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Enhancing EFL Students' Speaking Skills by the Implementation of Interactive Activities

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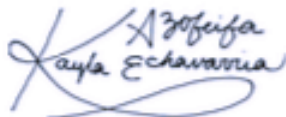
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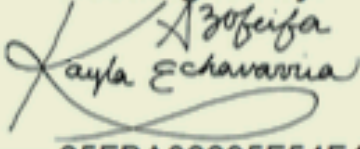
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## Contents

Chapter 1: Introduction and general information	6
Introduction	6
Rationale	8
Purpose	9
General Objectives	9
Specific Objectives	9
Research Questions	10
Hypothesis	10
Chapter 2: Literature Review	11
Interactive Activities	11
Incorporating Music	13
Role Plays	15
Online Games	17
Speaking Skill	19
Chapter 3: Design and Method	22
Research Method	22
Type of Approach	23
Constructivist Paradigm	24
Experimental Design	24
Qualitative Approach	25
Context	26
Data Collection Procedures and Tools of Initial Research	27
Action Plan	27
Table 1	28
Intervention Assessment	29
Chapter 4: Findings	30
Pre-test Results	30
Figure 1	30
Post- test Results	32
Figure 2	32
Comparative Analysis of Results	33
Figure 3	33
Chapter 5: Reflections	36
Feelings and experience	36
Change	36
Future research	37

Chapter 6: Conclusions	38
Research Questions Answered	38
Objective Conclusions	39
Strengths	39
Limitations	40
Chapter 7: Recommendations	41
Suggestions for Students	41
Suggestions for Institution	41
Suggestions for Other Teachers	42
References	43
Appendix A. Pre-Test to Measure Students' Speaking Skills	48
Appendix B. Rubric for Further Observations of Test Evaluations	49
Appendix C. <i>Activities for Eight Week Implementation</i>	50
Appendix D. Post-Test to Measure Students' Speaking Skill After Implementation	51
Appendix E. Lesson Plans and Didactic Materials	52
Appendix F. Worksheet for Musical Stop	62
Appendix G. Hangman	63
Appendix H. Worksheet for Old School v.s. New School	64
Appendix I. Likes and Dislikes	65
Appendix J. Sentence Scrabble	66
Appendix K. What's your fav?	67
Appendix L. Worksheet for Event Organizer Mind Map	68
Appendix M. Reveal	69
Appendix N. Figure 1	70
Appendix O. Figure 2	71
Appendix P. Figure 3	72



**Abstract**

The intention behind this project is to enhance EFL students' speaking skills by implementing interactive activities and ultimately for teachers to become more proactive in understanding what areas improve students' speaking skills. The general objective is to enhance EFL students' speaking skills by the implementation of interactive activities in eighth graders at Liceo Las Esperanzas. Specific Objectives are to diagnose the EFL students' speaking level by applying a test, to implement interactive activities that incorporate music, role plays and online games, to assess the effectiveness of these interactive activities towards EFL students speaking skills. The research method is action research because we go through the cycle of evaluating an educational setting to find a problem, constructing a solution plan to apply, re-evaluating the results of the plan created, followed by reconstructing the educational process with the new plan. Qualitative research relies on the data collected from firsthand observations, through instruments applied, and the results of the treatment plan. The comparative graph shows how the students improved their scores by 9%. To conclude, the implementation of activities that incorporate music, role plays and online games should improve EFL students' speaking skills because the variety of new activities make the learners interested and inclined to participate.

*Keywords:* Enhancing speaking, participation, interactive activities



### Resumen

La intención de este proyecto es mejorar las habilidades orales de los estudiantes de EFL mediante la implementación de actividades interactivas y que los profesores sean más proactivos en la comprensión de las áreas que mejoran las habilidades orales de los estudiantes. El objetivo general es mejorar las habilidades orales de los estudiantes de EFL mediante la implementación de actividades interactivas en los alumnos de octavo del Liceo Las Esperanzas. Los objetivos específicos son diagnosticar el nivel de expresión oral de los estudiantes de EFL mediante la aplicación de un examen, implementar actividades interactivas que incorporen música, juegos de rol y juegos en línea, evaluar la efectividad de estas actividades interactivas en la expresión oral de los estudiantes. El método de investigación es la investigación-acción, porque se pasa por el ciclo de evaluar un entorno educativo para encontrar un problema, construir un plan de solución para aplicar, volver a evaluar los resultados del plan creado. La investigación cualitativa se basa en los datos recogidos a partir de observaciones de primera mano, mediante los instrumentos aplicados y los resultados del plan de tratamiento. El gráfico comparativo muestra cómo los alumnos mejoraron sus resultados en un 9%. En conclusión, la implementación de actividades que incorporan música, juegos de rol y juegos en línea debería mejorar las destrezas orales ya que la variedad de nuevas actividades hace que los estudiantes se interesen y se sientan inclinados a participar.

Palabras clave: Mejora de la expresión oral, participación, actividades interactivas

## Chapter 1

### Introduction and general information

#### Introduction

As humans we use our voices to vocalize our internal thoughts, it's the main way that we use to interact with others around us. The main purpose of speaking skills in EFL learning is for students to be able to bring out their internal thoughts and produce what they are learning. Unfortunately, when teachers do not receive any production from the students when they stand in front of the class, their learning process gets cut short. "Classroom participation has been linked to language learning, and speaking in the L2 has been taken to mean more language practice; more practice has then been assumed to lead to higher levels of communicative competence and achievement" (Bernales, 2016, p.1). In order to improve, students can participate in production activities that are conducted in class. These activities are designed to push them to take part in the learning process. Doing so can help them expand new strategies and methods. "It was hypothesized that intrinsic motivation toward an activity will heighten the associated positive effect, thereby leading to increased participation and higher perceived competence and satisfaction" (Manning et al., 1996, p.691). The design of the activities as well as the students' initiative to participate are key aspects in the success of flourishing the linguistic speaking competence in EFL learners. One of the most important factors that teachers can consider when it comes to implementing this strategy is that it is time they leave the traditional classroom activities behind. They should adopt new methodology by incorporating music, role plays and online games to increase class participation. If students are exposed to interactive activities they will be more likely to improve their EFL verbalization capabilities.

This action research will be developed through a diagnostic pre-test applied to a sample of students to determine their speaking level. Proceeding the information obtained the new interactive activities incorporating music, role plays and online games will be developed in the learners traditional classes. Moving forward there will be the same test applied to the sample students to determine the effectiveness of these interactive activities and reflect on the advancement in their speaking skills. This research came about when giving classes as a volunteer teacher in a small rural school where there were established activities designed that the students thought were outdated. When the old activities were swapped out to the new interactive activities the students' participation in speaking activities increased drastically. From this point the thought arose that if the teacher can increase participation through interactive activities then their speaking skills will benefit from this. The pre-test that will be applied will have a variation of questions based on pronunciation, grammar, and critical thinking. The purpose is to see what areas the students are stronger in and where there is room for improvement. Next the interactive activities incorporating music, role plays and online games will be added into their traditional classes. With this, the goal is for the students to have a more significant learning experience which ultimately improves their speaking skills since they will retain more information because the new activities cause them more interest. Afterwards the same diagnostic test will be given to the sample students and with that it will show if the students had a significant change, average change, or no change at all in their articulation . The intention is to see the change in the students' behaviors and improve their participation so teachers can get more feedback in the classroom and confirm that the learners are comprehending what is going on. The goal of this research is for teachers to recognize that there is a problem with the way that traditional activities are in their curriculum and expand their knowledge into creating authentic, creative and interesting

activities. When making the initial change they will be able to see more eager students which intern will benefit each of their learning processes and achieve more in the school year compared to the past.

### **Rationale**

This topic is worth researching because when students are given activities which are not dynamic they are more likely to shut down, not participate and have no idea how to approach asking a question to resolve their doubts. The significance of this topic is severely important because if students are not participating, teachers have no way of identifying whether the methodology being applied is working or completely failing. Speaking expertise is measured through direct feedback from the students when they participate. Some possible gaps in the research may include personal, attitudinal and practical barriers. If the student has an inability to understand the language then they can become frustrated and close-minded when overwhelmed. This situation could also cause emotional breakdowns which would impact their learning process negatively. Segregation and or rejection may cause a student to have no motivation to participate in expressing activities because they feel excluded through their race, economic status, appearance, character, attitude or their greater or lesser intellectual ability to learn. Lastly, the educational system could be the biggest gap to factor in this research since most institutions have to follow a particular design of curricular programs and methodological practices. According to Nabhani et al. (2011):

Findings show that learners are not motivated to learn English because of an over-focus on writing skills with very little new learning experiences, uninteresting materials, and unclear links between language courses and their majors or future careers. Results also

indicate that teachers complain of unmotivated students and pre-structured syllabi leaving little room for communicative methods. Implications are made for the classroom. (pp.33)

This can cause problems because the activities proposed may not be interesting to students which in turn will decline their desire to participate in speaking activities. For this reason, it is important to study what curriculums, materials and activities our students respond to best in order to collect the necessary feedback and to cater to the students' needs in our classrooms. Ultimately teachers must enhance EFL students' speaking skills by implementing interactive activities such as role plays, and incorporating music and online games.

### **Purpose**

The intention behind this project is to enhance EFL students' speaking skills by implementing interactive activities and ultimately for teachers to become more proactive in understanding what areas improve students' speaking skills and implementing new interactive activities in order to change their learning process for the better.

### **General Objectives**

To enhance EFL students' speaking skills by the implementation of interactive activities in eighth graders at Liceo Las Esperanzas.

### **Specific Objectives**

- I. To diagnose the EFL students' speaking level by applying a test.
- II. To implement interactive activities that incorporate music, role plays and online games.
- III. To assess the effectiveness of these interactive activities towards EFL students speaking skills.

### **Research Questions**

- I. How can EFL students improve their speaking skills?
- II. What activities generate the most inclination towards student participation?

### **Hypothesis**

If students are exposed to interactive activities they will be more likely to improve their EFL speaking skills.

## **Chapter 2**

### **Literature Review**

This action research project explores the effectiveness of interactive activities in helping students enhance their speaking skill. The following chapter includes what interactive activities are, their definitions, previous studies and their limitations. The three main interactive activities being explained are activities incorporating music, role plays and online games. Another aspect included is speaking skills and the importance of this linguistic skill. To contrast, there will be some contradictory studies to see how these activities could possibly negatively affect EFL learners' advancement.

### **Interactive Activities**

Creating an environment in the classroom where students are able to communicate effectively is the key point in learning. Students who participate more often are the ones who tend to improve the most and take in the most information. Interactive activities are implemented to have an alternative to traditional activities and create a more resourceful approach to teaching. For example, “an interactive classroom is an approach for creating an environment that supports interactive and active learning. It is designed to stimulate creativity and is much more analytical as opposed to traditional route learning methods” (The Manthan School, 2021). Interactive activities give students the autonomy to think critically and communicate their doubts to the teacher to the best of their abilities which in turn will allow the teacher to understand where the student stands, by exhibiting improvement or confusion. “Engaging students who are raised in a hyper-stimulated environment, interactive learning sharpens critical thinking skills, which are fundamental to the development of analytic reasoning” (Scholastic, 2021). These activities have



huge beneficial properties in students to enhance their communication aptitude. Although all that has been stated is true there is a two-fold.

There are some contradictions and limitations that come with interactive activities. The challenges that can be faced are personal adaptation, teacher qualification, and psychological discomfort. “If a child does not really want to participate in the educational process, the discussed approach won’t solve the problem” (Wetmore, 2021). Ultimately, it is the students' decision if they are going to actually interact in the activities being presented to them and the teacher cannot obligate them to speak if they do not want to. Teachers are also obligated to have a certain proficiency when using these activities. The instructor must possess great communication skills in order for the students to understand what is expected of them. As well as technological literacy, like understanding copyrights, the ability to evaluate internet resources, appropriate lesson plans for the students, and ability to manage the technological devices to implement the activities designed. The biggest aspect a teacher needs to have is time management because the activities are supposed to be interesting and engage the students but they should not be used in complete substitution for the forming of a class in speaking skills. Although we may not think that as teachers we can cause psychological distress in students, having a student interact when they feel underqualified can cause them extreme anxiety. “They stop talking because they face psychological obstacles or cannot find the suitable words and expressions” (Leong & Ahmadi, 2017, p.34). In this sense, an opposite view according to the International Board of Credentialing and Continuing Education Standards (2019),

A child who has anxiety is more likely to focus their attention on things that they perceive to be a possible threat rather than focusing on what is important, like learning in

the classroom. Individuals will also interpret everyday situations as dangerous or threatening and will often assume the worst case scenario. (p.1)

In sum, all of these aspects are to be taken into consideration when applying the interactive modality to a classroom. Even though interactive activities can be beneficial to the evolution of the speaking skill, it can also take an unexpected turn and the approach may rebound.

### ***Incorporating Music***

Music is a part of the human experience in almost all aspects of life. From the moment we are born our mothers sing lullabies to rock us to sleep and as we grow older in school most memorization techniques involve some form of music. “Music is a core human experience and generative processes reflect cognitive capabilities” (Schulkin et al., 2017, p.1). As explained in Schulkin’s article, music facilitates human contact since it is something that we do spontaneously; it reflects in the brain's machinery linked to communicative functions. Furthermore, music will unconsciously cause humans to communicate because it is telling our brains that we can produce language by listening to it. A huge benefit which EFL learners can acquire from using music to enhance their speaking accuracy is pronunciation. When learning a language which is foreign to their country there is an accent to be dealt with, while using music the students can listen clearly to the correct pronunciation of words and use it as a guide. As explained here, “The melody, combined with the lyrics, provides an excellent opportunity to review pronunciation and enjoy music at the same time” (Boukhatem, 2015, p.369). Apart from this, there is a large variety of ways to incorporate music into an EFL classroom:

- To present a topic with a pre-task.
- To practice language points

- To stimulate discussions of feelings.
- To provide a relaxed classroom atmosphere
- To bring variety and entertainment to teaching and learning.

The flexibility of incorporating music is a huge benefit to teachers. It is not necessary to directly make the musical aspect a part of the class, it can be used as background noise and still have the productional aspect if students begin to sing along. This approach to English language teaching gives the teacher authentic material to use in whatever way they see fit.

Moreover, there are some limitations when using music that teachers should be aware of. In most songs, there are a lot of grammatical errors in the actual lyrics that can cause confusion. Most modern English lyrics omit the endings of words and replace them with apostrophes and the reason is to make the music more rhythmic. Spoken reduction is another common mistake, instead of using a “want to” a composer will use “wanna” and shorten it into slang or the more common language used when talking fluently. According to Braun et al. (2017),

Despite this, there are many songs with grammatically correct sentences and various useful vocabularies. Nevertheless, one should accept that some obliqueness exists in the texts of songs. They are: the omission of endings, spoken reduction, breaking grammar rules, nonobservance of sequence of predicate and object, wrong forms of verbs in conditional sentences. (pp.7)

In short, if incorporating music in the classroom is something you want to achieve you must weigh out all of the positive and negative aspects that come along with it and to be sure to use music that will benefit the students in improving their spoken production. By avoiding

distractions, using grammatically correct lyrics and proper pronunciation teachers can incorporate music to enhance their EFL students' speaking skill.

### ***Role Plays***

What are role-plays? How can they be implemented in speaking activities? "Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation" (Budden, 2004). Role-playing in the classroom provides diversity, a change of pace, and opportunity for plenty of language use, and is also a lot of fun for the students. It might be an ongoing aspect of the class rather than an activity that is done occasionally. Although these activities are being brought out in the traditional teachers can rearrange the furniture or decorate according to the setting of the role-play to give the students a change of scenery. The role of the teacher in order to successfully incorporate this kind of activity is to be a facilitator, spectator and participant. According to Budden (2004), these roles can be defined as,

- Facilitator - students may need new language to be 'fed' in by the teacher. If rehearsal time is appropriate the feeding in of new language should take place at this stage.
- Spectator - The teacher watches the role-play and offers comments and advice at the end.
- Participant - It is sometimes appropriate to get involved and take part in the role-play yourself. (p.1)

There are a few beneficial aspects to role-plays as there are downfalls. In the classroom there is always a wide variety of personalities that we can see in our students, using this approach quieter kids have the opportunity to communicate more directly. When analyzing spoken production and working to enhance this linguistic skill communication is a key factor and having a responsive

student benefits the learning process. Not only are these EFL learners acquiring a language different from theirs but they must combine the outside world to their learning. By expanding the scope of the classroom to include the outside world, a considerably greater variety of language possibilities are made available. As stated in a post on Community Playthings, “role play is how children make sense of their world, acting out experiences, ideas or stories” (Huleatt, 2018).

With this, we can conclude that, using role-plays are beneficial to enhancing a students speaking skill.

The three main downfalls to this approach are it may not go to plan, students may be skeptical about it, and what works for one group may not work for another (Kruglova, 2020). The major issue with any role-play or simulation is that you have to voluntarily acknowledge that there will be some element of instability and unpredictability. It depends on what you are doing and your circumstances. Your pupils could perceive the task incorrectly. Students may get out of control, and you will need to act quickly to replenish order in the classroom. Anything is possible. There have been instances in which we approach our pupils with great enthusiasm about the role-play we want them to participate in, believing that they will feel the same way and later discover that they are not. Offering your students an alternative assignment if you notice that they are not all that interested. Always having a backup plan ready to go in case something does not work out as planned is a good idea. You should take into account the different dynamics if you educate several groups. In a quiet group, something that functions admirably in a talkative group of kids may entirely fail. One students’ excitement may be another students’ concern. In sum, even though role-plays amplify the scope of the language learning to the outside world, change the pace of the class and encourage open communication as teachers we must

acknowledge that things may not go as planned, the students may still have doubts about the activity and all activities are not for everyone.

### ***Online Games***

What are online games? How can online games help develop EFL student's speaking skill? "Online classroom games are fun activities that teachers can play with their students over the internet. The purpose of these games is to educate and entertain students, which also helps build friendships" (Chen, 2022). Online games bring traditional classroom games into synchronous and asynchronous classroom activities. There are a large variety of possibilities of activities to choose from. For example, you can play pictionary with Kahoot. The teacher can project images of videos of drawing in the process and the students must answer interactively or verbally before the time given runs out. Hangman is another great idea since students must guess what vocabulary word they are looking for, and again they can answer in the classroom by raising their hand or in the same way via virtual class. Even musical chairs are an option online believe it or not. The teacher must get all the students to turn their cameras on and the teacher will broadcast a song they must dance and sing along to, when it stops they must rush to sit down. The last one to sit is eliminated. The whole purpose of these activities is to bring joy back into the classroom and have the learners participate as much as possible.

According to Hanane and Toufik (2021),

The results revealed that online video games became beneficial and useful for learners of English as a foreign language. They help improve communication skills and intercultural communication skills in educational settings. (pp.292)

The easiest way to implement such activities is to use them as entering or exiting tickets. For entering tickets, it is a way for students to express themselves and open up their minds to a new topic. On the contrary, for exit tickets, we still want the learners to speak but with the ultimate goal of a recap or summary of what was learned in the lesson, so they have a more substantial learning process. A benefit to using online games is the motivational aspect since it is directly linked to the students participating. If the students are motivated, then they will participate which in turn will have them progressing in their speaking skill.

Although interactive online games bring a huge benefit to the students, it may possibly have a negative impact as well. In the study that StojkoviĀ and JerotijeviĀ released in 2011, they explained some of the possible disadvantages that online games may have. For example,

- Discipline issues, learners may get excessively noisy
- Straying away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning
- If games are already familiar or boring, students might not get equally involved
- Some learners, especially teenagers, may find games unnecessary and childish.

Games might cause major disciplinary problems in larger classrooms since it is more challenging to supervise a larger group when they grow out of control. Depending on the scale of your class, you can decide if online games are the right fit for you. Getting sidetracked from the game's primary goal may be the result of poor rule instruction, which leads to excessive game play and lack of learning. As teachers we must fully understand the purpose of the game we are using at state that objectively to the learners so they are aware of what is expected of them.

Students may not cooperate as actively in games if they are already monotonous or familiar, ultimately we want to create new authentic and creative activities to enhance students'



pronunciation. Games may seem pointless and infantile to some students, especially teens. In order to avoid that we must cater the activities created to their specific level of English speaking. While keeping the advantages and disadvantages in mind, online games can improve a student's speaking skills since they will be more inclined to participate as compared to the traditional established class curriculum activities.

### **Speaking Skill**

“Speak means to talk, to give a lecture or speech, or to use your voice to say something” (*Speak Definition & Meaning*, 2022). By talking, humans are capable of expressing their feelings and thoughts to others. Arguably, for teachers you can say that it is the most important skill for their students to acquire, since teachers need automatic feedback in order to tell if the learners are comprehending. Verbalizing is the most important ability pupils will be assessed on in real-world circumstances. Most EFL classrooms focus on repetitive dialogues and the memorization of phrases and not creating a significant learning process for the students. A key aspect to speaking is that fluent communication correlates to clear thinking. Since English is extensively used around the world, learners must gain communication skills in order to succeed in their various professions. According to Paraupalli (2019),

People's desires are fulfilled when they clearly express their ideas and opinions with others. Thus, they need to learn communication skills in order to fulfill their ambitions, desires, and goals. In this modern world, communication skills play a vital role and one must have mastery over these skills to get success in their respective fields. So, speaking is the most important skill among all the four language skills in order to communicate well in this global world. (pp.6)

The ultimate goal when an EFL learner is developing their speaking skill is to obtain fluency and accuracy. The capacity to put words, phrases, and thoughts together in an acceptable manner is characterized as fluency. Some describe it as the capacity to connect units of speech with ease and without strain or unnecessary reluctance. Students must be able to speak without any hesitation. Moreover, without accuracy speakers will make inaccurate utterances, and as a result they will be misunderstood by their intended audience. There are three types of accuracy a speaker needs to have grammatical, vocabulary, and pronunciation accuracy. The proper use of sentence structure in dialogue is referred to as grammatical accuracy. The appropriate use of words in context and form is referred to as vocabulary accuracy. A change in pronunciation can occasionally lead to a difference in meaning. Similar sounds in our native language sometimes impact how we pronounce the sounds of a second language. When people speak a language in context, little errors in pronunciation are irrelevant since the context or circumstance clarifies the message. Therefore, the speaking skill is the most important to show the progress of an ELF learner, but it may be complicated when it comes to accuracy and fluency.

To recap, interactive activities are better at establishing a classroom climate in which students may freely speak. Though music is a part of the human experience, it reflects cognitive capacities and helps the brain construct what it understands instinctively. Role plays allow students to put themselves in the shoes of others in fictitious scenarios, allowing them to speak more effectively. When utilized effectively, online games may be used to entertain students while also motivating them to engage in classroom activities. Speaking is deemed the most crucial of the four language skills since it is the one on which students would be evaluated in real-life circumstances. Clear thinking is associated with fluent communication. In the following chapter of this action research the design and the methodology of this project will be explained in careful

detail such as, the research method, type of approach, the context, setting, participants, data collection procedures/ tools, procedures to the initial research, instruments, diagnostic test, interviews, data analysis and the action plan known as the treatment for the research problem.

### **Chapter 3**

#### **Design and Method**

The goal of this project is to improve EFL students' speaking skills through the implementation of interactive activities. As well as, potentially helping teachers to become more conscientious in understanding what domains improve students' speaking skills by implementing new interactive activities to improve their learning process. The following chapter will further explain the research methodology that will be applied to the eighth graders at Liceo Las Esperanzas. Furthermore, the type of approach being used will be described, the context regarding where the research will be applied, data collection procedures and tools of the initial research, the action plan, and the intervention assessment.

#### **Research Method**

This project's research method is action research because we go through the cycle of evaluating an educational setting to find a problem, constructing a solution plan to apply, re-evaluating the results of the plan created, followed by reconstructing the educational process with the new plan. According to Ravid and Efron; (2013),

Educational research is usually focused on studying the process of teaching and learning. Traditional educational research is often conducted by university-based researchers who carry out an investigation of others at the school setting.

The goal of this type of educational research is to develop universal theories and discover generalized principles and best strategies that ultimately improve the quality of education. (p.3)

As teachers we need to analyze the materials and methodology used in our classrooms in order to understand if the students are absorbing the material of our lessons. As further explained in the book *Action Research*, “action research as a method to enable and support educators in pursuing effective pedagogical practices by transforming the quality of teaching decisions and actions, to subsequently enhance student engagement and learning” (Center for the Advancement of Digital Scholarship et al.n.d.). The main goal of this research is to improve students' speaking mastery by motivating them to participate in interactive activities. With that being said, “Action research in education helps the teachers to adopt or craft the most appropriate strategies within teaching-learning environments” (Lufungulo et al., 2019). Therefore, this study is based on action research and is the best strategy to investigate if interactive activities enhance EFL students' speaking skills.

### **Type of Approach**

In its most basic form, a research paradigm is the process of developing a research plan that may help you rapidly grasp how the ideas and practices of your research project function. As further explained in the article *Research Paradigm: An Introduction with Examples*, “a research paradigm is a method, model, or pattern for conducting research. It is a set of ideas, beliefs, or understandings within which theories and practices can function” (Abbadia, 2022). The significance of selecting a paradigm for a research project arises from the fact that it lays the groundwork for the study's research and methodology. The appropriate use of a research paradigm in research offers researchers a clear path to investigate the issue of interest. “Research paradigms are important because they form the philosophical basis of a research project” (Carlstrom, 2022). As a direct cause, it provides a rational and purposeful structure for carrying it out, as well as boosting the quality and proficiency of your project.

### ***Constructivist Paradigm***

Constructivists believe in various realities rather than a single reality or truth. They commit themselves to comprehending and interpreting the significance of an action. According to Abbadia (2022),

The interpretivist or constructivist approach is used in the majority of qualitative research conducted in the social sciences; it is predicated on the existence of numerous realities rather than a single reality. According to interpretivists, human behavior is complex and cannot be predicted by predefined probability. Human behavior is not like a scientific variable that can be easily controlled. The word interpretivism refers to methods of gaining knowledge of the universe that rely on interpreting or comprehending the meanings that humans attach to their behaviors. (p.1)

In this project there are various possible outcomes which are dependent on the students themselves, the materials that are given to them and the teachers attitude towards the new activities. There is no result set in stone. “Constructivist researchers don’t claim objectivity, but instead acknowledge and describe their subjectivity as they co-construct understanding with their participants” (Thompson & Oklahoma State University Libraries, 2022). In sum, this research’s purpose is to comprehend how these interactive activities can influence an EFL learners’ speaking skills through various practices.

### ***Experimental Design***

Experimental design has been used to carry out experiments through various activities, by forming hypotheses and forming conclusions. By using the pre-test and the post-test we can

measure the students' speaking skill before the new activities are applied, and after to show an improvement or, if there was not one at all. For example, according to Broota (1989),

Compared the design of an experiment to an architect's plan for the structure for the building. The designer of experiments performs a similar role to that of the architect. The prospective owner of a building gives his basic requirements to the architect, who then, exercising his ingenuity, prepares a plan or blueprint outlining the final shape of the structure. Similarly, the designers of the experiment have to do the planning of the experiment so that the experiment fulfills the objectives of research. (pp. 2-3)

Through the research design in this project, which is qualitative, and by selecting a random set of sample students, we will be able to apply the treatment plan to the problem. In this case, the problem is that the activities are not interesting enough for the students, so we will implement eight variations of interactive activities incorporating music, role-plays, and online games. Overall, our blueprint will guide us through the process of analyzing if these activities enhance the students' speaking versatility.

### ***Qualitative Approach***

What is the qualitative approach to research? According to Teherani (2015),

Qualitative research is the systematic inquiry into social phenomena in natural settings. These phenomena can include, but are not limited to, how people experience aspects of their lives, how individuals and/or groups behave, how organizations function, and how interactions shape relationships. (p.1)



Qualitative research relies on the data collected from firsthand observations, through instruments applied, and the results of the treatment plan. In this research project for example, a pre-test will be applied to sample students in order to measure their initial speaking ability. The new interactive activities will be applied to their traditional class, and afterwards there will be a post-test applied to measure if there was any enhancement to their speaking skills. The article written by Mora (2010) similarly explained the following. Qualitative research is done to gain a preliminary insight into a problem. To seek a variety of views and opinions regarding something. To comprehend various points of view held by diverse groups and classifications of individuals. To identify underlying reasons and elements influencing decision-making attitudes. To give the information required to construct a quantitative study and to explain the study's findings.

### **Context**

Every town in Costa Rica, no matter how small, has at least one public school. In Perez Zeledon there are various private and public elementary schools, high schools, and universities. In this area there are many bilingual institutions as well, some of the most popular ones are the Bilingual and Multidisciplinary School in Daniel Flores, Preschool Fray Felipe in San Isidro del General and, CIDI International Language Center in San Isidro del General. This area of Perez Zeledon is an agricultural town that is descended from new colonizers who migrated by foot to the General Valley area of what is now known as San Isidro del General. The chosen setting for this research is a small rural school called Liceo las Esperanzas found 12.4 kilometers from the center of San Isidro roughly a 24-minute commute. Counting administrative personnel and teachers there are 45 current workers. The participants for this research are the eighth graders from section 8-2. This group consists of five females and two males. Their age ranges from

thirteen to fifteen years old. We will be using five out of the eight students, 60% as our sample to observe and obtain our results from.

### **Data Collection Procedures and Tools of Initial Research**

During the initial phase of the investigation, we will apply a pre-test “see Appendix A” to the sample students that will measure their initial speaking level. The size of the sample students will be 50% to which the pre-test and post-test will be applied. This test will consist of a pronunciation section worth 15 points, where the students will read a set of vocabulary words out loud to the best of their ability. If the students are able to pronounce the word correctly, then they will get the point for that word. The second section they will respond to a set of basic questions, also worth 15 points. It consists of questions about themselves and about their English-speaking knowledge. If the students were able to correctly answer the question with organization of ideas, fluency, and proper vocabulary and grammar, then they will obtain the 3 total points for each question. I will be the one applying the instruments to the students and analyzing their responses carefully with a rubric “see Appendix B” Through the points obtained through the pretest. In the rubric, I will write what their response was for each question word for word, as well as their mistakes if they made any.

### **Action Plan**

The action plan consists of 8 implementations of activities varying from activities incorporating music, developing role-plays and online games “see Appendix C”. The activities being developed can be used as warm-ups or exit tickets as a review for what was seen in class. Each activity ranges from 15 minutes to 25 minutes in duration. The time fluctuates depending on how long the students take to understand the instructions given, and to answer the questions,

or participate in the activity. There will be three music activities, three online games, and two role-plays developed throughout this investigation.

**Table 1**

*Activities for Eight Week Implementation*

Name of Activities	Purpose	Mediation Strategy	Time
Musical Stop	Enable learners to store and retrieve new information of new language	Memory and Cognitive	10 minutes
Hangman	Allow learners to store and retrieve new information and interact with others	Memory and Meta-social	15 minutes
Old School v.s. New School	Allow learners to evaluate their own language learning pattern and coordinate the learning process	Metacognitive	20 minutes
Likes and Dislikes	Enable learners to understand and produce new language and allow learners to interact with others	Cognitive and Meta-Social	10 minutes
Sentence Scrabble	Enable learners to understand and produce new language and allow learners to use the language despite knowledge gaps	Cognitive and Compensation	15 minutes
What's your fav?	Help learners gain control and regulate personal attitudes and values	Meta-Affective	10 minutes
Professional for a Day	Allow learners to evaluate their own language learning pattern and coordinate their learning process	Metacognitive	20 minutes
Reveal	Enable learners to store and retrieve new language and produce new language	Memory and Cognitive	15 minutes

*Note.* This table describes the activities being developed for this investigation and provides how they can benefit the students in the classroom.

### **Intervention Assessment**

After the 8-implementation session the sample students will undergo a post-test “see Appendix D” similar to the pre-test to analyze if the new interactive activities enhanced the students’ speaking competence, and whether they were motivated to participate. The test will consist of the same two parts as the pre-test. A reading vocabulary question and a set of questions that evaluate pronunciation, grammar, and general accuracy of context. Furthermore, the post-test will be analyzed with the same rubric “see Appendix B” And will be compared to the original set of answers to be able to tell if the students improved. To sum up, if the interactive activities had any influence on the EFL students’ speaking skills, they will be directly reflected through the results of the post-test in comparison to the original results of the pre-test applied prior to the new activities being developed.

To summarize, this chapter explained what research method is employed and how it is reflected in this project. Correspondingly, the approach to this project explains what the constructivist paradigm is, how the experimental design is used, and why the qualitative approach was the best option for this educational research. Along with the in-depth context of Perez Zeledon’s education and where the Liceo de Las Esperanzas was located, and specific information about participants of the research. Moreover, the explanation of the data collection and instruments for initial research were described as well as the action plan of 8 session implementations that will be used. In chapter four we will be further discussing the findings through analyzing our findings based on the instruments used to measure the student’s abilities. Finally, this chapter will also include a restatement of questions and discussion of the actual results of the investigation.

## **Chapter 4**

### **Findings**

The focus of this action research is to improve EFL students' speaking abilities via the use of interactive exercises. Additionally, by applying new interactive activities to improve their learning process, teachers may be able to become more attentive in identifying what domains increase students' speaking skills. This chapter presents the results obtained from the applications of the pre and post-tests and examines the effectiveness of the action plan through comparative analysis.

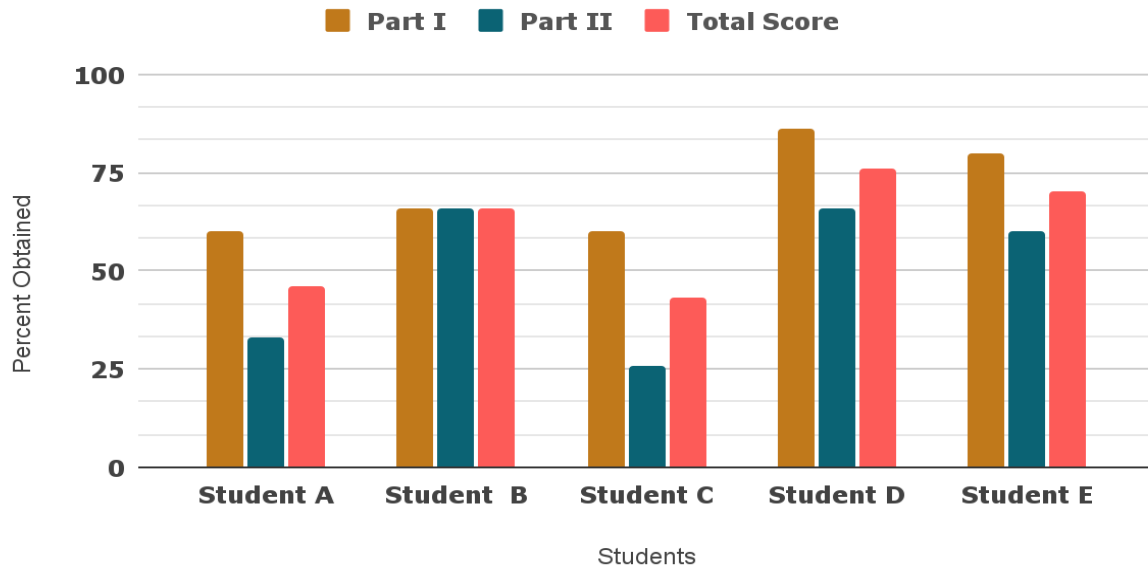
#### **Pre-test Results**

The pre-test consists of two parts, a vocabulary part where the students must read and pronounce the words to me. Each word is worth one point. The purpose of this section is to measure students' pronunciation level with vocabulary from seventh and eighth grade. The second part consists of five questions about speaking activities. The questions ask about their favorite speaking activities, what they like about them, if the teacher's activities are interesting and what they like about learning english. These questions will be evaluated using the rubric (see Appendix B).

#### **Figure 1**

*Sample Students Pre-test Scores*

## Pre-test Scores



*Note.* Sample students' score obtained for the pre-test.

The graph shows that none of the students obtained a score of 80 or more. Also, 40% of the students obtained a score between 70 and 79, while only 20% scored 60 to 69. Finally, 40% of the students scored below 60.

After analyzing the data, it was clear that the questions in Part II were the most challenging to approach as only 40% of the students scored over 60. Opposing, Part I was more accessible to their current knowledge as 40% of the students scored over 80 and none of the students scored under 60. The students had difficulty expressing themselves in English as well as trying to comprehend the questions that were being asked to them. Based on the rubric, all of the students had minimal or deficient level of organization of ideas, fluency, and deficient vocabulary and grammar. From the results of the pretest we can infer that the students are at an average level at comprehending what is asked of them but they are deficient in being able to

produce and explain their ideas. Part I was the accessible section for the students. When they were told to read the vocabulary out loud they took a moment to look at the words and they approached it confidently and without hesitating.

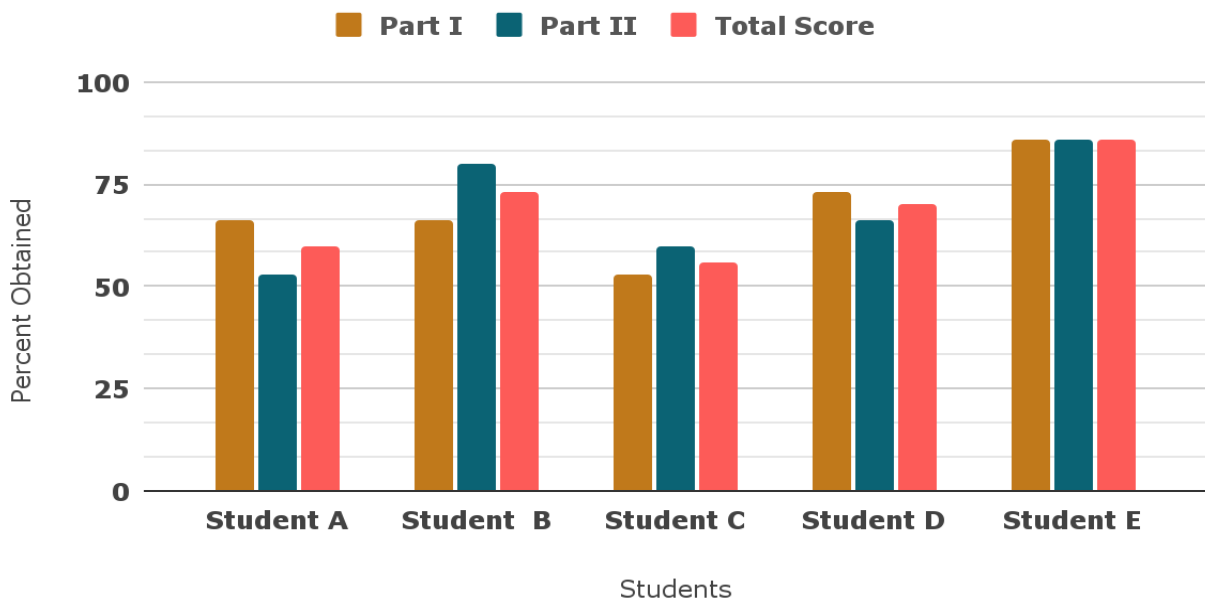
**Post- test Results**

Once the action plan was implemented, the students took a post-test. This post-test consisted of two parts. Part I was the pronunciation of fifteen vocabulary words with the value of one point each. Part II the students must answer five questions with the value of three points each. The points obtained were given based on the rubric (see appendix B). The following graph presents the results obtained from this test.

**Figure 2**

*Sample Students' Post-test Scores*

**Post-test Scores**



*Note.* Sample students' score obtained from post-test.

Figure 2 shows that 20% of the students obtained a score of 80 or more. Also, 40% of the students obtained a score between 70 and 79, while 40 scored 50 to 69.

After analyzing the data, it was clear that part II and part I seem to have a similar outcome in scores. This would mean that overall the students had an improvement to their pre-test. The students scored above 50% but under 90% for both parts. Overall, the students were more confident with approaching the post-test because they knew exactly what was expected of them. They knew me as a teacher so there were no nerves or shyness involved. When reading the vocabulary words they were reading them loudly, clearly and calmly. Although the students were confident they still struggled in responding to the questions completely in English and were a bit confused when asked questions. Most of the students have trouble organizing their ideas and responding with the proper grammar and vocabulary, so they decide to finish their answer in Spanish. Part I was completed smoothly and without hesitation for all of the students. They sounded out the vocabulary and pronounced them to the best of their ability.

### **Comparative Analysis of Results**

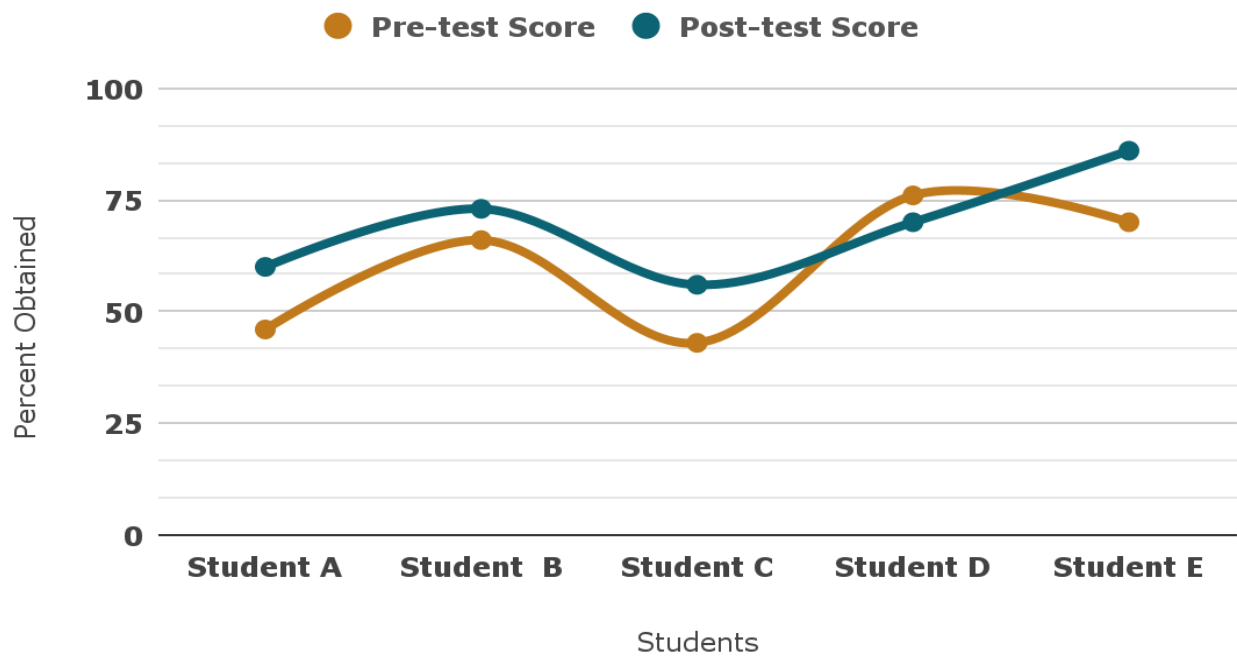
Once gathered the data from both tests, the student researchers carried out a comparative analysis of the scores and the factors that could have affected the results of the post-test that is summarized in Figure 3.

### **Figure 3**

*Sample Students' Comparative Analysis of Scores*



## Comparative Analysis of Scores



*Note.* Comparative analysis of scores from pre-tests and post-tests.

The comparative graph shows how the students improved their scores by 9%. Student A increased their score by 14 points. Student B increased their score by 7 points. Student C increased their score by 13 points. Student D decreased by 6 points. Students E increased by 16 points. It is also important to mention that Student D was not present for half of the activities that were developed which could be the explanation for the drop in test score compared to their classmates. There seems to be a general improvement in each question they answered because the students were more confident in speaking to the student researcher during the post-test after knowing them rather than the pre-test because they were a teacher they had not been exposed to previously. Besides, the students had more confidence in asking to rephrase the question and or translate if they needed to do so.

To summarize, this chapter consisted of the scores from the sample students' pre and post-test. With the scores obtained we were able to compare them side by side and analyze if the interactive activities were effective in improving students' speaking skills. Another aspect seen is the behavioral difference in the students when completing these tests before and after getting to know their new teacher.

## **Chapter 5**

### **Reflections**

The goal of this action research is to use interactive exercises to enhance the speaking skills of EFL students. Teachers may also be better able to pinpoint which subject matters help students improve their speaking skills by using new interactive activities to enhance their speaking. In this chapter reflections will be made about the researcher's feelings and experiences of the implementation, reflections on change, future research and what can be improved.

#### **Feelings and experience**

The experience that I had with my implementation I would say was above average and better than I imagined. Six out of the eight implementations were exactly as planned and the materials worked exactly as they should. There were no technical problems which was my initial hesitation since my music and games were online. I had the impression that the students were not going to like the roleplays but those were the ones that they enjoyed developing the most. They asked lots of questions and were curious to know more. That caught me by surprise. I thought they would be nervous and quiet the whole time. The overall experience I felt confident with my activities, a bit doubtful in myself because I had never worked with high schoolers.

#### **Change**

Possible changes I would make to the activities are lengthening the material. For example, for the online game sentence scrabble doubling the amount of sentences to reorder would make the activity longer and possibly engage the students more. The music activity “what's your fav?” I would change from a group activity to a one on one activity so the students

can spread out in the class and have more of a private interaction when asking their classmates questions. The roleplay of old school vs new school would be better applied to a larger group of students or even at a higher level than eighth grade since they had to criticize their old elementary schools and their current high school and try to compare and contrast them using a venn diagram. Lastly for the likes and dislikes activity a simple change could be to make it individual so each student will be able to fill out the information based on themselves instead of their partner that way when they had to present they knew the information from their memory. Another adjustment I would make is to make the fill in the blank paragraph longer with more information to fill out so the students had to think a bit more and would have to speak more when presenting.

### **Future research**

When conducting future research a linguistic ability that may go in hand with enhancing students' speaking skill is listening. Most listening activities branch off to speaking production. When students are involved in interactive activities they have to listen in order to respond to a question or to simply participate in class discussions. The activities designed in this project for example, can be adjusted to only be listening. The worksheets can stand alone as classwork instead of turning it into a production after its completion. Music is an audible activity. Online games are also audible since they have to listen to instructions, with the difference that the students have to speak.

## **Chapter 6**

### **Conclusions**

The purpose of this action research is to improve EFL students' speaking skills through interactive exercises. Teachers may also be better able to identify which subject areas help students improve their speaking skills by using new interactive activities to improve their speaking. This chapter includes the answers to the research questions of this project, objective conclusions, as well as the strengths and limitations faced when completing this project.

#### **Research Questions Answered**

How can EFL students improve their speaking skills? By participating in interactive activities during class, EFL students could improve their speaking skills. When learning English students may feel intimidated by being corrected for their mistakes but it's part of the learning process in which they gain feedback. Feedback is important in motivating further learning because it informs learners about the extent of their learning or where they need to improve. It enables them to differentiate between acceptable and unacceptable ways to express themselves. Students should be more exposed to the language and practice their oral production and interactions as much as possible even if they are scared to be wrong.

What activities generate the most inclination towards student participation? Based on the 8th graders under study in this investigation, the activity that generated the most inclination to participate was the online games. Class participation is an essential component of student learning. Students learn to express themselves in a way that others can understand when they speak during class. They learn how to obtain information to improve their understanding of a

topic by asking questions. When questioned about which activity they would pick to keep permanently in their usual class they all responded with a type of online game developed by the student researcher. When the games were being played the students were excited, competitive and eager to get the questions right and gain points even though the games were developed as a class.

### **Objective Conclusions**

To conclude, the implementation of activities that incorporate music, roleplays and online games should improve EFL students' speaking skills because the variety of new activities make the learners interested and inclined to participate. Based on the stages of the cycle of learning, in order for a student's learning process to come to full circle students must explore and elaborate in order to utilize what is being taught. To achieve an enhancement in EFL learners' speaking skills teachers have to enhance their materials and approaches to the learning process. If teachers are creative and dynamic when developing their class students may become eager to engage which in turn will have them participate frequently. In sum, EFL students can enhance their speaking skills through interactive activities that incorporate music, roleplays and online games since participation and motivation may be higher in activities the students like.

### **Strengths**

This research might help other teachers to become more aware. Most institutions give a specific guideline of what topics need to be presented within their curriculum, but that does not limit teachers to not be creative and mindful of the student. Being able to key point the interests from your students point of view can impact the results of your kids' learning. As humans we always do the things that interest us, for example our hobbies. In education if what we are being

exposed to is something of high interest we are going to want to form a part of that. Students are the number one priority in the classroom. The outcome in the learning process may vary from student to student since all of their experiences are different but making the process as appealing as possible is our job. After this investigation teachers can use the materials and test them out in their EFL classroom and assess if these types of interactive activities can add to their class similarly as they did to the eighth graders at Liceo Las Esperanzas.

### **Limitations**

A big limitation to the project was the demographic in education. The group of 8th graders that formed part of this investigation were all from different towns in which not all of them were exposed to proper English classes. Those students had more difficulty in comprehending and may have felt more pressure to participate in something they had never done before.

## **Chapter 7**

### **Recommendations**

The purpose of this action research is to use interactive exercises to improve the speaking skills of EFL students. Teachers may also be able to better narrow down which concept helps students improve their speaking skills by using interactive activities to improve their speaking. This chapter summarizes the suggestions for students, the institution and other teachers as well as the references and annexes for this investigation.

#### **Suggestions for Students**

The main suggestion that can be given to the students is to not put so much pressure on themselves to know everything. In a classroom they are all there together as a team to help each other to fix their mistakes. Making mistakes goes hand in hand with learning. Being able to connect those mistakes and archive them to know the correct answer in the future is the true impotence. Your classmates are not more or less than you. Your teacher will always respect you and correct you when needed and that does not mean you are less capable than anyone else. We all learn differently and that's okay.

#### **Suggestions for Institution**

Liceo Las Esperanzas has very capable teachers who go above and beyond for their students and the institution should do the same for them. The materials they receive should always be the best and have the accommodations to pair with such materials. The institution should try and give their students more resources that can help to further expose them to english. They could create a program or club for those who enjoy English and in this way they can



practice with each other and even encourage their classmates to continue diving into the world of EFL.

### **Suggestions for Other Teachers**

The suggestion that can best fit to other teachers is to never forget the reason why they decided to go down this path in education. Never lose sight of the passion and dedication that this career needs. Our work is always the reflection of our drive for teaching. We should always give our one thousand percent because anyone can give one hundred. Teaching English is not easy but it does not mean we cannot make it fun and interactive for our students and for ourselves. If as a teacher you find yourself struggling to engage your students you can always raffle out an activity incorporating music, roleplays or online games suggested by your students. You can pick one out of a hat for example and add it to your lesson plan weekly or however best it fits in your curriculum.

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**Appendix A****Pre-Test to Measure Students' Speaking Skills**

**Part I Instructions:** students must read the following vocabulary words out loud, to the best of their ability to the observer. Each vocabulary word is worth **1 Point**. The following vocabulary consists of grade 7 and grade 8 vocabulary words. \_\_\_\_\_/15 points

nationality	occupation	happy	shocked	flowers
plants	sweater	pants	school	gym
soccer	walking	parade	party	store

**Part II Instructions:** students must answer the following questions by organizing their ideas, fluently, and with the proper grammar and vocabulary. Each question is worth **3 points** for each aspect being evaluated. \_\_\_\_\_/15 points

1. Do you participate in speaking activities in class? Why/ why not?
2. Are the activities your teacher plans interesting? Why/ why not?
3. What kind of speaking activities do you like?
4. If you could add music, role-plays, or online games to your class, which would you pick?
5. What is your favorite thing about learning to speak English?

## Appendix B

## Rubric for Further Observations of Test Evaluations

<b>Criteria and Indicators</b>	<b>Deficient 1</b>	<b>Minimal 2</b>	<b>Average 3</b>	<b>Proficient 4</b>	<b>Advanced 5</b>
<b>Organization</b>	Learner rarely organizes speaking by using main ideas as well as examples and details	Learner some-what organizes speaking by using main ideas as well as examples and details	Learner often organizes speaking by using main ideas as well as examples and details	Learner mostly organizes speaking by using main ideas as well as examples and details	Learner always organizes speaking by using main ideas as well as examples and details
<b>Fluency</b>	Student rarely uses appropriate speaking speed, emphasizes key words and ideas	Student some-what uses appropriate speaking speed, emphasizes key words and ideas	Student often uses appropriate speaking speed, emphasizes key words and ideas	Student mostly uses appropriate speaking speed, emphasizes key words and ideas	Student always uses appropriate speaking speed, emphasizes key words and ideas
<b>Vocabulary and Grammar</b>	Student rarely uses advanced-level vocabulary and correct verb tenses, subject-verb agreement, plural nouns, and articles	Student some-what uses advanced-level vocabulary and correct verb tenses, subject-verb agreement, plural nouns, and articles	Student often uses advanced-level vocabulary and correct verb tenses, subject-verb agreement, plural nouns, and articles	Student mostly uses advanced-level vocabulary and correct verb tenses, subject-verb agreement, plural nouns, and articles	Student always uses advanced-level vocabulary and correct verb tenses, subject-verb agreement, plural nouns, and articles

**Students Part II Answers:**



## Appendix C

Table 1

*Activities for Eight Week Implementation*

Name of Activities	Purpose	Mediation Strategy	Time
Musical Stop	Enable learners to store and retrieve new information of new language	Memory and Cognitive	10 minutes
Hangman	Allow learners to store and retrieve new information and interact with others	Memory and Meta-social	15 minutes
Old School v.s. New School	Allow learners to evaluate their own language learning pattern and coordinate the learning process	Metacognitive	20 minutes
Likes and Dislikes	Enable learners to understand and produce new language and allow learners to interact with others	Cognitive and Meta-Social	10 minutes
Sentence Scrabble	Enable learners to understand and produce new language and allow learners to use the language despite knowledge gaps	Cognitive and Compensation	15 minutes
What's your fav?	Help learners gain control and regulate personal attitudes and values	Meta-Affective	10 minutes
Professional for a Day	Allow learners to evaluate their own language learning pattern and coordinate their learning process	Metacognitive	20 minutes
Reveal	Enable learners to store and retrieve new language and produce new language	Memory and Cognitive	15 minutes

*Note.* This table describes the activities being developed for this investigation and provides how they can benefit the students in the classroom.

**Appendix D****Post-Test to Measure Students' Speaking Skill After Implementation**

**Part I Instructions:** students must read the following vocabulary words out loud, to the best of their ability to the observer. Each vocabulary word is worth **1 Point**. The following vocabulary consists of grade 7 and grade 8 vocabulary words. \_\_\_\_\_/15 points

bank          clinic          clothing          food          toys

rides          games          fireworks          birthday          wedding

graduation          high school          cinema          travel          schedule

**Part II Instructions:** students must answer the following questions by organizing their ideas, fluently, and with the proper grammar and vocabulary. Each question is worth **3 points** for each aspect being evaluated. \_\_\_\_\_/15 points

1. Do you participate in speaking activities in class? Why/ why not?
2. Did you enjoy the new interactive speaking activities developed in class? Why/why not?
3. Which interactive activity would you keep permanently in your class?
4. Were you more motivated to participate in the new activities?
5. Did you learn more with the interactive activities or with the old activities?

**Appendix E**

**Lesson Plans and Didactic Materials**

Level: 8th	Unit:1	Scenario: My High School... Our Place.
<p><b>Themes:</b></p> <ol style="list-style-type: none"> <li>1. High School-Bring it on!</li> <li>2. A Day in the Life of My High School</li> <li>3. What is Your Next Class?</li> <li>4. High school Through my Friend’s Eyes</li> </ol>	<p><b>Enduring Understanding:</b> School is a special place where learners have a sense of belonging, feel cared for, like to learn, and participate.</p>	<p><b>Essential Question:</b> What makes our highschool a special place?</p>
<p><b>Spoken Interaction</b></p>	<p><b>SI.1.</b> express common interests about school life such as, “My favorite subject is English,” “I don’t like math.” <b>SI.2.</b> say what exactly he/she does not understand and ask simply for clarification</p>	<p><b>SI.3.</b> asks straight forward questions in familiar situations (e.g. asking for times, schedules, favorite subjects), understands responses, using short dialogues with some preparation in advance.</p>
<p><b>Spoken Production</b></p>	<p><b>SP.1.</b> describe common interests about school activities, the subjects and schedules he/she has at school</p>	<p><b>SP.2.</b> explain high school through his/her friend/peers briefly</p>
<p><b>Learn to Know:</b></p>	<p><b>Learn to Do:</b></p>	<p><b>Learn to be and live in community:</b></p>
<p><b><u>Grammar &amp; Sentence Frames</u></b> <b><u>Subject pronouns</u></b>  I study everyday.  They attended classes on saturday  <b><u>Simple Present Tense</u></b>  I started class at 7:00am  I don’t have class on Friday afternoon.  She goes to French class at 8:40 am.  <b><u>Simple Present Tense Questions</u></b>  Do you like math?</p>	<p><b><u>Function</u></b>  Naming school activities  <b><u>Discourse Markers</u></b> <b><u>Linkers: Sequential past time</u></b>  <b><u>First,</u></b> we have a science lesson. <b><u>Then,</u></b> we go to a language lab. <b><u>After that,</u></b> we take a math test. <b><u>Finally,</u></b> our last class ends at 4:00.  <b><u>Vocabulary</u></b> <b><u>High School. Bring it on!</u></b>  Hall, playground, gym, sports, field, corridor, lab, teacher’s lounge, school, school uniform</p>	<p><b><u>Psychosocial</u></b>  Discovering my strengths and areas for improvement.  Making right decisions about school responsibilities and rights.  <b><u>Sociocultural</u></b>  respecting his/her school, classmates and teachers  <b><u>Proverbs/Quotes</u></b>  Tell me and I’ll forget. Show me, and I may not remember.  Involve me, and I’ll understand.</p>

<p>Does she like English?</p> <p>Is he in your French class?</p> <p style="text-align: center;"><u>Phrasal Verbs</u></p> <p>attended classes</p> <p>go to high school</p> <p>do homework</p> <p style="text-align: center;"><u>Future Tense</u></p> <p>We are going to make pizza this evening.</p> <p>Are you going to study this weekend?</p> <p><u>Information questions</u></p> <p>What classes do you have in the morning?</p> <p>When do you have English classes?</p> <p>What time does he study math?</p> <p><u>Possessive Pronouns</u></p> <p>My favorite subject is English.</p> <p>His favorite teacher is Juan</p> <p>Her favorite class is math.</p>	<p><u>A day in the life of my high school.</u></p> <p>Teachers. Teaching staff, parents, classmates, librarian, principal, janitor, security guard, games equipment, food, audiovisual equipment, blackboard, whiteboard, computers, school bags</p> <p><u>What is your next class?</u></p> <p>First, second,last, my first class, What’s your schedule?What classes do you have? When do you have lunch? It starts at...What time does it end? timetable. What’s your favorite class? recess/break time</p> <p><u>High School Through my Friend’s Eyes</u></p> <p>Return to school, visits and exchanges, parents’ day, sports/dance competitions, English day, matches, festivals,fairs, parades, lessons, playtime, clubs and house. parades, games, school open house</p> <p style="text-align: center;"><u>Phonology</u></p> <p>Long vowels (eat, oat)</p> <p>Reading two- syllable and compound words, using letter-sound knowledge. (fireball)</p>	<p><u>Social language examples</u></p> <p>Cut class- to not attend class</p> <p>Pull an all nighter- to stay up very late studying</p> <p>Pop quiz- an unannounced quiz</p> <p>Straight A’s- perfect grades</p>
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Didactic Sequence Mediation	Time
<p><b>General Objective:</b> To enhance EFL students’ speaking skills by the implementation of interactive activities in eighth graders at Liceo Las Esperanzas.</p> <p><b>Specific Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To diagnose the EFL students’ speaking level by applying a test</li> <li>2. To implement interactive activities that incorporate music, role plays and online games.</li> <li>3. To assess the effectiveness of these interactive activities towards EFL students speaking skills.</li> </ol>	
<p style="text-align: center;"><b>Music 1</b></p> <p><b>Theme:</b> <u>High School-Bring it on</u></p> <p><b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do’s, and class agenda, etc.</p> <p style="text-align: center;"><b>Participating</b></p> <p>Have a small discussion with the L’s on what they think the topic will be focused on. Teacher will ask: What subjects, sports, and school activities are your favorites?</p> <p style="text-align: center;"><b>Oral Interaction</b></p> <p>T goes over a vocabulary list with the students in order to complete the speaking activity based on the music video. Hall playground gym sports field corridor lab teacher’s lounge school uniform basketball Cheerleader</p> <p style="text-align: center;"><b>Interaction with expressions of common interest, asking and answering simple questions with familiar dialogues.</b></p> <p style="text-align: center;"><b>Musical Stop</b></p> <p style="text-align: center;"><b>Checking</b></p> <p>T explains that the Ls will watch the video “high school musical 2 what time is it?” <a href="https://www.youtube.com/watch?v=lsf_v_goldQ">https://www.youtube.com/watch?v=lsf_v_goldQ</a></p> <p style="text-align: center;"><b>Planning</b></p> <p>Students will watch the video the first time to circle all of the vocabulary words from their worksheet (see reference section) that they see in the music video</p>	<p style="text-align: center;">2 min</p> <p style="text-align: center;">5min</p>





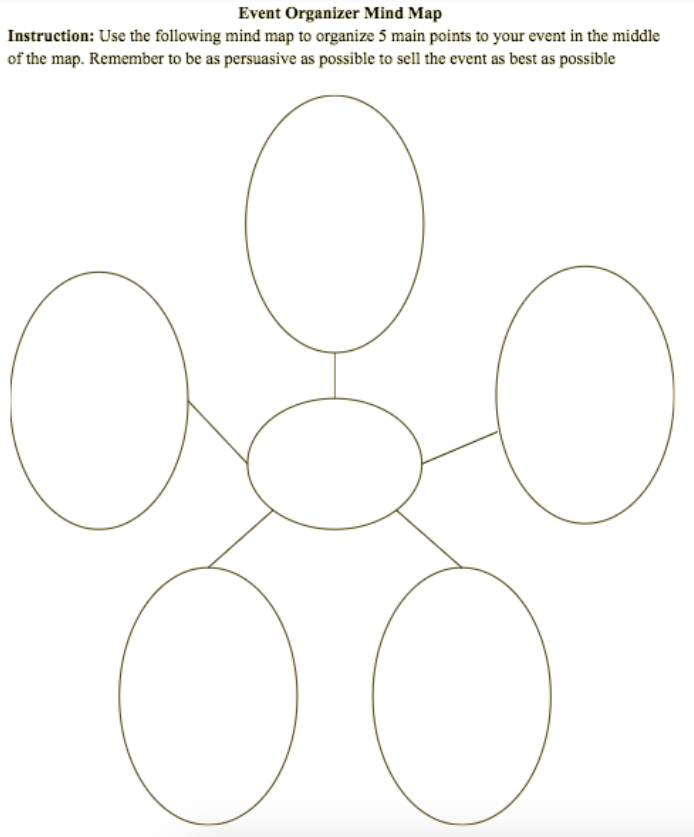
<p>Name: _____ Date: _____</p> <p style="text-align: center;"><b>Old school vs New school</b></p> <p><b>Instruction:</b> Use the following Venn diagram to compare your old school/ elementary school to your current high school.</p> <div style="text-align: center; margin: 20px 0;"> </div> <p><b>Instructions:</b> use this area to write out your critics in full sentences to share with your classmates.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: center; margin-top: 20px;"><b>Elaborating</b></p> <p style="text-align: center;">Students will have a few minutes to present their school Critics.</p> <p style="text-align: center;"><b>Interacting</b></p> <p style="text-align: center;">The students classmates who are watching the role play can jump in and ask questions or agree on their comparisons and differences</p> <p style="text-align: center;"><b>Closing Question</b></p> <p style="text-align: center;">How would you describe your school day in one word?</p> <hr style="border: 1px solid black; margin: 10px 0;"/> <p style="text-align: center;"><b>Music 2</b></p> <p><b>Theme:</b> <u>A Day in the Life of My High School</u></p> <p><b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Questions, Can Do's, and class agenda, etc.</p> <p style="text-align: center;"><b>Participating</b></p> <p style="text-align: center;">Have a small discussion with the L's on what they think the topic will be focused on.</p> <p style="text-align: center;">Teacher will ask:</p> <p style="text-align: center;">What is your favorite class that you attend? What time is that class?</p> <p style="text-align: center;"><b>Oral interaction</b></p> <p style="text-align: center;">Students will listen to the song on youtube "my school: going to school"</p> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=7i211NeJZRQ">https://www.youtube.com/watch?v=7i211NeJZRQ</a></p> <p style="text-align: center;"><b>Likes and Dislikes</b></p> <p style="text-align: center;">Students will pick a partner and they will pick on of them to describe their partners likes and dislikes about their day in the life of their high school</p> <p style="text-align: center;"><b>Planning</b></p> <p style="text-align: center;">The teacher will hand out a fill in the blank worksheet so they can record their partner's information about what they like and dislike about their school day.</p> <p style="text-align: center;"><b>Elaborating</b></p> <p style="text-align: center;">The teacher will go around helping the students decide what words to use or any doubts that they may have</p> <p style="text-align: center;"><b>Using</b></p>	<p>10min</p> <p style="margin-top: 150px;">3min</p> <p style="margin-top: 150px;">2min</p>
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<p>Use the worksheet provided and the vocabulary words from this theme to fill in the blanks</p> <p>Teachers. Teaching staff, parents, classmates, librarian, principal, janitor, security guard, games equipment, food, audiovisual equipment, blackboard, whiteboard, computers, school</p> <p>Name: _____ Date: _____</p> <p style="text-align: center;"><b>Likes and Dislikes</b></p> <p><b>Instruction:</b> Use the following fill in the blank worksheet to fill in your partners information about their day in their life.</p> <p><b>Partner Name:</b> _____</p> <p>I _____ to wake up early. My bus picks me up at _____ am. I _____ to sit with my friends on the way to school. When I get to school the security guard opens the door and says good morning! I _____ to say hello to my teachers in the corridor. My favorite subject I go to is _____. I like it because _____.</p> <p>I like to eat _____ at Lunch time. I don't like to eat _____ at lunch time. My least favorite class is _____ because _____.</p> <p>_____ . I do my homework at _____ pm. I like to go to sleep at _____ because _____.</p> <p style="text-align: center;"><b>Interacting</b></p> <p>Teacher will choose a few pairs to share their partners likes and dislikes</p> <p style="text-align: center;"><b>Closing Question</b></p> <p>What is one thing that you like about your school day?</p>	<p><b>5min</b></p> <p><b>3min</b></p>
<p style="text-align: center;"><b>Online Game 2</b></p> <p><b>Theme:</b> <u>What is Your Next Class?</u></p> <p><b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Questions, Can Do's, and class agenda, etc.</p> <p style="text-align: center;"><b>Participating</b></p> <p>Have a small discussion with the L's on what they think the topic will be focused on.</p> <p style="text-align: center;">The teacher will ask:</p> <p style="text-align: center;">Have you ever heard of scrabble?</p> <p style="text-align: center;"><b>Oral interaction</b></p> <p style="text-align: center;">Students will play sentence scrabble using the link <a href="http://learnhip.com/scramble/sentence.php?w=3b405123">learnhip.com/scramble/sentence.php?w=3b405123</a></p> <p style="text-align: center;"><b>Sentence Scrabble</b></p> <p>To play sentence scrabble the teacher will divide the group into two teams. The students will pick one of them to solve the scrabble with each turn the team will have two tries to get it right. The team who gets the most right wins</p> <p style="text-align: center;"><b>Checking</b></p> <p>The game will automatically check for correctness which will give the team a point.</p> <p style="text-align: center;"><b>Elaborating</b></p> <p>The teams will go back and forth answering the scrabble</p>	<p><b>2min</b></p> <p><b>8min</b></p>

<p style="text-align: center;"><b>Using</b></p> <p>The teacher will project the game on th board and move the words around for the students 2 tries per team</p> <p style="text-align: center;"><b>Interacting</b></p> <p>If the opposite team does not get it on the second try the other team can steal their point.</p> <p style="text-align: center;"><b>Closing Question</b></p> <p style="text-align: center;">What is the last class you have in the day?</p>	<p><b>5min</b></p>
<p style="text-align: center;"><b>Music 3</b></p> <p><b>Theme: <u>What is Your Next Class?</u></b></p> <p><b>Routine:</b>Checking attendance, checking in with Ls, posting and reviewing Essential Questions, Can Do’s, and class agenda, etc.</p> <p style="text-align: center;"><b>Participating</b></p> <p>Have a small discussion with the L’s on what they think the topic will be focused on.</p> <p style="text-align: center;">The teacher will ask:</p> <p style="text-align: center;">What are information questions?</p> <p style="text-align: center;"><b>Oral Interaction</b></p> <p>Students will listen to the song “The Five W’s Song”  <a href="https://www.youtube.com/watch?v=vXWK1-L41f0">https://www.youtube.com/watch?v=vXWK1-L41f0</a></p> <p style="text-align: center;"><b>What’s Your Fav?</b></p> <p>Students will answer the 5 w’s questions about their classes</p> <p style="text-align: center;"><b>Checking</b></p> <p style="text-align: center;">The questions are:</p> <ol style="list-style-type: none"> <li>1. Who is your favorite teacher?</li> <li>2. What is your favorite subject?</li> <li>3. Where is the computer lab?</li> <li>4. When is your lunch time?</li> <li>5. Why is _____ your favorite subject</li> </ol> <p style="text-align: center;"><b>Elaborating</b></p> <p>Learners will right down the questions in their notebooks and fill it in with their answers</p> <p style="text-align: center;"><b>Interacting</b></p> <p>The teacher will ask the learners to volunteer in answering the five w’s questions.</p> <p style="text-align: center;"><b>Closing Question</b></p> <p style="text-align: center;">What are the five w’s?</p>	<p style="text-align: center;"><b>2min</b></p> <p style="text-align: center;"><b>8min</b></p> <p style="text-align: center;"><b>2min</b></p>
<p style="text-align: center;"><b>Roleplay 2</b></p> <p><b>Theme: <u>High school Through my Friend’s Eyes</u></b></p> <p><b>Routine:</b>Checking attendance, checking in with Ls, posting and reviewing Essential Questions, Can Do’s, and class agenda, etc.</p> <p style="text-align: center;"><b>Participating</b></p> <p>Have a small discussion with the L’s on what they think the topic will be focused on.</p> <p style="text-align: center;">The teacher will ask:</p> <p style="text-align: center;">Would you ever organize an event?</p> <p style="text-align: center;"><b>Oral Production</b></p> <p style="text-align: center;"><b>Professional for a Day</b></p> <p>In groups students will pretend to be an even organizer for the day. They will have to sell us the audience on their event and why we should go through with it</p> <p style="text-align: center;"><b>Planning</b></p> <p>From their vocab list they can choose what they want to organize. sports/dance competitions, English day, matches, festivals, fairs, parades, playtime, clubs, school open house</p> <p style="text-align: center;"><b>Elaborating</b></p>	<p style="text-align: center;"><b>3min</b></p> <p style="text-align: center;"><b>8min</b></p>

Once the student chooses what event they want to develop and organize the teacher will give them a mind map to organize their ideas  
**Using**  
 Using the mind map the students will put the event in the middle and come up with 5 main ideas to create the best event possible



**5min**

**Interacting**  
 The groups will come up and sell their ideas to the audience and we will decide if we want to actually do the event  
**Closing Question**  
 What is your favorite event to attend?

**Online Game 3**  
**Theme:** High school Through my Friend's Eyes  
**Routine:** Checking attendance, checking in with Ls, posting and reviewing Essential Questions, Can Do's, and class agenda, etc.  
**Participating**  
 Have a small discussion with the L's on what they think the topic will be focused on.  
 The teacher will ask:  
 Have you ever attended a festival or parade?  
**Oral interaction**  
 The students will play reveal using the link below.  
<https://www.gamestolearnenglish.com/reveal/#subjects>  
<https://www.gamestolearnenglish.com/reveal/#stationery>  
 The game will use subjects and stationary as vocabulary review

**2min**

**8min**

<p style="text-align: center;"><b>Reveal</b></p> <p>Students will have to guess the subject or the stationary item that is hidden in the picture before it is shown fully.</p> <p style="text-align: center;"><b>Checking</b></p> <p>If the students get the answer wrong the game will automatically show the correct answer</p> <p style="text-align: center;"><b>Elaborating</b></p> <p>The teacher will project the game on the board and the students will be called on to guess what subject or stationary item being revealed</p> <p style="text-align: center;"><b>Interacting</b></p> <p>Students can help each other answer as quick as possible</p> <p style="text-align: center;"><b>Closing Question</b></p> <p>What was your favorite activity that we did together?</p>	<b>5min</b>
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Appendix F

Worksheet for Musical Stop

Name: \_\_\_\_\_ Date: \_\_\_\_\_



[https://www.youtube.com/watch?v=1sf\\_v\\_golDQ](https://www.youtube.com/watch?v=1sf_v_golDQ)

**Part I Instructions:** Students will watch the youtube video called “What Time is It?” from High School Musical. The learners must circle the words they see from their vocabulary list in the music video. When they see the word they yell “STOP” so the teacher can pause and everyone can see where they found the word.

Hall                  Playground                  Gym                  Sports                  Field                  Corridor

Lab                  Teacher’s Lounge                  School                  Uniform                  Basketball                  Cheerleader

**Part II Instructions:** students will watch the video a second time. This time they will try to add three - six new vocabulary words to the list based on the things they see in the video. When they come up with the word and see it the student has to yell “STOP” so the teacher can pause and everyone can write the word down.

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

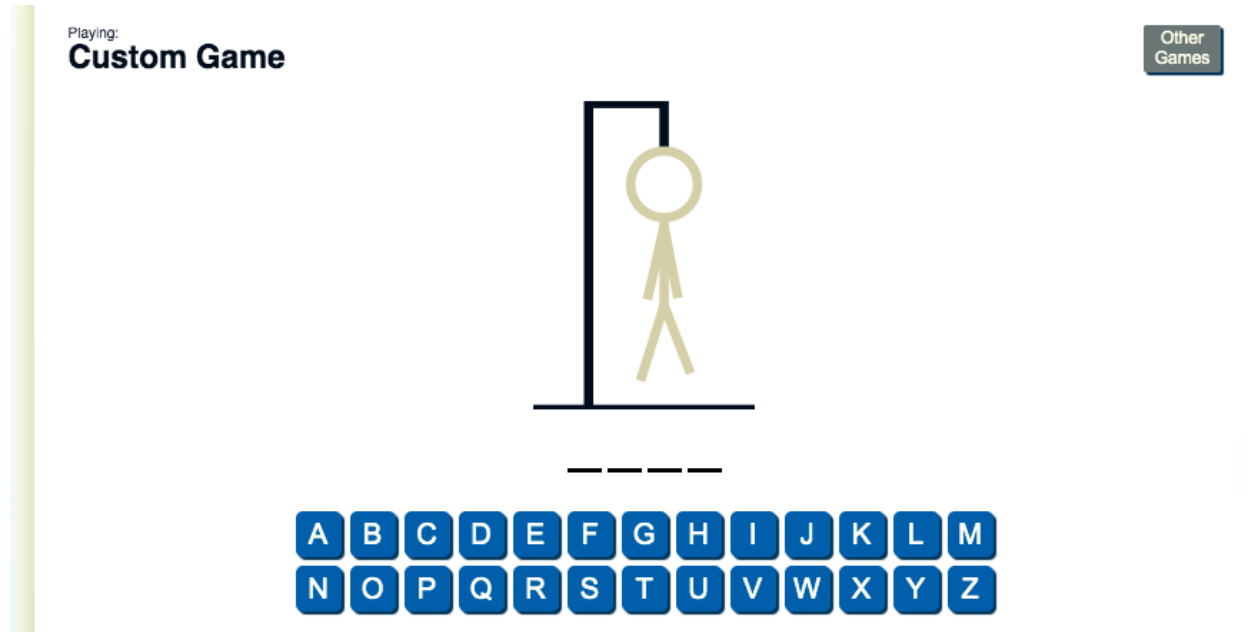
5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

## Appendix G

### Hangman



<https://www.hangmanwords.com/play/custom?g=aGFsbCUwQWNvdW5zZWxvcnMlMjBvZmZpY2UIMEFiYXRocm9vbSUwQWNsYXNzcm9vbSUwQW1hdGglMEFzY2llbmNlJTBBaGlzdG9yeSUwQWVuZ2xpc2glMEFwYXJraW5nJTlwbG90JTBBZGVzayUwQWNoYWlyJTBBc3RlZGVudCUwQXRlYWNoZXIIMEFsYWIIMEFjYWZldGVyaWEIMEFwYXZpbGlubiUwQWJvYXJkJTBBYm9vayUwQXNlYmplY3RzJTBB>

**Instructions:** Students will use their Unit 1 vocabulary words to figure out which of the words is displayed on the screen. Each student has a turn to guess a letter in the order in which they are sitting. When they get the letter correct it will pop up on the lines of the word. If the students are incorrect the letter will add a body part to the hangman.

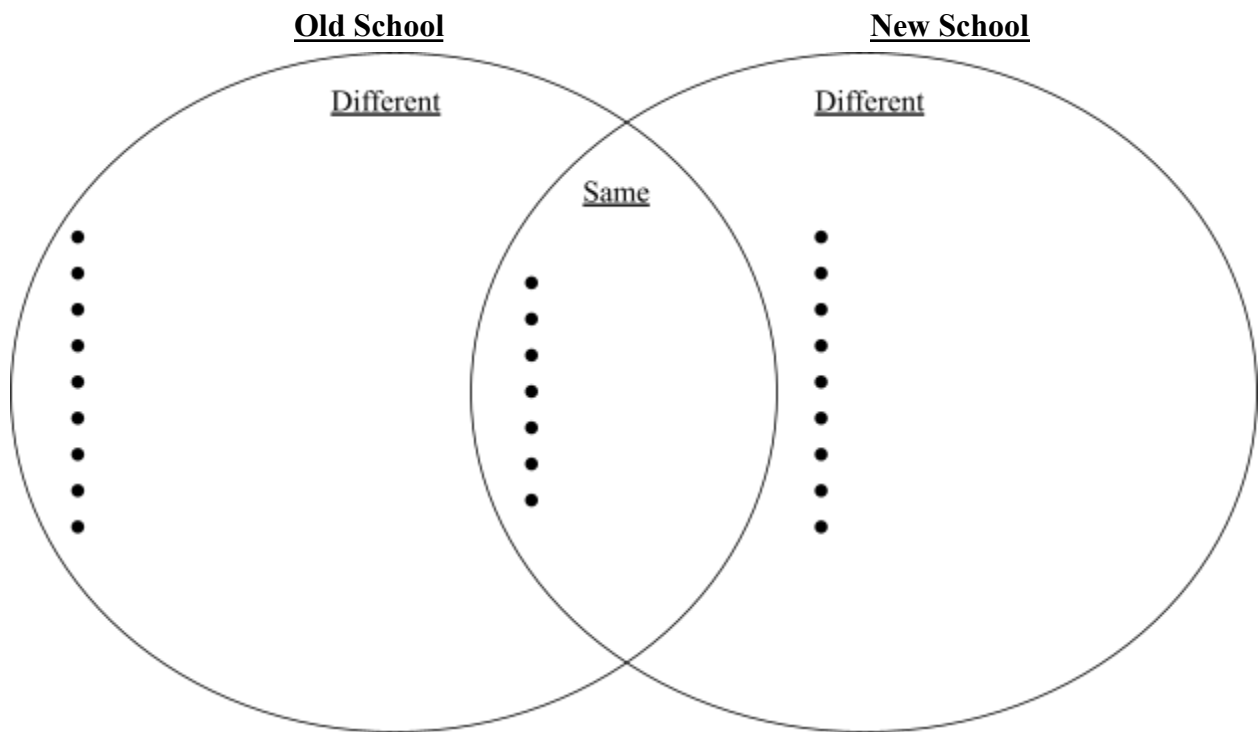
**Appendix H**

**Worksheet for Old School v.s. New School**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Old school vs New school**

**Instruction:** Use the following Venn diagram to compare your old school/ elementary school to your current high school.



**Instructions:** use this area to write out your critic in full sentences to share with your classmates.

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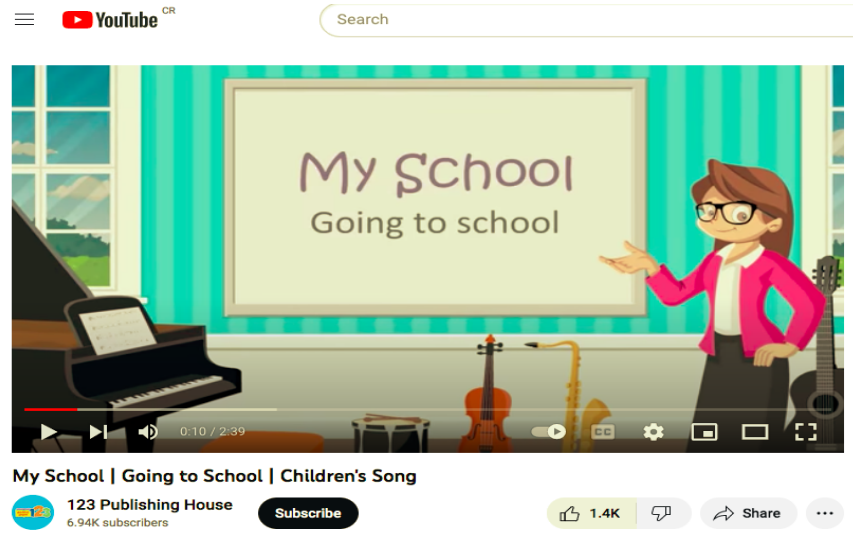
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## Appendix I

### Likes and Dislikes



<https://www.youtube.com/watch?v=7i211NeJZRQ>

**Instruction:** After watching the song “My school/ going to school” Students will pick a partner and they will pick one of them to describe their partner's likes and dislikes about their day in the life of their high school. Use the following fill in the blank worksheet to fill in your partner's information about their day in their life.

**Partner Name:** \_\_\_\_\_

I \_\_\_\_\_ to wake up early. My bus picks me up at \_\_\_\_\_ am. I \_\_\_\_\_ to sit with my friends on the way to school. When I get to school the security guard opens the door and says good morning! I \_\_\_\_\_ to say hello to my teachers in the corridor. My favorite subject I go to is \_\_\_\_\_. I like it because \_\_\_\_\_.

I like to eat \_\_\_\_\_ at Lunch time. I don't like to eat \_\_\_\_\_ at lunch time. My least favorite class is \_\_\_\_\_ because \_\_\_\_\_.

\_\_\_\_\_ . I do my homework at \_\_\_\_\_ pm. I like to go to sleep at \_\_\_\_\_ because \_\_\_\_\_.



**Appendix J****Sentence Scramble**

**LearnHip**

**What is your next class? Sentence scramble**

drag the words to organize the sentence in the right order

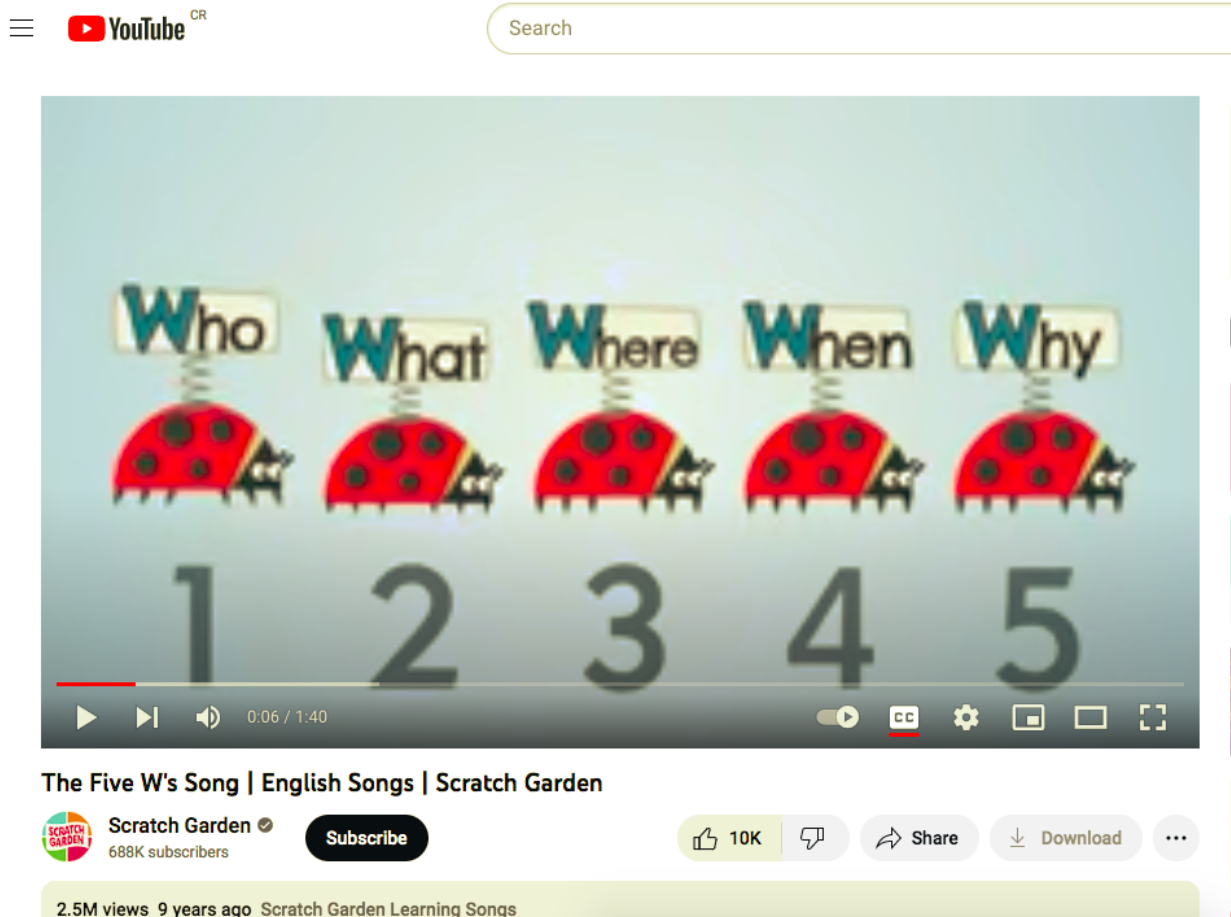
your	schedule?	What's	Check		
you	What	have?	do	class	Check
have	do	you	lunch?	When	Check
What's	favorite	your	class?	Check	
When	your	recess?	is	Check	
my	Math	class	is	first	Check
My	class	is	second	science	Check

[learnhip.com/scramble/sentence.php?w=3b405123](http://learnhip.com/scramble/sentence.php?w=3b405123)

**Instructions:** To play sentence scramble the teacher will divide the group into two teams. The students will pick one of them to solve the scramble with each turn the team will have two tries to get it right. The team who gets the most right wins.

## Appendix K

### What's your fav?



The Five W's Song | English Songs | Scratch Garden

Scratch Garden 688K subscribers

Subscribe

10K

Share

Download

2.5M views 9 years ago Scratch Garden Learning Songs

<https://www.youtube.com/watch?v=vXWK1-L41f0>

**Instructions:** students will learn what the five w's are by listening to the song. After listening they will be put into pairs and ask their partner the following questions as well as make up their own five w's to ask their partners.

Who is your favorite teacher? What is your favorite subject? Where is the computer lab? When is your lunch time? Why is \_\_\_\_\_ your favorite subject?

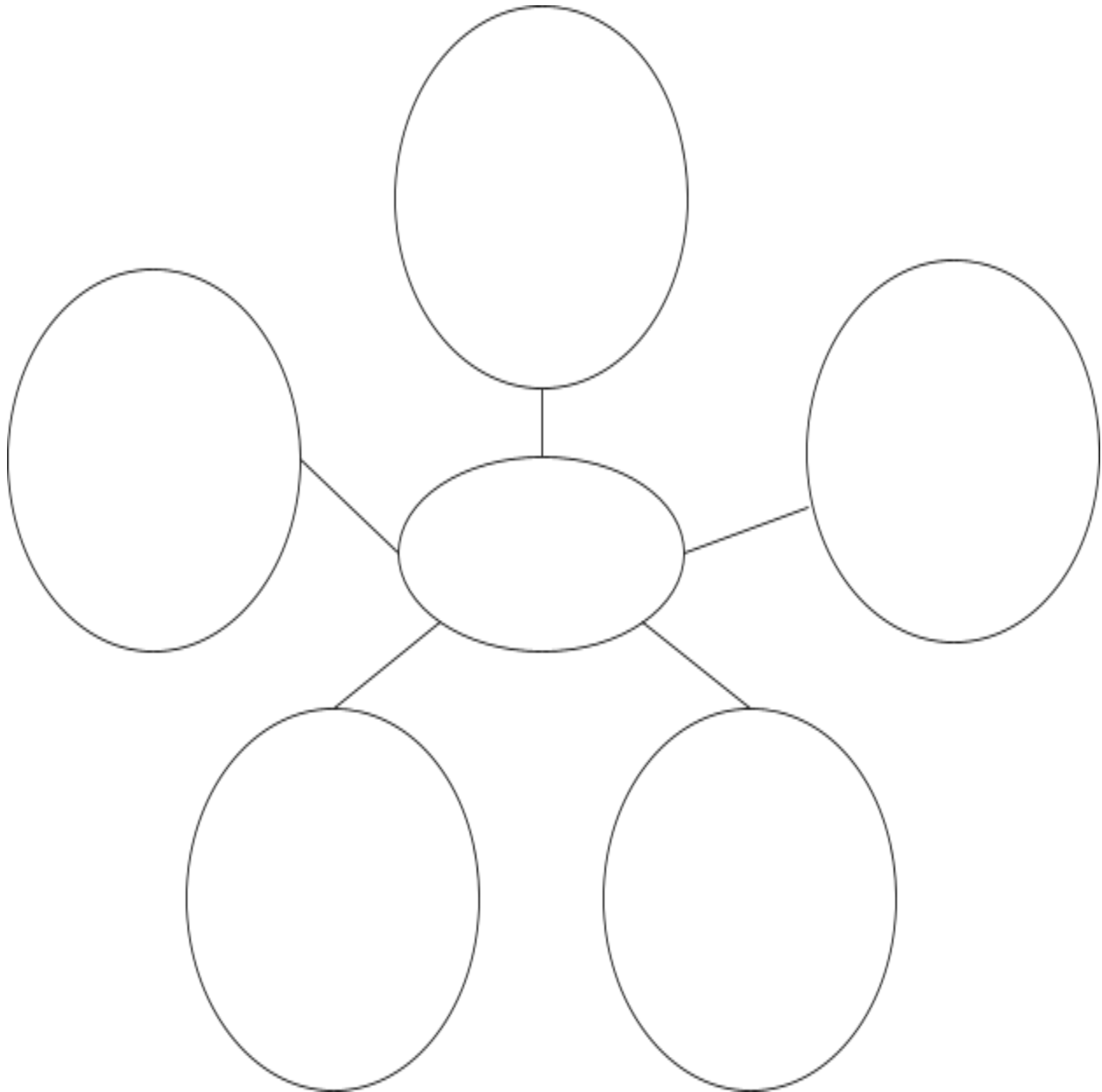
**Appendix L**

**Worksheet for Event Organizer Mind Map**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

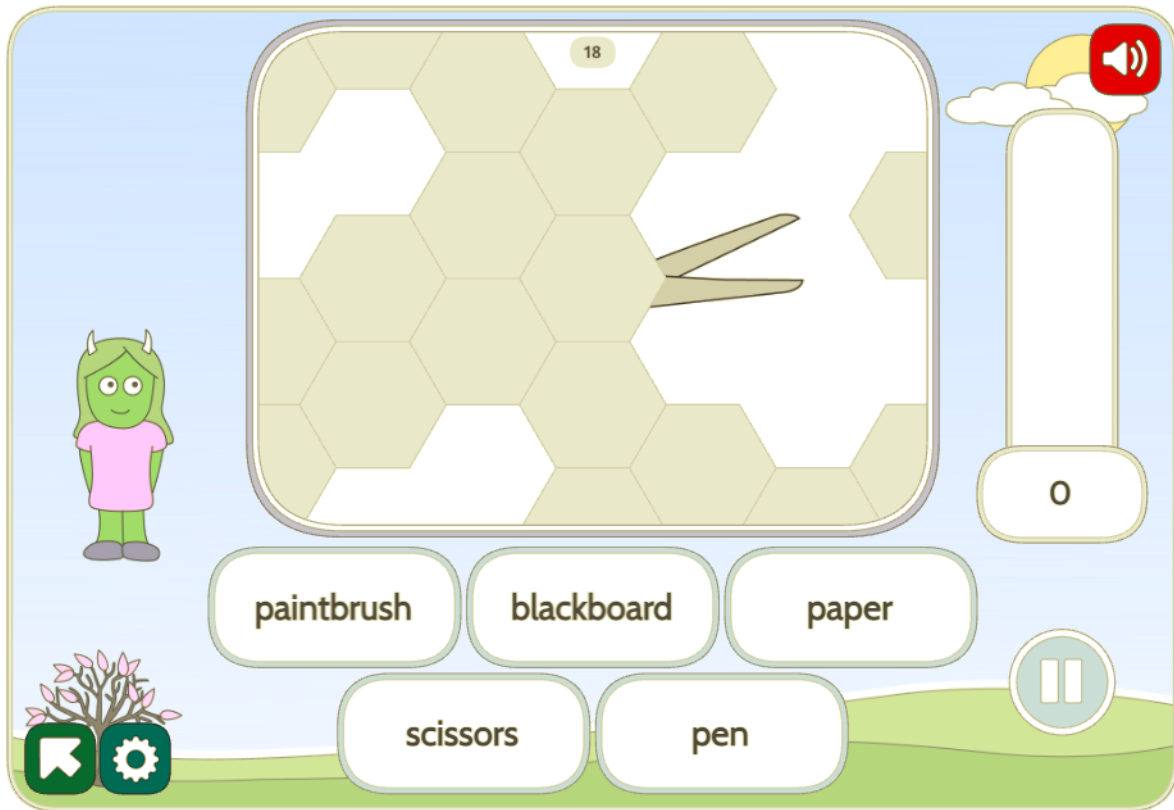
**Event Organizer Mind Map**

**Instruction:** Use the following mind map to organize 5 main points to your event in the middle of the map. Remember to be as persuasive as possible to sell the event as best as possible



## Appendix M

### Reveal



<https://www.gamestolearnenglish.com/reveal/#subjects>  
<https://www.gamestolearnenglish.com/reveal/#stationery>

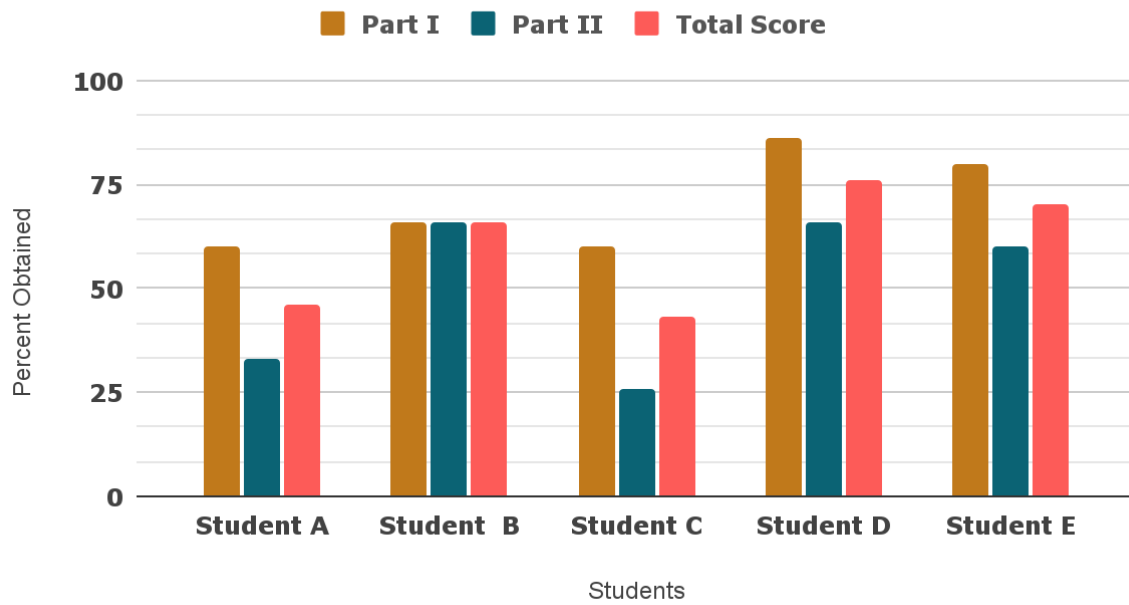
**Instructions:** The teacher will project the game on the board and the students will be called on to guess what subject or stationary item being revealed. Students will have to guess the subject or the stationary item that is hidden in the picture before it is shown fully. If the students get the answer wrong the game will automatically show the correct answer.

Appendix N

Figure 1

Sample Students Pre-test Scores

Pre-test Scores



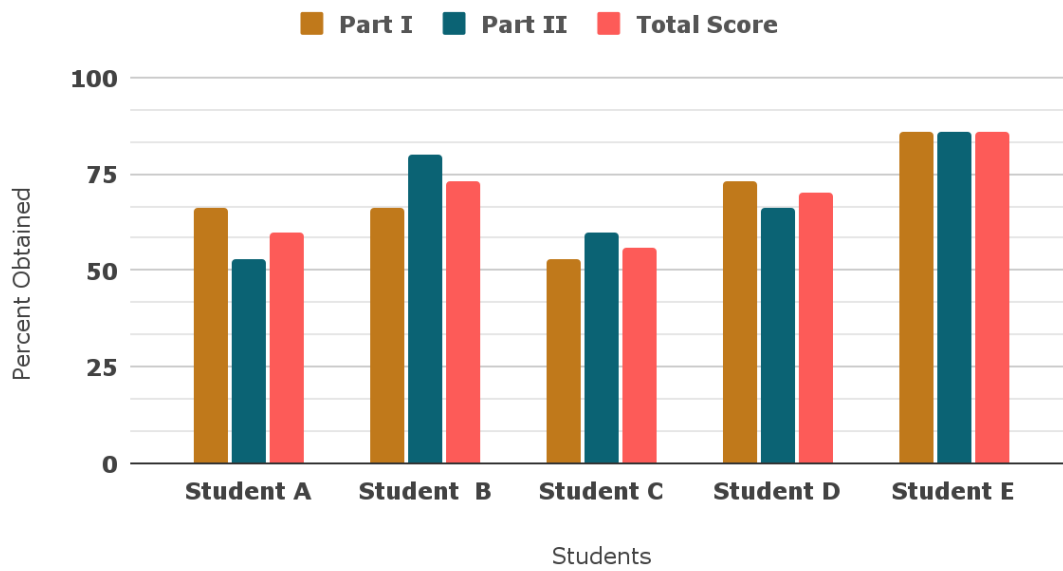
Note. Sample students' points obtained for the pre-test.

Appendix O

Figure 2

Sample Students' Post-test Scores

Post-test Scores



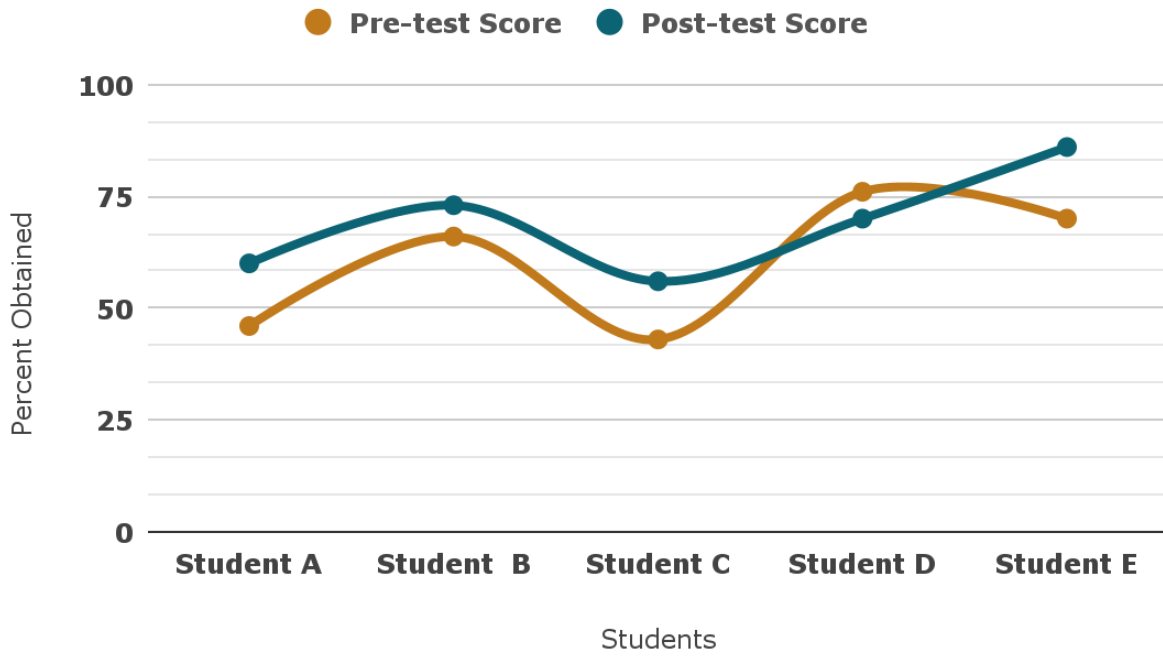
Note. Sample students' points obtained for the post-test.

Appendix P

Figure 3

*Sample Students' Comparative Analysis of Scores*

**Comparative Analysis of Scores**



*Note.* Comparative analysis of scores from pre-tests and post-tests.