (Dai, 2010). Especially the acquisition learning hypothesis, the input hypothesis and the affective filter hypothesis are closely related to children language learning.

2.2.2.1 The acquisition and learning hypothesis

"Acquisition" is a subconscious process and the result of paying attention to the natural communication of meaning. Children's acquisition of mother tongue is such a process. The acquired language system is located in the left hemisphere of the brain and is the basis of spontaneous language use. "Learning" is a conscious process, that is, through classroom teaching and conscious practice, memory and other activities, storage may not necessarily be in the language area, in the "declarative memory area", every time when a new language is needed, it returns to the brain to search for memories.

This is the most basic of the five hypotheses. He believes that the development of foreign language competence in adults depends on two approaches. One is language acquisition, which is similar to the process of children learning their mother tongue. Language learners usually do not realize what language rules they

have acquired, but only have an "intuition" for the right things. This process can be called implicit learning, informal learning or natural learning. The second way for adults to develop their foreign language ability is to consciously learn language rules, this is called language learning, and it can also be called explicit learning, formal learning or unnatural learning. The acquisition-learning hypothesis think adults can also acquire language and have natural language acquisition mechanism, just like children.

2.2.2.2 The monitor hypothesis

The monitor hypothesis embodies the intrinsic relationship between language acquisition and language learning. The roles of them are different. Language acquisition system is the real language ability. Language learning system, that is the knowledge of conscious language, only plays a monitoring or editing role in the use of second language. This monitoring function may be before, during and after the language output

But its effect depends on three conditions:

1) Enough time to select and apply grammatical rules effectively;
2) Pay attention to the form of language, that is, the correctness of language must be considered.
3) Know the rules.

2.2.2.3 The natural order hypothesis

The acquisition of linguistic structure knowledge is carried out in a natural order. Language input can be understood as listening and reading, language output can be understood as speaking and writing. Generally speaking, language output is later than language input.

2.2.2.4 The comprehensible input hypothesis

Krashen thinks this is the most important part of his whole acquisition theory, the input hypothesis answers the most important question in the field of language teaching, and that is, how do we acquire a language, especially a foreign language. The input hypothesis requires that the input must contain i+1 to facilitate language acquisition where "i" represents the learner's current level and "1" represents language knowledge slightly higher than the learner's current level. Krashen summarized the input hypothesis as follows: (1) Input hypothesis is related to acquisition, not learning; (2) New language structures can be acquired by understanding languages that contain language i+1that are slightly beyond the learner's current language competence; (3) When communication is successful, that is, when input is understood, i +1 is automatically included; (4) The ability to speak comes naturally and cannot be taught directly.

### 2.2.2.5 The affective filter hypothesis

The affective filter hypothesis holds that emotional factors directly influence second language acquisition the affective filter hypothesis embodies Krashen's view that plenty of "affective variables" play a facilitative but non-causal role in the second language acquisition. These variables contains (1) Motivation. Learners with high motivation will acquire more language; (2) Self-confidence. The self-confident learners tend to do better; (3) Anxiety. In terms of acquiring second language, the learners who are of low personal anxiety may do more (Richards & Fodgers, 1986).

In conclusion, for Chinese students whose mother tongue is Chinese, English as the second language of Chinese students, according to Krashen's input hypothesis, game teaching helps students understand the input language materials. In order to make language input beneficial to language acquisition, it is necessary to process its meaning, game teaching makes the language materials interesting, easy to understand and relevant in content, this will attract students to continue learning, easy acquisition of language unconsciously.

## 2.3 MULTIPLE INTELLIGENCE THEORY (Kendra, 2019)

### 2.3.1 The Definition of Multiple Intelligences Theory

Traditional intelligence theory holds that human cognition is unitary and individual intelligence is single and quantifiable. Howard Gardner, an American developmental psychologist, revised the traditional concept of intelligence on the basis of studying the human brain and intelligence of different objects and defined intelligence as: 1) Intelligence is the ability to solve problems and create value in a unit or multicultural environment; 2) Intelligence is a set of abilities that enable people to solve problems in their lives; 3) Intelligence is the ability of people to accumulate new knowledge when they find problems or seek solutions to them.

### 2.3.2 The Type of Multiple Intelligences Theory

Unlike the traditional concept of single intelligence, the theory of multiple intelligences broadens the definition of intelligence. Human intelligence is divided into the following eight categories:

1) Musical Intelligence

Musical intelligence refers to the individual's ability to perceive, recognize and remember music rhythm, tone, music and melody more accurately, and to express his own thoughts and feelings through various forms of music

2) Bodily-Kinesthetic Intelligence

Bodily-Kinesthetic Intelligence refers to an individual who can effectively control his body, make it able to balance, coordinate and flexible movement, and can freely use his body, express his thoughts and feelings appropriately through body movements, and can skillfully operate some small objects with his own hands.

3) Logical-Mathematical Intelligence

Logical Mathematical Intelligence refers to the ability of an individual to discover the connections between various things and to understand, analyze,

synthesize, induce, reason and operate the logical relations of causes, consequences, categories, attributes and comparisons of things

4) Linguistic Intelligence

Linguistic intelligence refers to an individual's ability to master language quickly and skillfully, including listening, reading, writing and speaking, and to use language flexibly, accurately describe, freely express his views and communicate with others easily and fluently

5) Spatial Intelligence

Spatial Intelligence refers to the ability of individuals to accept and understand the visual factors such as color, figure and shape, and the spatial relations such as orientation, distance and distance, and position relations.

6) Interpersonal Intelligence

Interpersonal intelligence refers to an individual who can actively interact with others, is good at studying other people's behavior, mood and personality, and can accurately understand the internal reasons behind their behavior by observing other people's external behavior performance, and is in harmony with his own group members, showing strong leadership or organizational ability.

7) Intrapersonal Intelligence

Intrapersonal intelligence refers to the ability of an individual to make a reasonable evaluation of his own behavior, motivation, thought and so on, and to deeply analyze and reflect on his shortcomings in order to form correct self-concept and behavior pattern, and to apply these correct concepts and behavior patterns in real life.

8) Naturalist Intelligence

Natural intelligence refers to the individual's keen sense of physiological structure, behavioral habits and other basic characteristics of various organisms in nature, as well as their interdependence and antagonistic relationship, and the ability to observe and identify accurately.

Figure 2.5 Multiple Intelligences

Source: Qiao, 2017

### 2.3.3 Generalization effects on foreign language teaching

Gardner argues that every child has a variety of intelligence factors, which can be combined in different combinations, and intelligence is determined by these combinations. He also believes that although differences in intelligence are determined by combinations of intelligence, they are also determined by combinations of intelligence around one intelligence.

Gardner's multiple intelligence theory provides a solid theoretical basis for the application of game teaching in classroom. It breaks through the traditional teaching methods and students' learning methods. Students can understand learning tasks in many ways, so they can understand and learn more thoroughly what teachers teach.

There are differences among each individual, it requires educators to change their teaching concepts, teach students in accordance with their aptitude, give full play to the advantages of each student, and stimulate students' interest in learning. According to the theory of multiple intelligences, the application of game teaching in

oral English teaching can stimulate students' multiple intelligences, cultivate students' potentials and enable them to learn English better (Wang, 2017).

In general, the teaching concept advocated by the theory of multiple intelligences is a kind of view of teaching students according to their aptitude. This teaching concept includes two meanings, one is "prescribing the right medicine" according to different intelligence characteristics, the other is "prescribing the right medicine" for different students. Game teaching makes English teaching no longer confined to some intelligent way of teaching, create a threat-free teaching environment to enhance learners to use it for self-expression.

In summary, in teaching methods, the theory of multiple intelligences emphasizes that the most suitable method should be chosen according to each student's intelligence advantages and weaknesses, teaching methods should be flexible and varied according to the teaching object and content. Game teaching is optimized according to the content of textbooks, students' knowledge base and characteristics of intellectual structure, so that students can participate in and perform more. It is helpful for students to transfer the characteristics of superior intelligence to English speaking skills learning.

## 2.4 RELATED RESEARCH

The research purpose of Liwen Gao's (2009) study was to compare between control group and experimental group which has been conducted in order to show the effects of game teaching. The result of this study reveals that using game can improve students' communication competence and enhance their sense of English language and culture. It is suitable for English teaching in primary school and is worthy to be promoted.

The research entitled "A study of applying of classroom games to improve pupils' spoken English" was studied by Ni (2013). The purpose of this research was to testify the games have impact on students' language ability of the formation. The author chose two parallel nature classes of 90 students from a primary school in

Anshan Liaoning province of China for an experiment which lasted for 4 months in 2011. In the experimental class, the teacher taught English with games while the same teacher in the control class used the traditional teaching method to teaching English. The oral exam was given once a month to testify in spoken English whether there was significant different between two classes. The data collection from questionnaires and interviews testified that games in English teaching improved students' English learning and language competence.

A research about "Games in the teaching of English" aims to give a description of game, its classification and benefits for English teaching. In addition, the right timing for the implementation of game into the teaching is considered. The author Blanka Frydrychova Klimova (2015) also describes different ways of using games in language classrooms.

Another research is about "The study on English teaching in the primary school". The researcher, Siyi Zhu (2014), thought game teaching combines knowledge and practice, making students take the initiative to actively participate in activities and acquire knowledge and skills; game teaching also can increase students' interests and experience joys, taking the initiative to understand learning's joy and satisfaction of success. Pupil's intellectual, cognitive, communication ability get comprehensive and harmonious development in game teaching. This kind of teaching process can achieve the effect of mutual progress better. Therefore, game teaching has been a common teaching method in primary schools generally employed by English teachers, and an effective way to comprehensively improve primary English teaching.

Dequan Liang (2007) carried out a research about "Game teaching research and practice in primary school", with the development of society and improvement of civilization; English teaching methods in primary school are changing. Game teaching has been used from the ancient time. Game teaching makes teaching more effective. This article summarizes the practice of game teaching in primary schools and tries to prove the advantages of game teaching in primary school classes, trying to promote the development of English teaching.

The research about the game teaching method in primary school middle section of the application of oral English teaching, it makes a concrete analysis of the application and implementation of oral English game teaching in middle primary schools, and finally draws a conclusion that oral English teaching method has its unique role, Aijuan Li (2015) thought it can improve students' oral ability, students' performance, and it is also suitable for children's characteristics

On the article of Edward Bacon & Supinda Lertlit, an online application is called Eddie's Vocab Challenge had been used in experimental group, this flash-based vocabulary-oriented in-class online application similar to the game show, it has a series of 15 questions in an effort to win the game. The findings of this study showed that by using a flash-based vocabulary-oriented in-class online application, students reading comprehension scores in the experimental group improved12% as opposed to the control group's 5%. Additional unintended findings of the study also found that student motivation improved 14.2% more in the experimental group than did in the control group.

## 2.5 CONCLUSION

Constructivism emphasizes that learners are active constructors of knowledge and can effectively construct the current knowledge; teachers are the organizers and guides in the teaching process, the helpers and promoters of knowledge construction, teaching materials and other teaching resources are the objects for learners to actively construct knowledge, audiovisual media are used to create situations for collaborative learning and conversational communication, That is, a cognitive tool for students' active learning and collaborative exploration (Li, 2016). Thus it can be seen that the constructivism and the core purpose of the teaching game are very consistent (Chan, 2014).

It is well known that in English teaching, listening, speaking, reading and writing are receptive/input skills, while speaking and writing are productive/output skills. Because the traditional English teaching emphasizes the explanation of

language knowledge and rules, but neglects to give students enough comprehensible language input, it will inevitably cause difficulties in output, that is, speaking and writing. Under the principles of second language acquisition, especially Krashen's input hypothesis, game teaching creates a harmonious and relaxed teaching environment for students. In the game teaching, teachers enhance students to give full play to their subjective initiative, set aside enough time for students to participate in classroom activities, and improve their language application ability

Using students' multiple intelligence, in the teaching of English speaking skills, the application of this theory has fully stimulated students' enthusiasm and promoted the transformation of teachers' teaching ideology. As a kind of teaching method, game teaching promotes the development of students' own potential, students' full participation, actively innovates in classroom learning, and also promotes students to change from passive acceptance of knowledge to active acquisition of knowledge. In addition, game teaching develops students' various intelligences, especially language intelligence, through different types of games, while the teachers teach students according to the students' aptitude.

On the basis of previous studies, this study will validate and further explore the effects of game teaching in enhancing primary school students' English speaking skills in Inner Mongolia of China.

# CHAPTER 3

# RESEARCH METHODOLOGY

This chapter consists of research design, population and sample, research instruments used to collect data, methods to confirm validity of the instruments, the processes followed to collect data, and statistics used to analyze the quantitative data.

## 3.1 RESEARCH DESIGN

This study is an experimental design, as it is a type of quantitative research. The purpose of the researcher is to enhance primary school students English speaking skills through game teaching, from quantitative data to find out the different achievement of speaking. The study aims to find out the results between students in experimental group and control group, and after games teaching, to find out whether the students will be satisfied with the game teaching in their English speaking skills.

In this research, two sample classes from the public primary school of grade 3 in Inner Mongolia, China will be conducted in the experimental process. In those two classes, one is an experimental group, and another one is a control group. The research is planned to complete in the academic year 2018.

The experimental group uses the game teaching in English classes, and the control group uses the traditional method of English teaching. The teaching contents in the two groups are the same but different in teaching method.

Before starting the experiment, the students will test English speaking skills, and after the experiment they will be tested again. After the experiment, the students are requested to answer the questionnaire for experimental group. The test results will be analyzed by using SPSS program.

## 3.2 POPULATION AND SAMPLE

### 3.2.1 Population:

The population of the research is the students in a public primary school located in Inner Mongolia of China. The population in the study consist 240 students in grade 3, which is divided into 6 classes.

### 3.2.2 Sample:

The 80 sample students are purposive selected from 2 classes because these students have similar abilities, and each class has 40 students. In those two classes, one performs as an experimental group, and another one is a control group.

## 3.3 RESEARCH INSTRUMENTS

This study is a quantitative research. The instruments used to collect data in this study are the following:

### 3.3.1 Oral English pretest

The oral English pretest will be conducted at the beginning of the experiment to test students' English speaking skills before using games in English teaching.

### 3.3.2 Oral English post-test

The oral English post-test will be conducted at the end of the experiment to test students' English speaking skills after using games in English teaching.

### 3.3.3 Students questionnaire

A set of questionnaire was given to the experimental group. The objective of questionnaire was to find out the satisfaction of students who were taught by game teaching.

## 3.4 VALIDITY AND RELIABILITY

In order to verify the validity of the instruments, the pretest and post-test question and answer items are submitted to three professors to assess the content validity by using the index of item-objective congruence (IOC) measurement (Rovinelli & Hambleton, 1977). The IOC measurement is a process of the expert's rating on each item on the degree to which they do or do not agree with the specific objectives listed by the test developer (Gong, 2016).

In order to verify the reliability, it is checked and assessed through test process by using the test with the different class which is in the higher grade and similar level.

## 3.5 DATA COLLECTION

### 3.5.1 Approval from Concerned Authority

Before carrying out the study, the researcher obtained permission and approval from the school director of primary school in Inner Mongolia of China for data collection at school.

### 3.5.2 Anonymity of the Participants and Confidentiality of the Views

The researcher ensures all students are to be and remain anonymity and confidentiality in this study. All students are fully informed regarding the details of this study, the performance of students are kept confidential. As referred by Cohen and friends, the participants should be assured of its confidentiality to encourage cooperation in data gathering (Cohen, Manion & Morrision, 2000)

## 3.6 DATA COLLECTION PROCEDURE

Data collection is conducted from the 1st to 30th September during the second semester of academic year 2018; the general method used is to conduct a one-month experiment on two classes. Both classes are held in the form of three classes a week

for forty minutes each and both classes are taught by the same teacher, and the teaching materials are the students' textbooks.

The pool of the collected data in this study included oral English pretest and post-test, and a set of questionnaire. It is composed of the following steps:

1) The research gets the permission of the school from School Director at primary school in Inner Mongolia for permission to conduct the study.

2) The research gets the results of the English speaking pretest before the experiment.

3) The researcher designs and conducts English teaching lesson plans for both control group and experimental group for one month. The experimental group uses games in English teaching, whereas the control group uses traditional teaching method.

4) The research gets the results of the English speaking post-test after experiment, and compare with the results of pretest.

5) After the post-test is completed, a set of questionnaire is given to the students in the experimental group.

## 3.7 DATA ANALYSIS

The researcher uses the following procedures to analyze the data collected for this study.

### 3.7.1 English speaking pre- & post- test

For both pretest and post-test, the mean, the mean difference, the standard deviation and the significance are used to compare the achievement differences between 2 groups.

### 3.7.2 Questionnaire

For satisfaction questionnaire, the Five-point Likert rating scale has been used for measuring the level of students' satisfaction with game teaching as the criteria of score level was determined as follows.

(5= Very satisfied, 4= Satisfied, 3=Neutral, 2= Unsatisfied, 1= Very unsatisfied)

| Range of the scores | Level of satisfaction |
|---|---|
| 4.10 – 5.00 | Very satisfied |
| 3.10 – 4.00 | Satisfied |
| 2.10 – 3.00 | Neutral |
| 1.10 – 2.00 | Unsatisfied |
| 0.00 – 1.00 | Very unsatisfied |

## 3.8 SCHEDULES FOR THE RESEARCH

Time schedule aims to finish the study efficiently; Table 3.7 shows each process period and finishing time.

Table 3.8 Time Schedule for Thesis

| Process | Research Activities started in April 2018 | Month/ Year 2018-2019 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 |
| 1 | Contact the targeted School and seek approval | →→ | | | | | | | | | |
| 2 | Study and review relevant literatures including related research | →→→ | | | | | | | | | |
| 3 | Design the research methodology for the study | | | →→→ | | | | | | | |
| 4 | Get Experts' validity on Instruments | | | | | | | | | | |
| 5 | Conduct teaching, tests and & Questionnaire in data collection process | | | | →→→ | | | | | | |
| 6 | Analyze the data | | | | | | →→→ | | | | |

Table 3.8 Time Schedule for Thesis (Cont.)

| Process | Research Activities started in April 2018 | Month/ Year 2018-2019 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7 | Conclude the analysis to get findings and prepare the conclusion, discussion and recommendation | | | | | | | | → | | | |
| 8 | Thesis submission | | | | | | | | | | | → |

# CHAPTER 4

# DATA ANALYSIS

This chapter reports the results of the research study. The purpose of the research was to enhance English speaking skills of students at an Inner Mongolia primary school in China, especially for grade 3 students. The researcher chose 2 classes with a total of 80 students to participate in the research.

This research was used quantitative method. The first analysis was the test scores analysis of Pretest and Posttest of the grade 3 students in the experimental and control groups in an Inner Mongolia primary school in English speaking skills enhancement. The mean scores ($\overline{X}$), standard deviation (SD), Mean difference (MD), t-value, p-value of pretest and posttest were computed with both experimental and control groups.

The second analysis was the questionnaire analysis on satisfaction of grade 3 students in English speaking skills enhancement through game teaching. The average percentage and mean scores ($\overline{X}$), standard deviation (SD), t-value and $p$-value were computed with satisfaction of students were used by game teaching in the experimental group.

## 4.1 DEMOGRAPHIC INFORMATION OF THE SAMPLES

Table 4.1 Demographic Information of Primary 3 students in Experimental and
Control Groups

| Gender | Experimental | Control | Total |
| --- | --- | --- | --- |
| Male | 24 | 25 | 49 |
| Female | 16 | 15 | 31 |
| Total | 40 | 40 | 80 |

Table 4.1 shows the number of 2 classes' students of grade 3 in an Inner Mongolia primary school participated in the research, consisting of 24 boys and 16 girls in the experimental group, 25 boys and 15 girls in the control group. The experimental group was taught by game teaching and the control group was taught by traditional teaching to enhance English speaking skills. Both of the experimental and the control group students were in the age of 8 to 10 years old.

## 4.2 The ANALYSIS OF PRETEST AND POSTTEST SCORES

The pretest and posttest mean scores of grade 3 students of the experimental compared to the control groups on the application of game teaching in English speaking skills enhancement in an Inner Mongolia primary school of China. The number of the students in both of the experimental group and control group was 40. The analysis was done by using SPSS to get mean scores ($\overline{X}$), standard deviation (SD), mean difference (MD), t-value and *p*-value. The pretest and posttest scores were compared in mean scores ($\overline{X}$), standard deviation (SD), mean difference (MD), t-value and *p*-value.

### 4.2.1 Pretest Scores of Experimental and Control Group

The first analysis is on pretest scores in the experimental and control groups.

Table 4.2 the Pretest Scores of the Experimental and Control Groups

| Groups | Experimental Group | Control group |
|---|---|---|
| Number of students | 40 | 40 |
| Pretest scores | 0.00 | 0.00 |

Table 4.2 shows that the pretest scores of experimental and control groups were 0.00. It can be concluded that the primary school students in both the experimental and control groups had the same English speaking skills level at the beginning stages of this study.

### 4.2.2 Posttest Scores of Experimental and Control Group

The analysis of posttest scores in the experimental and control groups are as follows.

Table 4.3 the Pretest Scores of the Experimental and Control Groups

| Groups | Experimental Group | Control group |
|---|---|---|
| Number of students | 40 | 40 |
| Mean Posttest Scores | 88.675 | 84.175 |

Table 4.3 shows that the mean posttest scores of experimental group were 88.675 and control group were 84.175. It is obvious that the score of the experimental group is higher than that of the control group.

### 4.2.3 A Comparison of Posttest Scores of the Experimental and Control Groups

Table 4.4 Mean Scores ($\overline{X}$), Standard Deviation (SD), Mean Difference (MD), t-value and p-value of Posttest Scores of the Experimental and Control Groups

| Groups | $\overline{X}$ | SD | MD | t-value | p-value |
|---|---|---|---|---|---|
| Experimental Group | 88.68 | 10.100 | 4.500 | 6.047 | 0.000 |
| Control Group | 84.18 | 14.326 | | | |

Table 4.4 shows the mean scores of the students in the experimental group was 88.68 with standard deviation of 10.100 ($\overline{X}$= 88.68, SD = 10.100); whereas the mean scores of the students in the control group was 84.18 with the standard deviation of 14.326 ($\overline{X}$=84.18, SD = 14.326). The mean difference between the two groups was 4.500 (MD = 4.500). The t-value was 6.047 with the p-value was 0.00 ($p < 0.05$). Therefore, it can be concluded that the mean scores of the posttest of the experimental group was higher than the mean scores of the posttest of the control group. The following Figure 4.1 illustrates the comparison of the posttest mean scores of the experimental and control group.

Figure 4.1 Comparison of Posttest Mean Scores of the Experimental and Control Groups

From Figure 4.1, it shows that the enhancement of posttest in experimental group is higher than the control group.

**4.2.4 Comparison of the Pretest and Posttest of the Experimental Group**

Table 4.5 Mean Scores and Standard Deviation (SD) of Pretest and Posttest Scores in Experimental Group (Paired t-test)

| Achievement | $\overline{X}$ | SD | t-value | p-value |
|---|---|---|---|---|
| Pretest | 0.00 | 0.000 | -55.525 | 0.000 |
| Posttest | 88.68 | 10.100 | | |

Table 4.5 shows the mean scores in the experimental group was 0.00 with the standard deviation of 0.00; whereas the mean scores of the posttest was 88.68 with standard deviation of 10.100 ($\overline{X}$=88.68, SD = 10.100). The t-value was -55.525 with the p-value was 0.00 (p < 0.05). Thus, it can be interpreted that game teaching has enhanced English speaking posttest scores. The following Figure 4.2 illustrates the mean scores of the pretest and posttest scores of the experimental group.

Figure 4.2 Mean Scores of Pretest and Posttest Scores in the Experimental Group

From Figure 4.2, it shows that the English speaking skills of grade 3 students through game teaching that the achievement of mean scores from pretest to posttest showed a significant enhancement in the experimental group.

**4.2.5 A Comparison of the Pretest to Posttest of the Control Groups**

Table 4.6 Mean Scores ($\overline{X}$), Standard Deviation (SD), t-value and p-value of Pretest and Posttest Scores of Control Group (Paired t-test)

| Achievement | $\overline{X}$ | SD | t-value | p-value |
|---|---|---|---|---|
| Pretest | 0.00 | 0.000 | -37.162 | 0.000 |
| Posttest | 84.18 | 14.326 | | |

Table 4.6 shows the mean scores of students in the control group's pretest was 0 with standard deviation of 0; whereas the mean for the posttest was 84.18 with standard deviation of 14.326 ($\overline{X}$=84.18, SD = 14.326). The t-value was -37.162 with the p-value was 0.00 (p < 0.05). It shows students enhanced their English speaking skills through using the traditional teaching approach is a little slower than the experimental group. The following Figure 4.3 illustrates the comparison of the pretest and posttest scores of the control group.

Figure 4.3 Comparisons of Pretest and Posttest Scores for the Control Group

Figure 4.3 shows the mean scores of the pretest and the posttest in the control group was 84.18. Based on the analysis of the quantitative data collected from the pretest and posttest, the researcher has come to the conclusion that in an effort to enhance student English speaking skills through game teaching.

## 4.3 The ANALYSIS OF QUESTIONNAIRE

### 4.3.1 Scores of Satisfaction of each Student

The scores of satisfaction of each student are as follows.

Table 4.7 the Satisfaction of Primary 3 Students through Use the Game Teaching in
English Speaking Skill Enhancement in Experimental Group  (Item = I, 5=
Very satisfied, 4= Satisfied, 3=Neutral, 2= Unsatisfied, 1= Very unsatisfied)

| Number | I-1 | I-2 | I-3 | I-4 | I-5 | I-6 | I-7 | I-8 | I-9 | I-10 | T |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|----|
| 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 5 | 47 |
| 2 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 47 |
| 3 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 46 |
| 4 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 44 |

Table 4.7 the Satisfaction of Primary 3 Students through Use the Game Teaching in
English Speaking Skill Enhancement in Experimental Group (Cont.)

| Number | I-1 | I-2 | I-3 | I-4 | I-5 | I-6 | I-7 | I-8 | I-9 | I-10 | T |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|----|
| 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 48 |
| 6 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 46 |
| 7 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 4 | 5 | 46 |
| 8 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 47 |
| 9 | 4 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 46 |
| 10 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 47 |
| 11 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 46 |
| 12 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 47 |
| 13 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 46 |
| 14 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 46 |
| 15 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 47 |
| 16 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 46 |
| 17 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 48 |
| 18 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 45 |
| 19 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 47 |
| 20 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 47 |
| 21 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 4 | 5 | 47 |
| 22 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 49 |
| 23 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 46 |
| 24 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 43 |
| 25 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 48 |
| 26 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 50 |
| 27 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 45 |
| 28 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 47 |
| 29 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 48 |
| 30 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 47 |
| 31 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 46 |
| 32 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 47 |
| 33 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 48 |
| 34 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 45 |
| 35 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 45 |
| 36 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 46 |

Table 4.7 the Satisfaction of Primary 3 Students through Use the Game Teaching in

English Speaking Skill Enhancement in Experimental Group (Cont.)

| Number | I-1 | I-2 | I-3 | I-4 | I-5 | I-6 | I-7 | I-8 | I-9 | I-10 | T |
|--------|------|-----|------|------|------|------|------|------|------|-----|------|
| 37 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 47 |
| 38 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 48 |
| 39 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 49 |
| 40 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 46 |
| A | 4.93 | 4.6 | 4.58 | 4.53 | 4.48 | 4.85 | 4.63 | 4.65 | 4.63 | 4.8 | 4.67 |

Table 4.7 shows that the scores of the experimental group students in each item in questionnaire.

### 4.3.2 Analysis the Satisfaction of the Total Scores of each Item

From figure 4.4 illustrate the details for the Table 4.8.



Figure 4.4 the Satisfaction of the Total Scores of each Item in Experimental Group

Figure 4.4 illustrates the satisfaction of mean scores of each item of experimental group from Item 1 to Item 10 were 4.93, 4.6, 4.58, 4.53, 4.48, 4.85, 4.63, 4.65, 4.63 and 4.8, at average of 4.67. It also shows that the mean score of each item is between 4.1-5.00, which indicates significantly that the students were very satisfied with the game teaching.

## 4.4 CONCLUSION

In this chapter, researchers report the results of data analysis. In the next chapter, researchers report conclusions, discussions and recommendations for future researchers.

# CHAPTER 5

# CONCLUSION, DISCUSSION AND RECOMMEDATIONS

This chapter completes the findings from the study results on the data analysis in chapter 4, followed by discussions on the findings. Finally, the researcher includes the recommendations for further study in the field.

## 5.1 CONCLUSION

This study was done under a quantitative approach. The purpose of this study was to explore the effects of game teaching in enhancing students' English speaking skills at an Inner Mongolia primary school in China. According to the research objectives, the researcher aimed to find out the results between students in game teaching group, and the students in a traditional teaching group, and after the game teaching, the researcher also finds out whether the students would be satisfied with the game teaching in their English speaking skills. A pretest and posttest as well as a set of questionnaire containing 10 questions were conducted in this research.

Aiming at the research questions: during the English teaching, does the effect of game teaching enhance the students' English speaking skills of primary school students in an Inner Mongolia primary school of China?

To answer the research question, based on the results of the data analysis and research findings, this study concludes that the English speaking skills proficiency of the students in the control group and experimental group is relatively equal before the treatment. As Table 4.2 shows that the results of both control group and experimental group were 0.00, which means the control group and experimental group were at the same level of English speaking skills as the beginners.

As Table 4.3 shows that the mean scores of posttest in experimental group was 88.68 with the standard deviation of 10.100 ($\overline{X}$= 88.68, SD=10.100); whereas the

mean scores of posttest in control group was 84.18 with the standard deviation of 14.326 ($\overline{X}$= 84.18, SD=14.326). The mean difference of the two groups was 4.500 (MD=4.500). The t-value was 6.047 with the p-value was 0.00 (p<0.05).

Moreover, the Table 4.4 shows that the pretest mean scores of the experimental group before the treatment was 0.00 with the standard deviation of 0.00, and the mean scores after the treatment was 88.68 with the standard deviation of 10.100. The difference of the mean scores of the pretest and the posttest of the experimental group was analyzed through the paired t-test. The analysis shows that the participants in the experimental group scored higher in the posttest to compare to the pretest scores. The t-value was -55.525 with the p-value was 0.000 (p<0.05).

In addition, the Table 4.5 shows that the pretest mean scores of the control group before the treatment was 0.00 with the standard deviation of 0.00, and the mean scores after the traditional teaching method was 84.18 with the standard deviation of 14.326. The difference of the mean scores of the pretest and the posttest of the control group was analyzed through the paired t-test. The analysis shows that the participants in the control group scored higher in the posttest to compare to the pretest scores. The t-value was -37.162 with the p-value was 0.000 (p<0.05)

Therefore, from Table 4.3 to 4.5 data analysis can be concluded through using game teaching in English speaking skills that it enhanced the achievement of students better and faster than the traditional teaching method.

Besides, the Table 4.6 shows the achievements growth rate of English speaking skills from pretest to posttest in the experimental group, and Table 4.7 shows the achievements growth rate of English speaking skills from pretest to posttest in the control group. The figure 4.1 shows the mean scores of posttest of experimental group was higher than the control group.

In summary, through game teaching, the enhancement of English speaking skills in experimental group is higher than the control group, which is game teaching is effective in enhancing primary school students' English speaking skills.

## 5.2 DISCUSSION

### 5.2.1 Discussion on the Result of Experiment

According to this research, using games is really an effective and appropriate method for students' English speaking skills learning. There are three major findings as follows.

Firstly, students learn from games and enhance their English speaking skills and their competence of applying language. In class, some of them could apply English to ask question, discuss in group, to express their ideas in English. As the analysis of oral test the students in the experimental group are continuously enhancing. According to Piaget (1974), our thinking processes change radically, though slowly, from birth to maturity because we constantly strive to make sense of the world, games as a way for students to understand the world, they learned knowledge when they were playing games. Most all students can read the words or dialogue fluently and they can contact the learned knowledge to communicate. That shows that students master the knowledge solidly. They are willing to express in English in class and after class. According to constructivism, it gives students ownership of what they learn, as learning is based on questions and explorations from students, game teaching did it well.

Secondly, games involved in students' teaching can train their learning interest and mobilize their initiative. They are willing to participate in the interesting games. Interest is the best teacher. Teaching with games provides them relaxed. Surroundings and students will learn and practice unconsciously. According to the Young & Maxwell (2007), constructivism is a theoretical foundation which promotes a transformation from teacher-centric to student-centric, they claimed the teacher is considered a "guide on the side", assisting and guiding students to meet the goals that have been made by the students and the teacher. Game teaching makes students become the masters of the classroom, which greatly stimulates students' interest in learning English. "All work and no play make Jack a dull boy". The students in the

experiment group show more enthusiasm in English learning than them in the control group. All of them desire to have English class. When they have English class, they answer teacher's questions actively even though some of their answers are not correctly sometimes. This coincides with constructivist theory.

Thirdly, games teach students cooperative learning or active learning. Games provide many chances for group learning. In a team, the top students can help the poor students comprehend the rule of expressing in English; they will ask other students for help. They apply and learn English from each other; they also learn the skills of communication. Even they can submit the questions and solve them through discussion, their learning is active.

To summarize, language is important carrier of culture. According to Hiemstra (2007), the structure of the learning environment, based on constructivism, is to promote opportunities that enhance and support the building of understanding. By using games to activate the teaching process, students can learn happily and communicate actively in a relaxed and free language environment, thus contributing to the improvement of comprehensive language skills as claimed by Wang, H., (2014). So authentic language and vivid language environment are crucial element in game, and effective communication can be realized only when language is used in a scientific and correct manner and customs, transition from different societies are understood in a true scene, in this way students would probably form good language habits as time elapses.

As claimed by Moye (2010), game is helpful to affective communication between teacher and students, and can create good relationship between them. To be successful as a teacher it is imperative to build a relationship with a student; respect fosters respect, which breaks down the barriers that inhibit communication and trust.

Game rules are complete but transcendental, and even subtle deviation would cause "failure". So everyone' joint efforts make him or her form a game community, which tends to become external even after. Games enable students and teacher to have

further understanding of one another and create a comfortable and harmonious learning environment, which lays a solid foundation for students' learning, as same as the opinion of Kelsey (2007) which constructivism espouses students are learn in the active learning environment; develop social and interpersonal skills; enjoy learning; have an understanding of the content being taught; and learn to think in an efficient manner.

The goal of the study was to encourage English speaking skills of primary school students through game teaching in China. In addition, the findings through the quantitative analysis on the students' English speaking skills were significantly encouraged through game teaching.

Under the guidance of constructivism theory, game teaching is a student-centered and activity-based way to engaging students actively in the learning process. Creating virtual scene for students in game teaching, students learn knowledge on the basis of their original knowledge and experience, improving students' English speaking skills subconsciously, game teaching makes the input corpus interesting and relevant in content, this will attract students to continue learning, easy acquisition of language unconsciously. Under the principles of second language acquisition, according to Krashen's input hypothesis, game teaching helps students understand the input language materials; game teaching creates a harmonious and relaxed teaching environment for students. As claimed by Shan (2009), Froebel believes that childhood is the game years of children's life, and games are the external manifestations of children's inner needs and impulses, and playing games is the nature of children. In the game teaching, teachers enhance students to give full play to their subjective initiative, set aside enough time for students to participate in classroom activities, and improve their language application ability. Meanwhile, according to Wang (2017), through the theory of multiple intelligences, the application of game teaching in oral English teaching can stimulate students' multiple intelligences, cultivate students' potentials and enable them to learn English better, especially language intelligence, through different types of games.

Game teaching also makes English teaching no longer confined to some intelligent way of teaching; create a threat-free teaching environment to encourage learners to use it for self-expression.

### 5.2.2 Discussion on the result of questionnaire

According to the results of questionnaire to experimental group students, as Chapter 4 shows, the researcher find three factors that students cared about most in game teaching.

Firstly, careful preparation before class (which mean score of this item was 4.93). Preparedness ensures success, and unpreparedness spells failure is an eminent old saying in China, actually, no matter what course or teaching method is used, class preparation is an important factor affecting the quality of the classroom. Class preparation is not only the way that teachers are concerned with students, but also the process of teachers' relearning.

Secondly, uses reasonable, useful and fair assessment methods (which mean score of this item was 4.85). It can provide timely and accurate feedback, understand the facts of learning situation and improve learning methods; it also can stimulate learning interest and let students experience the success of learning. Besides, useful and fair assessment methods can improve English learning efficiency in English class (Shen, 2012).

Thirdly, safe physical environment of the class (which mean score of this item was 4.8). Class safety physical environment is the basis of all learning, students can't concentrate on learning in unsafe environment.

## 5.3 RECOMMENDATIONS

For the schools, game teaching can stimulate primary school students' interest their English speaking skills better. At the same time, this study proves that game teaching is effective in enhancing primary school students' English speaking skills.

For the students, game teaching makes students no longer stick to the traditional classroom form, they are more willing to open their mouths and they are not afraid to speak English on their own initiative, and more actively participate in classroom activities with peers than before.

For the teachers, the positive reaction of students can bring teachers a sense of fulfillment in teaching, close the distance between teachers and students, and make teachers truly accomplish student-centered teaching.

For the future researchers, the researcher recommends for a future study to have more samples from Chinese learners, not only primary students of educational area, but also other different levels of Chinese learners' areas. In addition, English speaking skills includes various aspects; researchers can study the improvement of other skills such as pronunciation and vocabulary, in game teaching more options. Besides, In the future research, the researcher can study on students' gender in order to differentiate the effects of the English speaking skills between boys and girls.

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**APPENDICES**

**APPENDIX A**

**PERMISSION LETTER**

# 同意书

  兹有泰国兰实大学双语教育专业：<u>彭晨同学</u>，性别：<u>女</u>，学号：<u>5907437</u>，我校同意其于 2018 年 9 月 1 日至 2018 年 10 月 1 日在我校三年级三班、三年级四班进行实验数据收集，完成硕士论文，为学校英语口语教学提供新思路、新方法。

  特此证明！

内蒙古乌海市海勃湾区第八小学

三年级教研室

2018 年 8 月 26 日

**APPENDIX B**

**INDEX OF ITEM OBJECTIVE CONGRUENCE**

**Index of Item Objective Congruence: Application Pretest and Posttest**

| Index of item Objective Congruence | | | | |
|---|---|---|---|---|
| "The Effectiveness of Game Teaching to Encourage English Speaking Skills of Students at an Inner Mongolia Primary School in China " | | | | |
| The experts requested to examine each item of the research instrument for its content validity (Agree=A, Not Sure=N, Disagree=D) | | **Experts Review** | | |
| **Type** | **Pretest and posttest** | A | N | D |
| | | +1 | 0 | -1 |
| Application Pretest and Posttest | **1** | | | |
| Question 1 consist of 9sub-questions. | **2** | | | |
| Question 2 consist of 8 sub-questions | **3** | | | |
| Question 3 consist of 8 sub-questions. . | **4** | | | |
| Question 4 consist of 8 sub-questions | **5** | | | |
| Question 5 consist of 3 sub-questions | **6** | | | |
| Question 6 consist of 1 question | | | | |

**IOC Pretest and Posttest of Experts' Assessment**

| Item Number | Expert 1 | Expert 2 | Expert 3 | IOC |
|:-----------:|:--------:|:--------:|:--------:|:---:|
| 1 | 1 | 1 | 1 | 1 |
| 2 | 1 | 1 | 1 | 1 |
| 3 | 1 | 1 | 1 | 1 |
| 4 | 1 | 1 | 1 | 1 |
| 5 | 1 | 1 | 1 | 1 |
| 6 | 1 | 1 | 1 | 1 |
| **IOC=** | 1 | | | |

**Index of Item Objective Congruence: Application Lesson Plans**

| Index of item Objective Congruence (IOC) "The Effectiveness of Game Teaching to Encourage English Speaking Skills of Students at an Inner Mongolia Primary School in China " | | | | |
|---|---|---|---|---|
| The experts requested to examine each item of the research instrument for its content validity (Agree=A, Not Sure=N, Disagree=D) | | **Experts Review** | | |
| **Lesson Plan** | **Pretest and posttest** | A | N | D |
| | | +1 | 0 | -1 |
| 1 | **Colors** | | | |
| 2 | **Look at me** | | | |
| 3 | **We love animals** | | | |
| 4 | **Let's eat** | | | |

**IOC Lesson Plans of Experts' Assessment**

| Item Number | Expert 1 | Expert 2 | Expert 3 | IOC |
|:---:|:---:|:---:|:---:|:---:|
| 1 | 1 | 1 | 1 | 1 |
| 2 | 1 | 1 | 1 | 1 |
| 3 | 1 | 1 | 1 | 1 |
| 4 | 1 | 1 | 1 | 1 |
| IOC= | 1 | | | |

**APPENDIX C**
**SAMPLES OF TEXTBOOK**

## Letters and sounds

Listen, repeat and chant.

ant
book
apple
bag
crayon
duck
cat
dog

Listen and circle.

b d    c d    b c    c b    d b

Write and say.

Aa    Bb    Cc    Dd

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

16

## Let's talk

Hi, Mum. This is Wu Yifan.

Good afternoon, Wu Yifan.

Good afternoon. Nice to meet you.

Nice to meet you, too.

## Let's play

Good afternoon, Chen Jie. This is Zoom.

Hello, Zoom! This is Zip. Nice to meet you.

Nice to meet you, too.

17

## Let's learn

OK!

Colour it brown!

black    white    orange    brown

## Let's do

Black, black. Stand up.

Orange, orange. Sit down.

White, white. Touch the ground.

Brown, brown. Turn around.

18

## Start to read

Find and say.

I see C, a, b ...

Read and tick (√).

brown
blue
red
green    yellow    black

blue    black    brown    green    yellow    orange    red    white

19

## Let's check

Listen and tick (√) or cross (×).

1  2  3  4

## Match and colour.

blue — white
red — orange
black — green
yellow — brown

## Let's sing

### Colour song

Red and yellow and pink and green,
Purple and orange and blue.
I can sing a rainbow, sing a rainbow,
Sing a rainbow now.

20

## Story time

1. Good morning, Zoom.
   Good morning, Zip.
   How are you?
   Fine, thank you.
2. Wow! Flowers!
3.
4. A red flower. A yellow flower. A blue flower...
5. Zip, look!
6. Zoom, look!

21

## Unit Three — Look at me!

Let's play!
OK
How are you?
I'm fine, thank you.
How are you?
Look at my nose!
Very well, thanks.

22  23

## A Let's talk

Good morning.

Good morning.

How are you?

I'm fine, thank you. Let's go to school!

OK!

## Let's play

Hello! Hello!

How are you?

24

## Letters and sounds

Listen, repeat and chant.

egg
face
hand
hi
elephant
foot
ice cream
green
gift
ice

e f g h i

Listen and circle.

g   d     c   h   r   f     a   e     i   a

Write and say.

Ee   Ff   Gg   Hh   Ii

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

26

## Let's learn

Look at me!
This is my face.

ear
eye
nose
mouth
face

## Let's do

Close your eyes.

Open your mouth.

Touch your nose.   Touch your ear.   Touch your face.

25

## B Let's talk

Hi, Mike! How are you?

Very well, thanks.

Let's make a puppet!

Great!

## Let's play

Hi, John! How are you?

I'm fine, thank you.

Hi, Mike! How are you?

Very well, thanks.

Hi, Chen Jie. How are you?

I'm fine.

27

## Let's learn

This is the arm.

This is the leg.

arm

hand

head

body

leg

foot

## Let's do

Clap your hands.

Touch your head.

Wave your arms.

Shake your legs.

Shake your body.

Stamp your foot.

28

## Start to read

Find and say. I see E, f...

Read and count.

| body | hand | nose |
| ear | mouth | leg |
| nose | leg | hand | mouth |
| body | ear | foot | arm |
| eye | mouth | body |

arm 1    ear    hand    mouth    nose

leg    eye    body    foot

29

## Let's check

Listen and number.

Look and match.

foot    head    leg    ear    eye

body    arm    mouth    hand    nose

## Let's sing

### Head and shoulders, knees and toes

Head and shoulders, knees and toes, knees and toes.
Head and shoulders, knees and toes, knees and toes.
Eyes and ears and mouth and nose.
Head and shoulders, knees and toes, knees and toes.

30

## Story time

Let's make a puppet.

Good idea!

First, make the head.

Then, make the body.

Look! An arm and a leg.

Let's play with the puppet.

Goodbye!

31

Look, a panda!

# Unit Four

# We love animals

Look, Zoom!

What's that?

It's an elephant.

Cool! I like it.

What's this?

It's a bear.

36

37

## Let's talk

What's this?

What's this?

It's a duck.

It's a dog.

What's this?

Oh, no!
It's a bear!

Oh, it's Zoom!

## Let's play

What's this?

It's a duck.

What's this?

It's a dog.

38

## Let's learn

| pig | bear | cat |
|-----|------|-----|
| duck | dog | |

It's a duck.

It's a dog.

## Let's chant

Look at the cat. It is fat.

Look at the pig. It is big.

Look at the dog. It's on the log.

Look at the duck. It's in the truck.

Look at the bear. It's on the pear.

39

## Letters and sounds

Listen, repeat and chant.

jeep j
jump
J
kite
Kate
k
K
long
leg
L l
milk
mum
M m
nose
noodles
N n

Listen and circle.

g (j)    l n    k c    m n    l n

Write and say.

J j    K k    L l    M m    N n

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

40

## B Let's talk

What's that?

A bear?

No! It's a panda.

Look! A funny dog!

Cool! I like it.

## Let's play

What's that?

It's a panda. I like it.

Guess!

Thanks.

41

## Let's learn

What's that?

It's a tiger!

zoo
bird
panda
monkey
tiger
elephant

## Let's do

Act like a bird.

Act like an elephant.

Act like a tiger.

Act like a monkey.

Act like a panda.

42

## Start to read

Find and say.

I see K, j ...

Read and count.

elephant 2    cat    bird
dog    pig    monkey

elephant  dog  pig
bird  dog  elephant
cat  cat  monkey  dog

43

**Let's check**

Listen and number.

Look and match.

pig    tiger    bear    dog    elephant    duck    bird

**Let's sing**

Old MacDonald

Old MacDonald had a farm, E-I-E-I-O.
And on that farm he had some ducks, E-I-E-I-O.
With a quack quack here and a quack quack there.
Here a quack, there a quack, everywhere a quack quack.
Old MacDonald had a farm, E-I-E-I-O.

44

**Story time**

1. Hello, Pig! Follow me!
2. Hello, Dog! Follow Pig. Follow me!
3. Hello, Duck! Follow Zoom. Follow Pig. Follow me!
4. Hello, Rabbit! Follow Zoom. Follow Pig. Follow Dog. Follow me!
5. I have a carrot. Follow me!
6. Follow Zip! Follow me!

45

**Unit Five**                    **Let's eat!**

I'd like some bread, please.

Here you are.

Can I have some milk?

Here you are.

Thanks.    You're welcome.

Have some coke.    Thank you.

46                    47

## Let's talk

I'd like some juice, please.

Here you are.
Have some bread, too.

Thanks.

## Let's play

I'd like some bread.

I'd like some bread and eggs.

I'd like some bread, eggs and juice.

48

## Let's learn

juice

egg

milk   bread

Mum, I'm hungry!

Have some bread.

## Let's do

Have some eggs.

Have some juice.

Eat some bread.

Drink some milk.

49

## Letters and sounds

Listen, repeat and chant.

o

pig

pen

queen

on

orange

p

q

quiet

rice

s

tiger

red

r

six

Sarah

10

ten

t

Listen and circle.

p   b      k   q      s   c      r   l      d   t

Write and say.

Oo   Pp   Qq   Rr   Ss   Tt

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

50

## Let's talk

Can I have some water, please?

Thank you.

Here you are.

You're welcome.

## Let's play

Can I have some juice, please?

Have some milk.

Here you are.

Thank you.

51

# Words in each unit
## 单元词汇表
（注：黑体词要求学生能够听、说、认读；白体词只作听、说要求。）

## Unit 1

| | |
|---|---|
| **ruler** /'ruːlə(r)/ 尺子 | p.5 |
| **pencil** /'pensl/ 铅笔 | p.5 |
| **eraser** /ɪ'reɪzə(r); ɪ'reɪsər/ 橡皮 | p.5 |
| **crayon** /'kreɪən/ 蜡笔 | p.5 |
| **bag** /bæɡ/ 包 | p.8 |
| **pen** /pen/ 钢笔 | p.8 |
| **pencil box** /'pensl ˌbɒks/ 铅笔盒 | p.8 |
| **book** /bʊk/ 书 | p.8 |
| **no** /nəʊ/ 不 | p.8 |
| **your** /jɔː(r)/ 你（们）的 | p.8 |

## Unit 2

| | |
|---|---|
| **red** /red/ 红色；红色的 | p.15 |
| **green** /ɡriːn/ 绿色；绿色的 | p.15 |
| **yellow** /'jeləʊ/ 黄色；黄色的 | p.15 |
| **blue** /bluː/ 蓝色；蓝色的 | p.15 |
| **black** /blæk/ 黑色；黑色的 | p.18 |
| **brown** /braʊn/ 棕色；棕色的 | p.18 |
| **white** /waɪt/ 白色；白色的 | p.18 |
| **orange** /'ɒrɪndʒ/ 橙色；橙色的 | p.18 |
| **OK** /əʊ'keɪ/ 好；行 | p.18 |
| **mum** /mʌm/ 妈妈 | |
| （美式英语：mom /mɒm/） | p.17 |

## Unit 3

| | |
|---|---|
| **face** /feɪs/ 脸 | p.25 |
| **ear** /ɪə(r)/ 耳朵 | p.25 |
| **eye** /aɪ/ 眼睛 | p.25 |
| **nose** /nəʊz/ 鼻子 | p.25 |
| **mouth** /maʊθ/ 嘴 | p.25 |
| **arm** /ɑː(r)m/ 胳膊 | p.28 |
| **hand** /hænd/ 手 | p.28 |
| **head** /hed/ 头 | p.28 |
| **body** /'bɒdi/ 身体 | p.28 |
| **leg** /leɡ/ 腿 | p.28 |
| **foot** /fʊt/ 脚 | p.28 |
| **school** /skuːl/ 学校 | p.24 |

## Unit 4

| | |
|---|---|
| **duck** /dʌk/ 鸭子 | p.39 |
| **pig** /pɪɡ/ 猪 | p.39 |
| **cat** /kæt/ 猫 | p.39 |
| **bear** /beə(r)/ 熊 | p.39 |
| **dog** /dɒɡ/ 狗 | p.39 |
| **elephant** /'elɪfənt/ 大象 | p.42 |
| **monkey** /'mʌŋki/ 猴子 | p.42 |
| **bird** /bɜː(r)d/ 鸟 | p.42 |
| **tiger** /'taɪɡə(r)/ 老虎 | p.42 |

**APPENDIX D**

**PRETEST & POSTTEST**

1. Look at the pictures and say the names of the following animals.

2. Look at the pictures and say the names of the following colors.

3. Look at the pictures and say the names of the following fruits.

4. Look at the pictures and say the names of the following furnitures.

5. Look at the pictures and make a conversation.

a. The first day you go to school.

b. Introduce family photo to your friends.

c. Your schedule for one day.



6. Introduce yourself.

**APPENDIX E**

**LESSON PLAN**

The researcher used 4 weeks of 40 minutes one class in the effectiveness of game teaching to encourage English speaking skills of students during the experiment. The researcher followed four lesson topics of speaking English, which were used in both the experimental group and control group.

The lesson plans were following the lesson 1 to lesson 4 in a curriculum book that was from national standard textbooks in China..

| Lesson Plan | Lesson Topic | Duration in the First Semester |
|---|---|---|
| | Pretest | the 1$^{st}$ week |
| Plan 1 | Colors | the 1$^{st}$ week |
| Plan 2 | Look at me | the 2$^{nd}$ week |
| Plan 3 | We love animals | the 3$^{rd}$ week |
| Plan 4 | Let's eat | the 4$^{th}$ week |
| | Posttest | the 4$^{th}$ week |

The details of Lesson Plans are as follows:

# **Plan 1**

**Topic 1. Colors**

Device system: Multimedia TV

Preparation before class:

1. CAI courseware

2. Word cards of "red, green, yellow, blue, black, brown, white, orange"

3. Color palettes, watercolors and some colored objects

4. Headwear of different animals, Color block card

Step 1. Free talk

Step 2. CAI courseware demonstration which leads to the topic "Colors"

Step 3. Learn the new words: red, green, yellow, blue, and black, white, orange. Take out the palette and three kinds of pigments, red, yellow and blue, and teach while drawing.

Step 4. Drill. Take out the colored objects prepared before class and let the students say their colors. Look for the objects with these colors in the classroom and say the corresponding colors.

Step 5. A game: "Crossing the river". Cut out 7 kinds of paper with color to form a stone shape, prepare the headwear and pictures of cats, dogs, chickens and pigs, and draw four rivers on the blackboard. Each group chose one student to come up and wear a small animal's headwear to help the small animals cross the river. Teachers read the animals in the order of stepping on stones twice, and asked the students to repeat and arrange the stones quickly according to the order the teacher read. If they could see which group of representatives posted the fastest, they would give the scores to that group.

Step 6. Learn the sentence pattern: What color is it? It's…

Step 7. A game: My small room. Let the students take out the paper and pen, design their own small room, and select the best designer according to the design of the work.

# Plan 2

**Topic 2. Look at me**

Device system: Multimedia TV

Preparation before class:

1. CAI courseware

2. Word cards of "face, ear, eye, nose, mouth, arm, hand, head, body, leg, foot"

3. Headwear of different animals

4. A doll

Step 1. Free talk

Step 2. CAI courseware demonstration which leads to the topic "Look at me"

Step 3. Learn the new words: face, ear, eye, nose, mouth, arm, hand, head, body, leg, foot. Taking out the doll and pointing to the corresponding parts of the doll while teaching the new words with using "This is…"

Step 4. Drill. Pointing to the corresponding part of teacher and taking the words out of the students' mouth.

Step 5. A game: "Simon says." Teachers give instructions and students execute them. The rule is: if there is "Simon says" before the instruction, the student will execute the instruction; otherwise he/she will be punished. For example, teacher says: "Simon says, touch your head." Students touch their heads, if the teacher only says: Touch your head. The students don't do anything.

Step 6. Practice. Focus on practicing words with similar pronunciation and difficult pronunciation, such as "head and hand", "mouth".

Step 7. Learn the sentence pattern: Where is your…? Here it is!

Step 8. A game: "Cannot tell whether it is true or false". Work in pairs, and one of them write a note such as touch your head/hand/nose/eye etc. Turning it over and putting it in the middle of the table, then speak it. If the other one believes, does it, if the other person doesn't believe, shake his/her head. Opening this note for inspection. If the

instruction is true, and the other party does not act or the instruction is false, and the other party does the action, the party who writes the instruction wins. On the contrary, the other side wins.

Step 9. Practice.

# Plan 3

**Topic 3. We love animals**

Device system: Multimedia TV

Preparation before class:

1. CAI courseware

2. The dolls of "duck, pig, cat, bear, dog, elephant, monkey, bird, tiger, panda"

3. Word cards

4. Headwear of different animals

Step 1. Free talk

Step 2. A game: Loudspeaker games. Teachers whisper a word while students read it aloud. Teachers speak loudly while students speak softly.

Step 3. CAI courseware demonstration which leads to the topic "We love animals"

Step 4. Learn the new words: duck, pig, cat, bear, dog, elephant, monkey, bird, tiger, and panda. Taking out the word cards while teaching, learn and act at the same time.

Step 5. Drill. Make full use of dolls to give students intuitive memory.

Step 6. Games.

Charade. Choose a student to go to the podium and randomly pick out the word cards. After reading, the students use actions to express the words for the students to guess.

Find animals. By using multimedia and displaying pictures, students can tell what animals are hiding in that place by observing the traces left by animals - footprints, tails and legs in the bushes, etc.

Step 7. Learn the sentence pattern: What's this/that? This/That/It is…

Step 8. Practice. Look back on the first two lessons and ask the students to make dialogue exercises in pairs according to what they have learned. For example:

A: What's this?

B: This is Panda.

A: Where is it?

B: Here it is!

A: What color is it?

B: It's white and black.

# Plan 4

**Topic 4. Let's eat**

Device system: Multimedia TV

Preparation before class:

1. CAI courseware

2. Word cards of "bread, juice, egg, milk, water, cake, fish, rice"

3. Various foods and drinks

Step 1. Warm up and presentation.

Step 2. Teachers perform I'm hungry and introduce the topic Let's eat. Ask students what would you like? And guide them to look at pictures and answer I'd like some…

Step 3. Learn the new words: bread, juice, egg, milk, water, cake, fish, rice

Step 4. A game: What's missing? The teacher chooses several word cards and pastes them on the blackboard. Give the students 10-20 seconds to remember the words. Then ask the students to close their eyes. The teacher takes one of them and asks the students to say which word is missing.

Step 5. Learn the sentence pattern: What would you like? I'd like some… Can I have some…? Here you are.

Step 6. Practice. Role playing. Using real food, let students act as waiters and guests to order, for example:

What would you like?

I'd like some bread. Can I have a cup of juice?

Here you are.

Step 7. A game: Little chef. Select several volunteers, blindfold their eyes, mix two kinds of food, such as rice and bread, eggs and rice, and feed them to guess the name of the food.

**APPENDIX F**

**SAMPLE OF QUESTIONNAIRE**

## No.8 Primary School in Wuhai, Inner Mongolia
## Questionnaire for Grade 3 Class 3

**Instruction:** Course and Teacher evaluation is part of quality assurance system of the operating. Therefore, we would like to get your feedback based on your learning experiences in the course. (5 = Strongly Agree, 4 = Agree, 3 =Neutral, 2 = Disagree, 1 = Strongly Disagree)

| Evaluation questions | Degree of satisfaction | | | | |
|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| Is well-prepared and organized. | | | | | |
| Is open to questions and discussion. | | | | | |
| Is approachable and willing to help me. | | | | | |
| Treats all students with respects. | | | | | |
| Make class interesting and meaningful for me. | | | | | |
| Uses reasonable, useful and fair assessment methods. | | | | | |
| Uses a variety of methods and instructional materials to enhance student learning. | | | | | |
| Classroom equipment is in good condition. | | | | | |
| The classroom is well-kept and pleasant to spend time in. | | | | | |
| I feel satisfied with the safe physical environment of the class. | | | | | |
| Additional comments: | | | | | |

**APPENDIX G**

**NEW CURRICULUM STANDARD**

# 小学英语新课程标准

一、课程性质

外语是基础教育阶段的必修课程，英语是外语课程中的主要语种之一。

英语课程的学习，既是学生通过英语学习和实践活动，逐步掌握英语知识和技能，提高语言实际运用能力的过程；又是他们磨砺意志、陶冶情操、拓展视野、丰富生活经历、开发思维能力、发展个性和提高人文素养的过程。

基础教育阶段英语课程的任务是：激发和培养学生学习英语的兴趣，使学生树立自信心，养成良好的学习习惯和形成有效的学习策略，发展自主学习的能力和合作精神；使学生掌握一定的英语基础知识和听、说、读、写技能，形成一定的综合语言运用能力；培养学生的观察、记忆、思维、想象能力和创新精神；帮助学生了解世界和中西方文化的差异，拓展视野，培养爱国主义精神，形成健康的人生观，为他们的终身学习和发展打下良好的基础。

二、基本理念

（一）面向全体学生，注重素质教育

英语课程要面向全体学生，注重素质教育。课程特别强调要关注每个学生的情感，激发他们学习英语的兴趣，帮助他们建立学习的成就感和自信心，使他们在学习过程中发展综合语言运用能力，提高人文素养，增强实践能力，培养创新精神。

（二）整体设计目标，体现灵活开放

基础教育阶段英语课程的目标是以学生语言技能、语言知识、情感态度、学习策略和文化意识的发展为基础，培养学生英语综合语言运用能力。《全日制义务教育普通高级中学英语课程标准（实验稿）》（以下简称《标准》），将课程目标设定为九个级别并以学生"能够做某事"具体描述各级别的要求，这种设计旨在体现基础教育阶段学生能力发展循序渐进的过程和课程要求的有机衔接，保证国家英语课程标准的整体性、灵活性和开放性。

（三）突出学生主体，尊重个体差异

学生的发展是英语课程的出发点和归宿。英语课程在目标设定。教学过程、课程评价和教学资源的开发等方面都突出以学生为主体的思想。课程实施应成为学生在教师指导下构建知识、提高技能、磨砺意志、活跃思维、展现个性、发展心智和拓展视野的过程。

（四）采用活动途径，倡导体验参与

本课程倡导任务型的教学模式，让学生在教师的指导下，通过感知、体验、实践、参与和合作等方式，实现任务的目标，感受成功。在学习过程中进行情感和策略调整，以形成积极的学习态度，促进语言实际运用能力的提高。

（五）注重过程评价，促进学生发展

建立能激励学生学习兴趣和自主学习能力发展的评价体系。该评价体系由形成性评价和终结性评价构成。在英语教学过程中应以形成性评价为主，注重培养和激发学生学习的积极性和自信心。终结性评价应着重检测学生综合语言技能和语言应用能力。评价要有利于促进学生综合语言运用能力和健康人格的发展；促进教师不断提高教育教学水平；促进英语课程的不断发展与完善。

（六）开发课程资源，拓展学用渠道给学生提供贴近学生实际、贴近生活、贴近时代的内容健康和丰富的课程资源；要积极利用音像、电视、书刊杂志、网络信息等丰富的教学资源，拓展学习和运用英语的渠道；积极鼓励和支持学生主动参与课程资源的开发和利用。

三、设计思路

《标准》采用国际通用的分级方式，将英语课程目标按照能力水平设为九个级别。该设计遵循了语言学习的规律和不同年龄段学生生理和心理发展的需求和特点，也考虑到我国民族众多，地域辽阔，经济和教育发展不平衡的实际，旨在体现国家英语课程标准的整体性、灵活性和开放性。

国家英语课程要求从 3 年级起开设英语课程。《标准》第二级为 6 年级结束时应达到的基本要求；第五级为 9 年级结束时应达到的基本要求；第八级为高中毕业的基本要求。第三、四、六、七级为第二、五、八级之间的过渡级。过渡级别的设置既有利于对各层次教学的指导，又为课程的灵活性和开放性提供了依据。

第二部分 课程目标

课程目标的级别不完全等同于基础教育阶段的各个年级。但是，分级目标对 3～6 年级、7～9 年级和高中各学段或年级的教学和评价以及教材编写提供了循序渐进、稳步上升的指导性要求，有利于课程的整体实施。从 3 年级开设英语课程的学校，3、4 年级应完成一级目标，5、6 年级完成二级目标；7～9 年级分别完成三、四、五级目标；高中阶段完成六、七、八级目标。第九级为外国语学校和外语特色学校高中毕业课程目标的指导级，该级别也可以作

为部分学校少数英语特长学生基础教育阶段的培养方向。

各地区可以根据国家课程三级管理的有关政策规定，根据当地的条件和需要，适当调整相应学段英语课程的目标。教育基础和师资条件暂不具备的地区或学校，以及把英语作为第二外语开设的学校，可以适当降低相应学段英语课程目标的要求。英语教育基础和条件较好的（如从 1 年级起就开设英语课程的地区或学校），在不加重学生负担的前提下，可以适当提高相应学段级别的要求。

六年级结束时达到二级,9 年级结束时达到五级,普通高中结束时达到八级

第二部分 课程目标

基础教育阶段英语课程的总体目标是培养学生的综合语言运用能力。综合语言运用能力的形成建立在学生语言技能、语言知识、情感态度、学习策略和文化意识等素养整体发展的基础上。语言知识和语言技能是综合语言运用能力的基础，文化意识是得体运用语言的保证。情感态度是影响学生学习和发展的重要因素，学习策略是提高学习效率、发展自主学习能力的保证。这五个方面共同促进综合语言运用能力的形成。

综合语言运用能力:

情感态度：动机兴趣，自信意志，合作精神，祖国意识，国际视野。

学习策略：谁知策略，调控策略，交际策略，资源策略。

语言技能：听说读写。

语言知识：语音，词汇，语法，动能，话题。

文化意识：文化知识，文化理解，跨文化交际，意识和能力。

基础教育阶段英语课程目标的各个级别均以学生语言技能、语言知识、情感态度、学习策略和文化意识五个方面的综合行为表现为基础进行总体描述。以下是本课程一级至九级应达到的综合语言运用能力目标。

一级：对英语有好奇心，喜欢听他人说英语。能根据教师的简单指令做游戏、做动作、做事情（如涂颜色、连线）。能做简单的角色扮演。能唱简单的英文歌曲，说简单的英语歌谣。能在图片的帮助下听懂和读懂简单的小故事。能交流简单的个人信息，表达简单的情感和感觉。能书写字母和单词。对英语学习中接触的外国文化习俗感兴趣。

二级：对英语学习有持续的兴趣和爱好。能用简单的英语互致问候、交换有关个人、家

庭和朋友的简单信息。能根据所学内容表演小对话或歌谣。能在图片的帮助下听懂、读懂并讲述简单的故事。能根据图片或提示写简单的句子。在学习中乐于参与、积极合作、主动请教。乐于了解异国文化、习俗。

三级：对英语学习表现出积极性和初步的自信心。能听懂有关熟悉话题的语段和简短的故事。能与教师或同学就熟悉的话题（如学校、家庭生活）交换信息。能读懂小故事及其他文体的简单书面材料。能参照范例或借助图片写出简单的句子。能参与简单的角色扮演等活动。能尝试使用适当的学习方法，克服学习中的困难。能意识到语言交际中存在文化差异。

四级：明确自己的学习需要和目标，对英语学习表现出较强的自信心。能在所设日常交际情景中听懂对话和小故事。能就熟悉的生活话题交流信息和简单的意见。能读懂短篇故事。能写便条和简单的书信。能尝试使用不同的教育资源，从口头和书面材料中提取信息，扩展知识，解决简单的问题并描述结果。能在学习中相互学习帮助，克服困难。能合理计划和安排学习任务，积极探索适合自己的学习方法。在学习和日常交际中能注意到中外文化的差异。

五级：有较明确的英语学习动机和积极主动的学习态度。能听懂教师有关熟悉话题的陈述并参与讨论。能就日常生活的各种话题与他人交换信息并陈述自己的意见。能读懂供 7~9 年级学习阅读的简单读物和报刊、杂志，克服生词障碍，理解大意。能根据阅读目的运用适当的阅读策略。能根据提示起草和修改小作文。能与他人合作，解决问题并报告结果，共同完成学习任务。能对自己的学习进行评价，总结学习方法。能利用多种教育资源进行学习。进一步增强以文化差异的理解与认识。

六级：进一步增强英语学习动机，有较强的自主学习意识。能理解口头或书面材料中表达的观点并发表自己的见解。能有效地使用口头或书面语言描述个人经历。能在教师的帮助下计划、组织和实施各种英语学习活动。能主动扩展和利用学习资源，从多渠道获取信息。能根据自我评价结果调整学习目标和策略。能体会交际中语言的文化内涵的背景。

七级：有明确和持续的学习动机及自主学习意识。能就较广泛的话题交流信息，提出问题并陈述自己的意见和建议。能读懂供高中学习阅读的英言语原著改写本及英语报刊。具有初步的实用写作能力，如通知、邀请活动。有主动利用多种教育资源进行学习。具有较强的自我调控能力，初步形成适合自己的学习策略。理解交际中的文化差异，初步形成跨文化交

际意识。

八级：有较强的自信心和自主学习能力。能就熟悉的话题与讲英语的人士进行比较自然的交流。能就口头或书面材料的内容发表评价性见解。能写出连贯且结构完整的短文。自自主策划、组织和实施各种语言实践活动，如商讨和制订计划、报告实验和调查结果。能有效利用网络等多种教育资源获取和处理信息。能自觉评价学习效果，形成有效的英语学习策略。了解交际中的文化内涵和背景，对异国文化采取尊重和包容的态度。

九级：有自主学习能力。能听懂有关熟悉话题的演讲、讨论、辩论和报告的主要内容。能就国内普遍关心的问题如环保、人口、 和平与发展等用英语进行交谈，表明自己的态度和观点。能做到日常生活的口头翻译。能利用各种机会用英语进行真实交际。能借助字典阅读题材较为广泛的科普文章和文学作品。能用常见应用文体完成一般的写作任务，并具有初步使用文献的能力。能自主开拓学习渠道，丰富学习资源。具有较强的世界意识。

第三部分 内容标准

按照基础教育阶段英语课程分级总体目标的要求，本课程标准对语言技能、语言知识、情感态度、学习策略和文化意识等五个方面分别提出了相应的具体内容标准，其中对语言技能中的听、说、读、写四个技能提出九个级别的目标要求 (根据学生生理和心理特点以及他们的认知发展水平和情感需要，在一级、二级提出了更为具体的语言技能目标要求)；对语言知识中的语音、语法、词汇、功能和话题提出二级、五级和八级的目标要求；对情感态度、学习策略和文化意识也提出了二级、五级和八级的目标要求。

一、语言技能

语言技能是构成语言交际能力的重要组成部分。语言技能包括听、说、读、写四个方面的技能以及这四种技能的综合运用能力。听和读是理解的技能，说和写是表达的技能；这四种技能在语言学习和交际中相辅相成、相互促进。学生应通过大量的专项和综合性语言实践活动，形成综合语言运用能力，为真实语言交际打基础。因此，听、说、读、写既是学习的内容，又是学习的手段。语言技能目标以学生在某个级别"能做什么"为主要内容，这不仅有利于调动学生的学习积极性，促进学生语言运用能力的提高，也有利于科学、合理地评价学生的学习结果。表2是语言技能的分级目标。

语言技能一级目标

一级：

听做：

1、能根据听到的词语识别或指认图片或实物；

2、能听懂课堂简短的指令并做出相应的反应；

3、能根据指令做事情，如:指图片、涂颜色、画图、做动作、做手工等；

4、能在图片和动作的提示下听懂简单的小故事并做出反应。

说唱：

1、能根据录音模仿说英语；

2、能相互致以简单的问候；

3、能相互交流简单的个人信息，如:姓名、年龄等；

4、能表达简单的情感和感觉，如:喜欢和不喜欢；

5、能够根据表演猜测意思、说词语，

6、能唱英语儿童歌曲 15 一 20 首，说歌谣 15 一 20 首；

7、能根据图、文说出单词或短句。

玩演：

1、能用英语做游戏并在游戏中用英语进行简单的交际；

2、能做简单的角色表演；

3、能表演英文歌曲及简单的童话剧，如(小红帽)等。

读写：

1、能看图识字；　2、能在指认物体的前提下认读所学词语；

3、能在图片的帮助下读懂简单的小故事;4、能正确书写字母和单词。


视听：

1、能看懂语言简单的英语动画片或程度相当的教学节目；

2、视听时间每学年不少于 10 小时(平均每周 20 一 25 分钟)。

语言技能二级目标

听：

1、能在图片、图像、手势的帮助下，听懂简单的话语或录音材料；

2、能听懂简单的配图小故事；

3、能听懂课堂活动中简单的提问；

4、能听懂常用指令和要求并做出适当反应。

说：

1、能在口头表达中做到发音清楚、语调达意；

2、能就所熟悉的个人和家庭情况进行简短对话；

3、能运用一些最常用的日常套语(如问候、告别、致谢、致歉等)；

4、能在教师的帮助下讲述简单的小故事。

读：

1、能认读所学词语；

2、能根据拼读的规律，读出简单的单词；

3、能读懂教材中简短的要求或指令；

4、能看懂贺卡等所表达的简单信息；

5、能借助图片读懂简单的故事或小短文，并养成按意群阅读的习惯；

6、能正确朗读所学故事或短文。

写：

1、能模仿范例写句子；

2、能写出简单的问候语；

3、能根据要求为图片、实物等写出简短的标题或描述；

4、能基本正确地使用大小写字母和标点符号。

玩演视听：

1、能按要求用简单的英语做游戏；

2、能在教师的帮助下表演小故事或童话剧；

3、能表演歌谣或简单的诗歌 30—40 首(含一级要求)；

4、能演唱英文歌曲 30—40 首(含一级要求)：

5、能看懂英文动画片和程度相当的英语教学节目，每学年不少于 10 小时(平均每周不少于 20—25 分钟)。

语言技能三级目标

听：

1、能识别不同句式的语调，如:陈述句、疑问句和指令等；

2、能根据语调变化，判断句子意义的变化；

3、能辨认歌谣中的韵律；

4、能识别语段中句子间的联系；

5、能听懂学习活动中连续的指令和问题，并做出适当反应；

6、能听懂有关熟悉话题的语段；

7、能借助提示听懂教师讲述的故事。

说：

1、能在课堂活动中用简短的英语进行交际；

2、能就熟悉的话题进行简单的交流；

3、能在教师的指导下参与简单的游戏和角色扮演活动；

4、能利用所给提示(如图片、幻灯片、实物、文字等)简单描述一件事情；

5、能提供有关个人情况和个人经历的信息；

6、能讲述简单的小故事；

7、能背诵一定数量的英语小诗或歌谣，能唱一些英语歌曲；

8、能在上述口语活动中语音、语调基本正确。

读：

1、能正确朗读课文；

2、能理解简短的书面指令，并根据要求进行学习活动；

3、能读懂简单故事和短文并抓住大意；

4、能初步使用简单的工具书；

5、除教材外，课外阅读量达到 4 万词以上。

写：

1、能正确使用常用的标点符号；

2、能使用简单的图表和海报等形式传达信息；

3、能参照范例写出或回复简单的问候卡和邀请卡；

4、能用短语或句子描述系列图片，编写简单的故事。

语言技能四级目标

听：

1、能听懂接近正常语速、熟悉话题的语段，识别主题，获取主要信息；

2、能听懂简单故事的情节发展，理解其中主要人物和事件；

3、能根据连续的指令完成任务；

4、能听懂广播、电视中初级英语教学节目。

说：

1、能根据提示给出连贯的简单指令；

2、能引出话题并进行几个回合的交谈；

3、能在教师的帮助下或根据图片用简单的语言描述自己或他人的经历；

4、能在教师的指导下参与角色扮演等活动；

5、能在上述口语活动中使用正确的语音、语调。

读：

1、能连贯、流畅地朗读课文；

2、能读懂说明文等应用文体的材料；

3、能从简单的文章中找出有关信息，理解大意；

4、能根据上下文猜测生词的意思；

5、能理解并解释图表提供的信息；

6、能理解简易读物中的事件发生顺序和人物行为；

英语课程要力求合理利用和积极开发课程资源。

# BIOGRAPHY

| | |
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