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

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## ABSTRACT

This study compared grade 6 students' English speaking ability before and after using an Interactive Game Teaching Method and investigated their satisfaction with the use of an Interactive Game Teaching Method in an English-speaking course in Sichuan Province, China. The sample group consisted of 30 grade 6 students from Sichuan Province, China. Quantitative data was collected through 4 lesson plans, a pretest, a posttest, and a questionnaire. It was analyzed using means, standard deviations, and paired sample t-test. The data collection lasted for 4 weeks and the teaching experiment was conducted online due to the pandemic. The results of the pretest and post-test showed that the students in the sample group improved their language-speaking skills with a pretest score ($\overline{X}$ = 22.03, SD = 4.48) and a post-test score ($\overline{X}$ = 8.97, SD = 4.06). The data collected from the questionnaire indicated that all items were rated highly. The majority of students in the sample group expressed positive satisfaction with the use of the Interactive Game Teaching Method in learning English. This study demonstrated that the use of the Interactive Game Teaching Method provided an alternative and effective method for learning English.

Keywords: Interactive Game Teaching Method, English speaking Skill, Grade 6 students in Sichuan Province China

## Introduction

With the rapid development of the times and the continuous innovation of education, the traditional one-way teaching mode of teachers lecturing on a podium and students silently listening in their seats is no longer applicable, especially in primary school. The interaction and communication between teachers and students in the classroom have increasingly become an indispensable part of teaching, and game activities have become the best way.

Grade 6 is a very important stage in learning English. Primary school students have poor autonomous learning ability, have no correct ability to distinguish things, and are full of curiosity about anything. Primary school students are more willing to let teachers and students pay attention to themselves (Zhu, 2023). Li (2020) has mentioned that there will also be differences among students in the learning process. Furthermore, the cognitive characteristics of children in elementary school are that they accept new knowledge quickly but, at the same time, forget it quickly, so they need timely consolidation. However, simple mechanical repetition is difficult to achieve the desired goal, and boring repetition can also cause elementary school students to lose interest in learning English and even develop resistance, fear, or disgust. Ma (2017) noted that according to general psychology, human memory largely depends on the nature of the activity. When the memorized material becomes the direct object of human activity, memory is effective, and allowing students to manipulate the memorized object directly can improve the memory effect.

In traditional English teaching, due to the influence of examination-oriented education, the enrollment rate has become the core goal of English teaching (Jia, 2020). To ensure the realization of this goal, in teaching, teachers often adopt mandatory teaching methods such as "indoctrination" or "cramming", using commands to require students to receive the teaching content comprehensively and strengthen their grasp of the teaching content by rote (Zhang, 2020). Especially for primary school English teaching, this compulsory teaching method will lead to the decline of students' interest in learning, resulting in the feeling of weariness.

China's English curriculum standard for primary school students points out that stimulating students' interest in English learning is the primary goal of English

Teaching in primary school (Ma, 2022). He noted that teaching using games can relieve students' tension in learning English for the first time, and it can also provide students with a relaxed and happy language learning environment. At the same time, game teaching is not only conducive to improving students' interest in English learning and establishing an equal relationship between teachers and students but also conducive to the improvement of students' speaking ability and the shaping of good character.

### Research Objectives

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

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

### Literature Review

1. Teaching and Learning English as a Foreign Language in China

English is an international language. With the further development of our economic opening to the outside world, the requirement for foreign-related talents is increasing, and more emphasis is placed on oral communication ability (Wang, 2022). Many teachers regard English test scores as the standard to evaluate students' English learning, resulting in students' erroneous utilitarian attitude towards spoken English learning and it is difficult to fully develop the talents of primary school students in the new language learning. As a result, students' oral English communication ability is still low. Therefore, adapting to the new situation of English communication requirements, under the advocacy of the new curriculum standards to improve oral English in primary school, is an urgent proposition we need to solve (Xu, 2022).

In primary school English, teaching spoken English is the most important, but also the most difficult subject to conquer (Zhu, 2022). At present, due to the long-term emphasis on English writing and neglect of spoken English practice, most students' spoken English skills are not high, and their enthusiasm to participate in oral English teachings is not high. The main reasons for the current phenomenon of "dumb English" are as follows: First, the new English curriculum standards require primary school English to focus on listening and speaking, supplemented by reading and writing. However, many teachers do not pay

enough attention to spoken English (Sun, 2022).

2. Teaching and Learning English Speaking Skill in a Primary Level

In countries where English is used as the national language, people generally use the spoken way to communicate. Of course, spoken communication is transmitted by sound, and there are also written records of spoken English literature. English speaking is very flexible, according to the different users, and can change the situation to use, the above is a summary of oral English (Li, 2020). The English Curriculum Standards for Primary Schools (2011 edition) stress that speaking and singing should meet the following standards: speaking by imitating the content of the recording: greeting in daily life; exchange of personal information in interpersonal communication; To express personal feelings and feelings about things; After watching the performance can understand the meaning and say the main content; Master about 15 English songs and ballads; After reading Chinese, say words and sentences.

3. Interactive Game Teaching Method

The interactive game teaching method refers to the use of games in the classroom to interact with students and to teach. This teaching method can stimulate primary school students' interest in learning, mobilize the enthusiasm of students, and let students be willing to take the initiative to participate in classroom activities, but also can strengthen the communication between students and teachers and make the classroom atmosphere more relaxed and happy (Wang, 2017). Students can acquire scientific knowledge through the process of interactive games, which has a great effect on primary school English classroom teaching (Dai, 2019).

The ultimate aim of language teaching is to guide students in the use of language. Therefore, in the process of teaching in the English classroom, teachers cultivate students' speaking skills is a powerful reflection of the students' learning effect, and cultivating students' speaking skills in the classroom, enhancing students' ability to apply English knowledge, will focus on teaching the basic direction of the teaching theme to implement comprehensive training for students (Zhang, 2020). This is a great way of stimulating students' interest in the subject matter, motivating them, satisfying their playfulness, and developing a sense of enjoyment in learning the language.

Game teaching provides a brand new teaching method for primary school English teaching. It can enable students to learn knowledge imperceptibly in the game, improve students' cooperation and communication ability in the game, and influence students' patience and carefulness, to further improve students' comprehensive quality (Cao, 2019). The researcher will apply the following 4 games to English-speaking teaching:

3.1 Zoos, orchards, vegetable gardens: How to play the game: Form the students into a circle and choose 1 student to start with, the students will ask the question, what is in the zoo? (Students can choose for themselves, a zoo, orchard, or vegetable garden) The next student will answer and it must be the same type of vocabulary. If the student takes too long or repeats the vocabulary of the previous student, then that student loses and then that student has to perform a talent show for the group. This game helps to motivate students and leads them to be more daring and confident in their oral expression and English vocabulary.

3.2 Cow Boy: The rules of the cowboy game are as follows: 2 students stand back to back, each holding a card in his hand, take 3 steps forward, and then turn back at the same time, using the teacher's sentence structure to say the other side of the card in English, the first to say the winner. For example, in the unit "I like playing basketball", students need to master the important sentence pattern "I like playing basketball". The teacher prepared several cards from various ball games and divided the students into 1 group and 2 groups. At the same time, one group and 2 groups were invited to participate in the stage. Student A now holds the basketball card, student B now holds the football card. After the teacher's instruction, the 2 students took 3 steps forward and then turned back at the same time. Student A needs to say: I like playing football; Student B needs to say: I like playing basketball. The first student to say a complete and accurate sentence wins. This game will reinforce the students' application of what they have learned.

3.3 Let's do dubbing: The application of dubbing games in oral English teaching can make the class more interesting. Teachers conduct dubbing exercises in learning groups, select dubbing actors in the groups, and then record them respectively, to carry out competitive learning among groups. Teachers can also take the role of roll call, assign different roles to students and record them separately. The whole spoken English class was carried

out in the interesting dubbing activities, which greatly stimulated the enthusiasm of students to participate.

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

4. Learning Satisfaction in English as a Foreign Language

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

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

5. Related Studies

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

The game teaching method, also known as "game-oriented teaching", is based on the use of games to teach

in a relaxed and enjoyable atmosphere, allowing students to actively participate and enjoy themselves. In the process of "playing", students can easily understand the boring and difficult content of the classroom, and through the knowledge acquired can apply the knowledge to practical operations. The "game teaching method" is a clever combination of "game" and "teaching", and is a new and effective teaching method.

Games can help to address the lack of motivation in learning, can facilitate the acquisition of knowledge, and make learning more enjoyable and effective (Jiang, 2019). Firstly, games can bring positive emotional experiences to students, which can help to increase their interest in learning and make learning enjoyable; secondly, some games can build more complex problem-solving environments, enabling students to develop higher-order skills such as problem-solving and teamwork; in addition, games provide students with virtual experiences that simulate learning scenarios that are difficult to obtain in real life. As early as 1969, in Simulation and Games, the authors showed that games are an effective tool for learning and experimentation, and have a significant impact on public policy development and planning.

Shen (2015) mentioned Interactive game teaching method Gis a combination of education and play and is different from simple play or teaching in that it has clear objectives and specific teaching content, but at the same time has the fun and competitive nature of play. The interactive game teaching method stimulates students' desire to express themselves. Fang (2020) concluded that the interactive game-teaching method emphasizes the subjectivity of students and requires them to participate together, rather than the teacher singing a monologue, reflecting the teacher-led and student-led role. The interactive game teaching method is in line with students' physiological and psychological characteristics. The teacher's teaching method can directly influence students' interest in learning.

Huang (2021), in the latest study it is stated that primary school children are young and their instinct is to play. The interactive game teaching method is more in line with their psychological development and allows them to learn English in a relaxed and enjoyable way. Instead of the traditional indoctrination knowledge and theoretical explanations, this playful form of teaching respects the physical and mental development of students and is conducive to fostering

their intellectual development and the improvement of their creative abilities.

According to Zhou (2019), the interactive game teaching method can create a relaxed and enjoyable learning environment for students, so that there is no pressure on students and they can feel confident in learning, which can greatly help students to improve their English speaking skills.

## Conceptual Framework

This study was composed of independent variables and dependent variables. The independent variable included Interactive Game Teaching Method and Grade 6 Chinese students. Students' English speaking skill and students learning satisfaction were the dependent variables.

## Research Methodology

1. Research Design

In this study, a quantitative approach was used to assess achievement. Grade 6 Chinese students' satisfaction with Interactive Game Teaching Methods to improve their English speaking skills. Gill (1995) stressed the importance for researchers to understand quantitative research methods. Because quantitative methods can be generalized across a wide range of topics and studies, they are objective and accurate; The information is closed, so there are few variables to consider.

To analyze the data, quantitative methods were adopted in this study. To collect data, the researcher used achievement tests and questionnaires to collect data. In the achievement test, in addition to the pre-test and post-test,
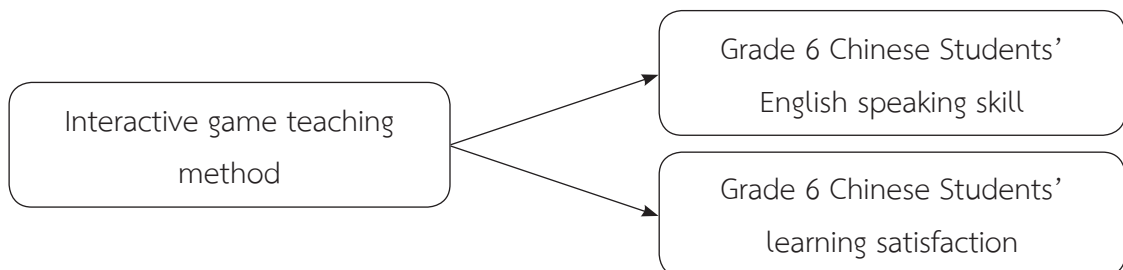


**Figure 1** Conceptual Framework

a questionnaire was added to determine the students' satisfaction with the Interactive Game Teaching Method for learning English speaking skills. The questionnaire results are objective and accurate. According to the research objectives, this study adopted quantitative research. 2 methods of questionnaire survey and achievement tests were used in this study. The achievement test was used to collect data to compare students' speaking performance before and after using the 4 interactive games. A questionnaire survey was conducted to deeply understand their satisfaction with the interactive game teaching method in learning English speaking skills.

2. Population and Sample

The population used in this study was carried out among grade 6 students at a public school in Sichuan Province, China. There were 3 classes in Grade 6. There were 35 students in class 1, 35 students in class 2, and the other 30 students in class 3, for a total of 100 students. They ranged in age from 11 to 13 and varied in gender and English speaking skill. For the sample group in the research, the researcher used a clustered random sampling method to draw a class with 30 students from the grade 6 population. The students were between 11 and 13 years old and had mixed English-speaking
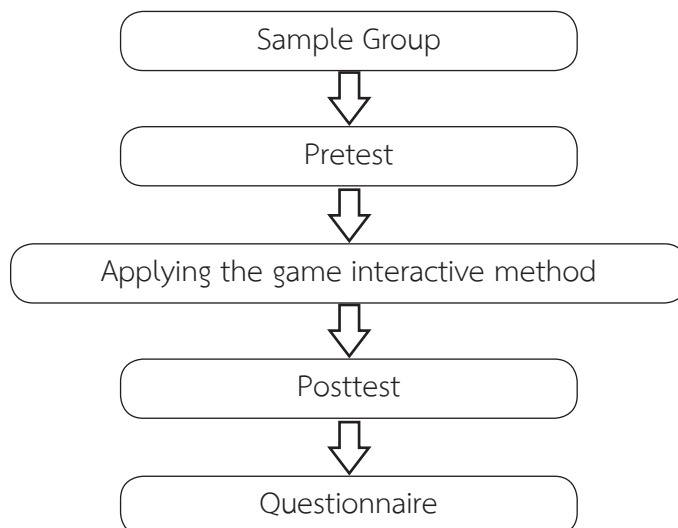
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┌─────────────────────────────┐
│        Sample Group         │
└─────────────────────────────┘
              ⇩
┌─────────────────────────────┐
│          Pretest            │
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              ⇩
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│   Applying the game interactive method   │
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┌─────────────────────────────┐
│          Posttest           │
└─────────────────────────────┘
              ⇩
┌─────────────────────────────┐
│        Questionnaire        │
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**Figure 2** Research Design

skills. All the students were Chinese native speakers. As native Chinese speakers, learning English was a compulsory course for them since grade 3 in primary school.

3. Instruments

This study aimed to compare grade 6 students' English speaking skills before and after using interactive game teaching and investigate grade 6 students' learning satisfaction after applying the interactive game teaching method, in Sichuan province, China. The following were the methods of this study, including study design, sample group, research tools used to collect data, validity, and reliability of research tools, and data analysis.

3.1 Lesson plans

The researcher designed 4 lesson plans, each lasting 40 minutes, for a total of 320 minutes (1 Lesson Plan = 2 Sessions). Over 4 weeks, the researcher taught 8 sessions (2 sessions per week). The study's topics were chosen depending on the sample students' English proficiency. These lesson plans were aimed at teaching grade 6 Chinese primary school students English speaking. The major goal of the courses was to see if using interactive game teaching methods helped research participants understand the content while speaking.

3.2 Pretest and Posttest

According to the curriculum framework of English Textbooks for Compulsory Education, the study achievement test was formulated. The researcher followed the standard guidelines of the China Council for School Examinations and Assessment in developing the test program. The academic achievement test consisted of 4 parts to test students' words-to-sentences speaking. The scholastic achievement test was scored out of 40. The researcher conducted learning achievement tests before and after the intervention to analyze the learning outcomes of study participants. It included the pretest and posttest. The study used the same questions, but in a different order; the same group of students were treated after the intervention. This study used the same test items for pretest and posttest to ensure consistency with the evaluation and with the same marching criteria.

3.3 Questionnaire

An anonymous questionnaire was administered to study students' satisfaction with applying interactive games in an English course. The questionnaire consisted of 15 statements on a five-point scale. The content of the questionnaire is in English. After distributing the questionnaire,

Chinese was used to translate it for students and ensure that each participant was aware of the content of the questionnaire. The statements were rated from 5 to 1 on a five-level Likert scale. (5) Strongly agree, (4) agree, (3) neutral, (2) disagree, (1) strongly disagree. Students' statements about applying interactive games for learning fall into 3 categories: motivation, student engagement, and efficacy of the Interactive Game Method on student learning. Andrew (2017) chose a questionnaire survey because it was practical to collect data using multiple methods to achieve research objectives. Similarly, All statements on the questionnaire were explained and each participant was given specific instructions before scoring.

### 4. Validity Test and Reliability Test

#### 4.1 Validity

Validity usually determines whether the research conducted measures the purpose of the research or the authenticity of the results. In this study, the research instruments were examined and verified by 3 experts from China. This study used the Item Objective Congruence (IOC) index proposed by Rovinelli and Hambleton in 1997 (Zhang & Zhao, 2007). In this study, all the research tools were validated by 3 experts in English teaching and education in China, and the accuracy of the instrument was at the level of 0.67.

#### 4.2 Reliability

Reliability was used to measure whether the results are reproducible and consistent over time. To test the reliability of the questionnaire and Cronbach's Alpha methods used respectively. Zhang & Tian (2007) mentioned that reliability is the consistency of results obtained by using instruments that were repeatedly tested. So, the researcher tested and administered the questionnaire to the other 30 students at the same level. Cronbach's Alpha method was used in this study to test the reliability. If the score is below 0.7, the project will be defined as unreliable and will be deleted. The result of the reliability for the questionnaire was 0.79.

### 5. Data Collection Procedures

The researcher obtained approval from Guxian Schools. In addition to obtaining approval from school authorities and parents, the researcher sought consent from study participants aged 11 to 13. The researcher ensured participants' confidentiality by disclosing all data from this study at the end of the study. Before the data collection process began, the researcher provided the participants with a wealth of information about each stage of the study. The study

looked at 30 grade 6 students at a middle school in Sichuan Province, China. Students varied in age, gender, and English speaking skills. Pretest, posttest, and questionnaire surveys were used to gather information on student learning outcomes.

## Research Results

1. The English speaking skill of grade 6 Chinese students' using Interactive Game Teaching Method

**Table 1** Comparative T-Test Analysis

| Group | Pretest | | Posttest | | Mean difference | T | P Value |
|---|---|---|---|---|---|---|---|
| | $\overline{X}$ | SD | $\overline{X}$ | SD | | | |
| Sample Group | 22.03 | 4.48 | 28.97 | 4.06 | 6.94 | 13.72 | ≤.01 |

From Table 1 above, a single sample analysis of test scores was conducted, and the result was positive. The pretest mean was 22.03 and the standard deviation was 4.48. The posttest mean was 28.97 and the standard deviation was 4.06. The mean difference between pretest and posttest was 6.94. This results in an increase in the posterior mean.

The significant value (P) was ≤.01. Compared with the pretest scores of the sample group, the posttest scores showed a statistically significant increase. Table 1 above compares the pretest and posttest mean value.

2. The student's satisfaction to developing English speaking skills with Interactive Game Teaching Method

To collect quantitative data and study students' feelings about using the Interactive Game Teaching Method in English-speaking classes, five levels of Likert scale. There were 15 items in the questionnaire, which were divided into Part A, motivation, Part B, engagement, and Part C, the efficacy of the Interactive Game Method on student learning. All 30 (n = 30) study participants were given questionnaires. These are shown in table 2-4.

**Table 2** Mean ($\overline{X}$) and Standard Deviation (SD): Part A (n = 30)

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

Table 2 shows the Mean cores and standard deviations of students' satisfaction with Part A, interest, and motivation. "Using Interactive Games Teaching Method to make learning meaningful." (2) the highest average score of ($\overline{X}$ = 4.33), in the five levels of the Likert scale within the average scores of "highest" level. Although a relatively low score of an average of (4) ($\overline{X}$ = 3.83), the interpretation of the mean score of 45 showed that students' interest and motivation in part A of the questionnaire, the perception was still in the high level ($\overline{X}$ = 4. 18).

**Table 3** Mean ($\bar{X}$) and Standard Deviation (SD): Part B (n = 30)

| | Part B - Engagement | Mean | SD | Interpretation |
|---|---|---|---|---|
| 6 | Activities related to the Interactive Game Teaching Method are interesting. | 4.17 | .898 | High |
| 7 | Activities related to the Interactive Game Teaching Method are very meaningful. | 4.33 | .789 | Highest |
| 8 | The language used by the speaker in the Interactive Game Teaching Method is understandable. | 4.07 | .814 | High |
| 9 | Activities related to the Interactive Game Teaching Method are very helpful for future use. | 4.23 | .804 | Highest |
| 10 | Activities related to the Interactive Game Teaching Method make participation in learning. | 4.47 | .806 | Highest |
| | **Average** | **4.25** | **.822** | **Highest** |

Table 3 The Mean and Standard Deviation of student achievement in Part B: Engagement. According to the data, item (10), "I feel more engaged when I use the Interactive Games Teaching Method," had the highest average score at 4.47; Item (8), "The language used by the speakers in the Interactive Games Teaching Method is understandable." had the lowest average score of 4.07. The average score for this section was 4.25, still in the "highest" range.

**Table 4** Mean (X̄) and Standard Deviation (SD): Part C (n=30)

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

Table 4 shows the average score and standard deviation of students' attitudes toward Interactive Game Teaching Methods in Part C. The majority of students believe that the Interactive Game Teaching Method is helpful to improve their English speaking skills. The average score was 4.29, in the "highest" category. Item 15, "Using Interactive Games Teaching Method helped me improve my English speaking test scores". obtained the highest average score at 4.47. Item 12 "I improved my English pronunciation by using Interactive Games Teaching Method." Obtained the lowest average score at 4.17. In terms of the overall mean score, it was still at the highest level, and it could be determined that using Interactive Games Teaching Method improved students' English speaking skill achievement.

## Results Conclusion

**Effectiveness of grade 6 Chinese student's English speaking skill after using Interactive Game Teaching Method**

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

The statistical analysis of the paired sample T-test of academic performance showed that the average score of the posttest (28.97) was significantly higher than that of the pretest (22.03), with an average difference of (6.94) and the significance value of .01. The standard deviations of pretest and posttest in the sample group were (4.48) and (4.06) respectively. The mean score of the post-test was higher than that of the pretest.

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

To investigate student's satisfaction to developing English Speaking skills with Interactive Game Teaching Method

The second research objective was to investigate the satisfaction of Chinese grade 6 students in learning English speaking after using the interactive game teaching method. The questionnaire is divided into 3 categories: Part A, motivation, Part B, engagement, and Part C, the efficacy of the Interactive Game Method on student learning. From the data in Tables 2-4, it is evident that the average score of part C is the highest, with a mean score of ($\overline{X}$ = 4.29) and a standard deviation of 0.883, while the mean score of part A is relatively low: ($\overline{X}$ = 4. 18) and the standard deviation of 0.868.

## Discussion

The first finding showed that the use of the Interactive Game Teaching Method improved the English-speaking skill of Chinese students in Sichuan Province, China. According to Fan (2020), through games, students' English speaking skill was significantly improved. A large number of game activities were strengthen students' English speaking skill. This study also supported the fact that the use of Interactive Game Teaching Method improved students' English speaking skill.

The second finding was that grade 6 Chinese students showed high satisfaction with learning English speaking skills using the Interactive Game Method. Different game activity designs corresponded to different themes or contain a variety of content. According to (He, 2019), Interactive Game Teaching Method makes students more confident in learning oral English. In this study, After using the Interactive Game Teaching Method in the classroom, it would help students to acquire a positive attitude. During the teaching process, students also would gain attention and improve their self-confidence, and get more motivation.

**Recommendations**

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

Recommendations for Implementation

1) The use of the Interactive Game Teaching Method has been found to enhance the English speaking skill of grade 6 students. Consequently, Interactive Game Teaching Method may be utilized for the teaching of this course in other institutions as well.

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

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

Recommendations for Future Research

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

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

2) This study was limited by the time and was conducted over 1 month. Therefore, further studies over a longer period are recommended to obtain more reliable and significant results.

3) Further similar studies could be conducted by including different schools

located in different geographical locations in the country.

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

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

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