

UNIVERSIDAD TÉCNICA DE AMBATO



FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Theme: “THE USE OF THE INTERACTIVE WORKSHEETS TO IMPROVE THE
SPEAKING SKILL”

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Autor: Licenciada Rosario Guadalupe Fuentes Chaglla

Director: Licenciada Marbella Cumanda Escalante Gamazo, Magister

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A la Unidad Académica de Titulación de la Facultad de Ciencias Humanas y de la Educación.

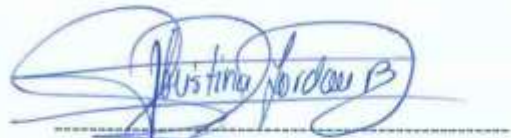
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Lcda. Rosario Guadalupe Fuentes Chaglla

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DEDICATORY

This research is dedicated to my daughter for being the reason for my professional improvement so that she feels proud of all my achievements and to my dear parents for giving me their unconditional support throughout this process aimed at achieving one more goal in my academic training.

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TEMA:

“The use of the interactive worksheets to improve speaking skill”

AUTORA: Licenciada Rosario Guadalupe Fuentes Chaglla.

DIRECTORA: Licenciada Marbella Cumanda Escalante Gamazo, Mg.

LINEA DE INVESTIGACIÓN: Methods and means of teaching.

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RESUMEN EJECUTIVO

El objetivo de este estudio es analizar el efecto de la aplicación de hojas de trabajo interactivas en el proceso de enseñanza-aprendizaje para el desarrollo de la destreza del habla en estudiantes de quinto grado de la Unidad Educativa Rodríguez Albornoz. El enfoque metodológico utilizado en esta investigación fue cuantitativo, descriptivo y experimental, la recolección de datos se realizó a través de la aplicación de un pre-test y post-test. Adicionalmente, se aplicó una encuesta para conocer la frecuencia de uso de la tecnología y de las hojas de trabajo interactivas. El estudio se ejecutó con precisión, con una muestra de 71 alumnos. Estos participantes fueron distribuidos metódica y aleatoriamente en dos grupos distintos: el grupo de control, compuesto por 37 estudiantes, y el grupo experimental, que englobaba a 34 estudiantes. Con el fin de evaluar exhaustivamente el desarrollo de las destrezas orales, se utilizó un conjunto de evaluaciones previas y posteriores basadas en el Cambridge English: Young Learners Pre-A1 to A2 Young Learners: Starters. Para facilitar la aplicación de este estudio en el aula, se elaboró un folleto con planes de clase bien estructurados y hojas de trabajo interactivas diseñadas en Live Worksheets. Estos materiales sirvieron de guía inestimable durante todo el proyecto de investigación. Las actividades se diseñaron para que los alumnos desarrollen su capacidad de expresión oral, y los resultados fueron notables. Una vez finalizada la intervención en el aula, se administró

post-test con un enfoque temático similar al del pre-test. Tras la recolección de datos, se llevó a cabo un análisis de los mismos, empleando la prueba t como herramienta estadística elegida. Los resultados arrojaron pruebas sustanciales de que el grupo experimental realizó avances significativos en su destreza del habla, lo que quedó corroborado por un valor t de -5,55, con un valor p <0,005. Este estudio de caso subraya sin lugar a dudas la eficacia de las hojas de ejercicios interactivas, diseñadas específicamente para mejorar las destrezas del habla, que dieron lugar a pronunciados avances entre el grupo experimental. Los resultados de esta investigación afirman que el uso de hojas de ejercicios interactivas es una poderosa herramienta pedagógica para la enseñanza y el aprendizaje de la destreza del habla en alumnos de quinto curso.

Descriptores: *educación, enseñanza-aprendizaje, grupo control, grupo experimental, habilidades del habla, herramientas tecnológicas, hojas interactivas, impacto positivo metodología, test.*

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THEME:

“The use of the interactive worksheets to improve speaking skill”

AUTHOR: Licenciada Rosario Guadalupe Fuentes Chaglla.

DIRECTED BY: Licenciada Marbella Cumanda Escalante Gamazo, Mg.

LINE OF RESEARCH: Methods and means of teaching.

DATE: October 12nd, 2023

EXECUTIVE SUMMARY

The objective of this study is to analyze the effect of application of interactive worksheets in the teaching-learning process for the development of speaking skills in fifth-grade students of Rodriguez Albornoz High School. The methodological approach used in this research was quantitative, descriptive, and experimental, the data collection was carried out through the application of a pre-test and post-test. Additionally, a survey was applied to know the frequency of the use of technology and interactive worksheets. The study was executed with precision, involving a sample of 71 students. These participants were meticulously and randomly allocated into two distinct groups: the control group, comprised of 37 students, and the experimental group, encompassing 34 students. In order to comprehensively evaluate the development of speaking skills, a set of pre-test and post-test assessments rooted in the Cambridge English: Young Learners Pre-A1 to A2 Young Learners: Starters framework were thoughtfully designed and administered. To facilitate the implementation of this study within the classroom setting, a booklet was developed, with well-structured lesson plans and interactive worksheets designed on Live Worksheets. These materials served as invaluable guides throughout the duration of the research project. Significantly, all activities were designed to allow students to

develop their speaking skills, and the results were remarkable among the participants. Upon the culmination of the classroom-based intervention, a post-test was thoughtfully administered, maintaining a similar thematic focus as the pre-test. Subsequent to data collection, a rigorous process of data processing and analysis was undertaken, employing the t-test as the chosen statistical tool. The findings yielded substantive evidence that the experimental group made significant strides in their oral dexterity, and this was corroborated by a t-value of -5.55, with a $p < 0.005$. This case study undeniably underscores the efficacy of interactive worksheets, specifically crafted to enhance speaking skills, resulting in pronounced advancements among the experimental group. The results of this research affirm that the use of interactive worksheets is a powerful pedagogical tool for teaching and learning of the speaking skill in fifth-grade students.

Key words: *education, teaching-learning, control group, experimental group, speaking skill, technological tools, interactive worksheets, positive impact methodology, tests.*

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

For decades, the English language has been expanding as part of the phenomenon known worldwide as globalization. More and more people are learning to speak this language, and more and more people depend on it to get a job or prosper. Teaching English anywhere in the world today is seen as necessary and urgent. No matter what continent you are on or how old you are, the fact is that anyone needs to have the respective knowledge of the English language.

Education is continuously facing changes in which one of the main demands is the use of new tools in the learning process of students. One of the main skills that presents greater difficulty in developing is the oral skill due to the lack of learning resources and the exaggerated use of grammar methods which causes in some of the students the lack of motivation in learning English. As a consequence, students present problems especially in oral skills (Ratnaningsih, 2019). The present research: "The use of interactive worksheets and its development in the English language speaking skill ", seeks to contribute positively to the development of the speaking skill through the implementation of new educational materials that emerged during the COVID-19 pandemic, such as technological tools. In this research, interactive worksheets have been used, which with various activities motivate students to communicate their ideas and thoughts without fear of making mistakes.

The hypothesis, general and specific objectives of this research are linked since all they agree that the use of interactive worksheets in the teaching-learning process improves the speaking skill of students in the fifth year of educación general básica at Rodriguez Albornoz High School of the canton Ambato, province of Tungurahua". Quali-quantitative methods were used to support the hypothesis and objectives. A survey was applied to 34 students of the experimental group, this survey evidenced that the students like to learn the English language through technological tools such as

interactive worksheets. In addition, a pre-and post-test was applied to both the control and experimental groups, giving positive results when applied again to the experimental group at the end of the research process this method was quasi-experimental, and since the interactive worksheets were applied to a specific set of children to improve their speech abilities, this research is field-experimental.

This research is organized into five chapters:

CHAPTER I: discusses the study's introduction, justification, and objectives. It is a summary of the issue and the various components of this inquiry. Furthermore, it relates to the main and specific aims of the research, which is to establish a relationship between the independent variable: interactive worksheets, and the dependent variable: speaking ability

CHAPTER II: discusses the investigative background, which includes a compilation of publications connected to the issue of this study in order to present the theoretical component of both variables. It explains how the independent and dependent variables are related.

CHAPTER III: discusses the methodology used in this study, including the location, equipment and materials, type of investigation, hypothesis testing, population and sample, and data collection.

CHAPTER IV: provides the results of the pre-test and post-test administered to the students. This chapter displays and discusses the statistical results acquired in the methodological framework chapter using graphs and statistics.

CHAPTER V: formulates the conclusions and recommendations that are created in accordance with the research objectives.

Finally, the idea for the intervention in the classroom is displayed in the annexes.

1.2. Justification

In a society in constant change and with increasingly demanding requirements, Education stands as the fundamental way for the adaptation and training of individuals. The interconnected world in which we find ourselves requires the establishment of common bases that facilitate communication and relationships between the subjects that compose it. In this way, education plays a fundamental role since it enables people to form part of the global community and interact satisfactorily with it. As a consequence of the above, the learning and teaching of foreign languages have become one of the main focuses.

Within the methodological scope, the interactive worksheets are an existing trend that gave its apogee when the COVID-19 health emergency occurred, however, one of the persistent problems is how to use and create correctly these interactive worksheets to apply them to the students. Some studies demonstrate the effectiveness of the use of interactive worksheets based on the Flipped league method or simply worksheets for the development of writing, reading, or listening skills but research work that shows the effectiveness of interactive worksheets on speaking skills has not been done, which, in my opinion, the teacher must be predisposed and open to the demands that emerge, so that the teachings and methodologies are adapted to them (Trisnarningsih, 2015).

Based on all the positive facts about this research work, there is the probability and authorization by the authorities where this research will be implemented since in this way the teachers of this institution will be trained on the use, creation, and application of the interactive worksheets.

1.3. Objectives

1.3.1. General objective

To analyze the effect of interactive worksheets in the teaching-learning process for the development of speaking skills in the students of the fifth year of general basic education at Rodriguez Albornoz High School.

1.3.2. Specific objectives

- To identify activities that help students to improve their speaking skill.
- To analyze students' speaking skill improvement before and after the application of interactive worksheet activities.
- To design a guide for teachers' use of interactive worksheets to develop student's speaking skill.

CHAPTER II

RESEARCH BACKGROUND

Learning a foreign language does not happen by accident; rather, it is the result of a process governed by several factors that might influence or favor the acquisition of the new language. This type of learning has certain qualities that set it apart from other types of learning. As a means of communication, learners must be able to use the language both orally and in writing. Speaking is a speech production skill that entails the systematic production of verbal utterances to transmit meaning/intention. This can be accomplished through the use of language teaching methods, as well as the provision of instructional resources. This study focuses on the teaching materials, which are critical to the effectiveness of any learning process. Worksheets are sheets of paper with exercises that students must do in class or at home as supplementary exercises. They have existed and been used in the educational profession for many years as a means of reinforcing learned knowledge. With the onset of the Covid 19 epidemic, new tools were needed to help sustain the use of these tools, which is how we ended up using the same worksheets, but in a digital and interactive format (Trisnaningsih, 2015).

With the appearance of Covid 19, the educational system implements a change of study modality, forcing educational institutions to work in virtual mode. Therefore, teachers have the necessity of self-educating, researching, and implementing digital tools that help in the teaching-learning process. The didactic materials have been a great help in this process since they allow us to reinforce what students have been taught during classes, however, how can we continue to apply these didactic materials when the classes are virtual? The worksheets are the most used didactic material within the educational teaching, the worksheets are paper sheets that contain limited activities such as fill in the correct information, connect with lines and cut and paste, depending on the level in which the student is, however how to apply them in the new study modality. In addition to this, interactive worksheets take advantage of new technologies applied to education: they can include sounds, videos, drag and drop exercises, linking with arrows, multiple-choice, and even spoken exercises. The

implementation of interactive worksheets allows teachers to transform their traditional printable worksheets (doc, pdf, jpg.) into self-correcting interactive exercises, which we call "interactive worksheets". This is beneficial for the students who feel more motivated, for the teacher since it saves time, and for the environment because it helps with less use of paper.

Ryabchikova et al. (2020), in their research labeled “Using interactive worksheets when teaching foreign languages by the “flipped class” technology” reach the following:

- Interactive worksheets play a big role in helping people learn languages and understand different cultures. They do this by encouraging interaction, supporting independent learning, and tailoring education to each person's needs. This helps individuals become better at using the language in both speaking and writing.
- The experimental study results confirmed that the training was effective. Students in the experimental group showed significant improvements in their understanding of vocabulary, grammar, how to organize different forms of written and spoken materials, proper speech etiquette, and knowledge of the nations linked with the language they were studying.

Analyzing the conclusions presented in the previous research, it can be determined that it is important to apply a correct teaching-learning tool since the student's understanding, knowledge transfer, and academic performance depend on it.

Kopniak (2020) led a research work called “The use of interactive multimedia worksheets at higher education institutions” which reaches the following conclusions:

- IMWS are online resources that teachers can use to organize successful practice sessions for various exercises for their students to complete.
- IMWS supports the incorporation of audio and audio-visual activities, which can be generated individually or collectively, within or outside of the educational institution.

- Establish IMWS can be used to activate received knowledge, form information processing skills (in particular, high-level thinking skills), and increase one's motivation to study.

It is concluded then that the interactive worksheets include several activities that help the development of the skills involved in the development of the English language.

Regarding interactive worksheets Maharaj (2019) conducted a study labeled "Teaching integrated science through the use of interactive worksheets" the principal conclusions of this study show that interactive worksheets are very effective in that they allow teachers to recognize students' preconceptions, misconceptions, and problem-solving challenges. They are very effective at facilitating class participation and at increasing both student-student and student-teacher interactions. Moreover, the particular design of the worksheets can help teachers determine if the difficulty for the students is linked to problem-solving or if it is conceptual. While the opportunity for open responses in the worksheets can provide valuable information about what student learning has or has not occurred if the responses are too vague it will make assessing the extent of learning a difficult task for teachers. When analyzing the conclusions of this research topic, the importance of the use of interactive worksheets is emphasized, since it provides us with information about the student's progress.

Taking into account the research done on this topic we can say that in Ecuador there are none unless they are not simple worksheets but not interactive worksheets. However, there are several similar types of research. Vimos (2021) conducted a research work entitled "Interactive games for the contextualized vocabulary learning". The main objective of this research study was to analyze the effects on elementary school students of interactive games and how this helps to improve vocabulary acquisition. In this study the methodological approach was quali-quantitative, there was a group of 22 students who served as control and experimental group. In this quasi-experimental research, classroom observation and student survey techniques were applied, as well as pre-test and post-test evaluation instruments. The results and conclusions showed positive results demonstrating that the use of ESL online games

in the EFL classroom influences the learning of vocabulary in English, giving way to the application of this project which aims to improve oral skills in English.

The earlier researches provided the foundation, source, or direction for the current investigation. The previous researches looked at how using technological tools like interactive worksheets can help students build the various abilities required for learning the English language. Students are motivated to interact in an active and collaborative manner when they use technological tools or tactics like these. Furthermore, the pupils' social skills were enhanced, boosting their confidence and comfort in doing various tasks. In like manner, taking into account that one day the pandemic ends and everybody returns to a classroom, this digital tool can continue to be used in the teaching process.

2.2. Theoretical framework

2.2.1. Independent variable: interactive worksheets

The research concentrated on the use of interactive worksheets as a teaching medium to help elementary school pupils at Rodriguez Albornoz High School strengthen their speaking abilities. This variable spans into the following categories:

- Educational ICT
- Technological Tools
- Interactive Worksheets

Educational ICT

Education (2000) is a process of teaching, training, and learning, especially in schools or colleges to improve knowledge and develop skills. Education is achieved in diverse ways. Education is now easily available through ICT (Information and Communication Technologies). We might ask what the link between ICT and Education is. The link is a major one because the traditional setting of classroom interaction is now giving way to an individualistic approach to education which helps

tremendously in acquiring more knowledge from other sources. There has been a rapid improvement in learners' ability to gain more information from ICT sources which helps in understanding different topics taught in school or doing assignments (Ciroma, 2014).

ICT is defined, as a “diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information” (Tinio, 2003, p. 3). These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony. In the last two years COVID-19's virtual teaching in quarantine was a fantastic example of this since many establishments chose to continue their courses via the virtual modality by using the ICT. Here, a variety of virtual platforms were deployed to allow education to proceed. It's worth noting that ICT have been a huge help in the classroom, as they've evolved into an interactive tool that allows students to seek out their own knowledge and acquire meaningful learning.

Why is ICT important?

ICT is a potentially powerful tool for extending educational opportunities, both formal and non-formal, to previously underserved constituencies—scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly, as well as all others who for reasons of cost or because of time constraints are unable to enroll on campus (Ciroma, 2014).

- ICTs enable learning to take place at **any time** and in **any location**, removing time and space constraints. This permits learning through online materials that are available 24 hours a day, seven days a week, and distant learning without the requirement to be physically there. Additionally, certain types of ICTs, such as teleconferencing technologies, enable instruction to be received simultaneously by multiple, geographically dispersed learners (i.e., synchronous learning) (Tinio, 2003).

- Continuous and unrestricted **access to online educational resources**, minimizing reliance on physical bibliographic resources and libraries with limits. This is especially important for educational institutions in developing countries, and occasionally even in more industrialized ones, where access to and updating of library resources is limited. ICTs also facilitate access to resource persons— mentors, experts, researchers, professionals, business leaders, and peers—all over the world (Tinio, 2003).

Advantages and disadvantages

ICT has been found in studies around the world to increase student learning and teaching approaches. According to a report published by Japan's National Institute of Multimedia Education, increased student exposure to educational ICT has a significant impact on student achievement, particularly in terms of knowledge, comprehension, practical skill, and presentation skill in subjects like math, science, and social studies. However, there are numerous education technology options available around the world, which may cause educators to become confused about how to select the best one (Ciroma, 2014).

Advantages

- Images may be easily employed in teaching and improving students' retentive memory via ICT.
- Teachers can quickly convey complex instructions to students and guarantee that they understand them.
- Teachers may use ICT to develop interactive courses and make learning more enjoyable for students, which could enhance attendance and focus.

Disadvantages

- Getting the gadgets set up can be a problem.
- It is expensive.

- It is difficult for teachers to use because they have little familiarity with ICT tools.

While some argue that ICT can be costly, inconvenient, and less effective due to potential teacher limitations, these concerns should not diminish the significance of integrating ICT into our educational institutions. In a rapidly evolving world, both developed and developing nations must embrace ICT to remain competitive across all facets of life, as falling behind is not an option.

Technological tools

The COVID 19 pandemic prompted our vision of teaching and learning to expand, and we came to know and apply various teaching methods and strategies based on the use of technology and the Internet. Technological tools boomed during this time of confinement. “Technological tools in terms of education are those electronic devices or programs that help us to facilitate the tasks or foster learning in a very easy way” (Apaza and Zavala, 2018, p. 24), “are designed to facilitate work and allow resources to be applied efficiently by exchanging information and knowledge inside and outside organizations” (Delgado & Elena, 2012, p. 33).

In the teaching and learning process, technology has always played a significant part. It is widely acknowledged that the information technology era has had a considerable impact on our daily lives, and technology continues to play an important part in the advancement of human civilization. As a result, it is critical to make use of new technology resources to aid in the teaching of English as a second language. It is important to keep in mind that these types of programs or applications are available for free, implying that they do not have to be purchased in order to be used with pupils.

Technological tool in education

Began in the aftermath of the pandemic, a slew of educational applications and tools gained traction. One of the most difficult and time-consuming duties on the Internet is undoubtedly transforming the world, but that is no secret. The rapid progress of ICT

continues to change the way of elaborating, acquiring, and transmitting knowledge, which is why educational systems with their models and strategies have found it necessary to adapt to a society that is increasingly immersed in ICT, as these have provided opportunities to renew the content of courses and pedagogical methods. Education is becoming more competitive, and achieving a higher educational level necessitates the use of resources that assist us in the process of teaching students. Various innovative technological tools tend to guide and motivate students in the construction of knowledge and serve as learning support.

Improving English with technological tools.

Improving language learning through the use of technological tools has become a reality, there are several technological tools specifically designed to develop each of the skills (listening, speaking, reading and writing) needed to acquire a new language, these technological tools have been evolving and in the last two years have improved their performance, so much so that teachers and students have been in the need to use them frequently having a very positive response. The technological tools used to improve skills must attract the attention of students, this also depends on their age and level of English. However, from the experience acquired in the last 2 years, the use of interactive worksheets shows an improvement in the development of the four skills, in addition to the fact that students feel motivated when using the interactive worksheets.

Interactive worksheets

Currently, education systems all over the world are grappling with how to use ICTs to improve teacher effectiveness and give students the tools and knowledge they need to succeed in the twenty-first century. Other countries' studies have documented the impact of ICT on traditional teaching and learning methods, as well as the way teachers acquire knowledge and information on a regular basis. The use of technological tools to process texts creates worksheets with simple answer options that are automatically answered, creates and displays visual and audio presentations, makes it easier and more enjoyable to carry out administrative tasks, and improves methodological strategies, is an open-eyed need.

Worksheets

Worksheets are pieces of paper that educators give to students in order for them to accomplish an assignment. Worksheets are a great way to get students involved in active learning. To ensure comprehensive subject learning, the teacher creates worksheets. Iskandar and Jannah (2020) in their study mentioned that “worksheets are studying devices that contain a series of questions and information designed to understand complex ideas accordingly; students can work on them systematically” (p. 3820). Worksheets are used to augment additional information not found in textbooks and are utilized for active learning. Worksheets are an excellent educational tool. Furthermore, after using them, they aid in the improvement of outcomes and performance.

Interactivity

Interactivity refers to the communication between people and digital devices or content. It is the ability of a computer, program, or other content to respond to the actions of the person that’s using it. In a nutshell, it is what allows you to navigate a website, use social media, or play your favorite video game. Thanks to interactivity, bidirectional communication between people and machines are possible. It’s very different from watching TV, listening to the radio, or reading the newspaper, where your only option is to consume or not consume the content you receive. When you click on an interactive element, something happens: maybe another website appears, a new window opens, or a download is initiated. When you interact with these elements, what happens depends on your actions. Images, icons, graphics, links, videos, and audio are some examples of interactive media that combine with animated elements to capture your attention. They are programmed to respond to your actions, surprising you and making things more fun. It’s much more stimulating and fun to interact with than to read paragraphs and paragraphs of text or sit down and simply listen. When you interact with content, you step out of the role of spectator and adopt the role of participant.

What levels of interactivity are there?

There are varying theories about the levels of interactivity, which define 3, 4, and even 5 different levels. To make it easy (we don't want to lose you to Instagram now we've come this far!), we'll deal with 3 levels or grades of interactivity, low, medium, and high.

- **Low or passive level** is what a website or program operates on. The content is linear, but you can navigate between pages, select options, and carry out other simple actions.
- **Medium or limited level:** this level includes the qualities of the passive level and adds a few more, such as the possibility to interact with other elements, such as interactive graphics, videos, audios, and draggable elements, among others. The theories which define 4 levels of interactivity also speak about a **moderate** level which is very similar to this one but with the added ability to personalize content.
- **Simulation level** requires more sophisticated design and provides an immersive experience. On top of the interactive elements of the previous levels, we have more multimedia content, simulations based on virtual reality, and gamification, for example. This is the most engaging type of interactivity.

Interactive worksheets.

During the quarantine period in which we were forced to work virtually, many of us teachers had the obligation to discover and learn several digital work tools that allow us to interact in real-time with students, in this process many digital tools which we had no knowledge came to the surface and had a great reception, among them we can name the following: Wordwall, PearDeck, Lino, Edpuzzle, Online ESL game, and from my point of view the best Liveworksheet. Now let's imagine that these two qualities come together; worksheets and interactivity and you can create interactive worksheets. Interactive worksheets are worksheets that can be transformed into digital worksheets and from which they can be automatically corrected. These types of tools are very good and practical to teach classes and evaluate the knowledge that students

are acquiring. They are also a good tool to make content more attractive to students because they allow the creation of work materials where exercises with videos, sounds, or educational pastimes can be included.

Benefits of interactive sheets in the educational environment

The issue of whether or not worksheets and their use for classroom learning are effective has always been a controversial one. Although it may not seem like it, there are some educators who from their point of view see the use of worksheets as a waste of time while others believe that they could not live if they did not use them in their lesson plans. No one was ever prepared to face a pandemic that swept us into virtual education making the use of worksheets take off to the top, of course with a new twist, this time they are not just simple printed worksheets, this time they are interactive worksheets and for which it has brought a number of benefits mentioned below:

- Students can do the worksheets online and send their answers to the teacher in a faster time.
- This is good for the students (it's motivating). Motivate students to work without the assistance of a teacher. Far too often students seek an easy step-by-step assignment. With the help of a practical interactive worksheet, students are able to learn how to confidently problem-solve independently.
- For the teacher, it saves time in grading and can help you measure student performance. Due to peer pressure, students are not always willing to express their confusion, so interactive worksheets are the teacher's best indicator of whether a student is understanding what is being taught in class.
- For the environment (it saves paper), because nowadays the planet is going through a serious pollution situation and since there is the technology that helps us to reduce the environmental damage, what better than to use it in our favor.
- Interactive worksheets may include sounds, videos, drag and drop exercises, join with arrows, multiple choice... and even speaking exercises, that the students must do using the microphone.

Factors to consider when developing interactive worksheets

When designing interactive worksheets, it is crucial to consider several key aspects to tailor them effectively to the learners' level of understanding. First and foremost, educators should clearly define the learning objectives they aim to achieve through the interactive worksheet. By doing so, they can develop specific activities and content that align with these objectives, ensuring that the worksheet serves as an effective learning tool. Moreover, understanding the characteristics and knowledge levels of the target audience is essential. This knowledge allows educators to adapt the worksheet to the learners' unique needs and proficiency levels, ensuring that the content is neither too advanced nor too basic. Interactivity is another vital element to plan for in interactive worksheets. Educators should carefully design how students will engage with the material. This can encompass various interactive elements, such as questions, drag-and-drop activities, or links to additional resources, fostering active participation and learning. The content within the worksheet should always be relevant to the learning objectives, maintaining a clear alignment between what is taught and what is expected to be learned. An attractive and user-friendly visual design is also essential, as it enhances comprehension and encourages interaction. Incorporating mechanisms for feedback is crucial for promoting effective learning. This can include providing immediate responses to student inputs or offering clear explanations to aid their understanding and progress. Accessibility is another critical consideration, ensuring that the interactive worksheet is usable by all learners, including those with special needs, by adhering to accessibility standards. Lastly, educators must take into account the platform or technology on which the interactive worksheet will be delivered, adapting the design and functionality accordingly, especially in the context of online learning environments. By addressing these aspects comprehensively, educators can create interactive worksheets that maximize their educational impact and benefit a diverse range of learners.

How to teach using interactive worksheets

To teach a class using interactive sheets, the following steps can be followed:

- **Define objectives:** Clearly state your learning goals and objectives for the interactive worksheet activities.
- **Select content:** Choose appropriate content that aligns with the objectives and enhances learning.
- **Design worksheets:** Create visually appealing worksheets with interactive elements using digital tools.
- **Provide instructions:** Write clear instructions for each activity to guide students.
- **Share materials:** Distribute worksheets via digital platforms or in-person, ensuring access to technology.
- **Demonstrate use:** Show students how to navigate and interact with the worksheet elements.
- **Independent work:** Let students work independently or in groups, offering support as needed.
- **Encourage engagement:** Include diverse question formats and interactive tasks to promote critical thinking.
- **Monitor progress:** Track student progress and address challenges or questions.
- **Facilitate discussion:** Review concepts and encourage student participation through discussions.
- **Provide feedback:** Evaluate student performance and offer constructive feedback.
- **Reflect and improve:** Gather feedback, assess effectiveness, and refine future interactive worksheets.

By combining interactive elements with thoughtful content, you can create a dynamic learning experience that promotes active participation and deeper understanding among the students.

Platforms for designing interactive worksheets.

Educational platforms are online systems or software designed to facilitate the management, delivery, and administration of learning content and activities. These platforms are used in educational environments, from schools and universities to businesses and organizations, to provide a more effective and organized learning experience. There are several platforms that are dedicated exclusively to the design of interactive worksheets such as Flippitynet, WordWall and, Interacty, however in this research we focused on Live Worksheets.

Live Worksheets is a website that transforms printable worksheets into interactive online exercises with autocorrection. This benefits both students by making learning more motivating and teachers by saving them time and is also environmentally friendly by reducing the use of paper. The innovative tool replaces traditional education and transforms boring assignments into engaging activities through interactive worksheets that encourage student autonomy under the guidance of the teacher. These worksheets can incorporate various technologies, such as sounds, videos, and interactive exercises, and are adaptable to different areas of knowledge. The platform is flexible, allowing the creation and customization of interactive worksheets, automatic correction, and the option to print the worksheets for those who prefer to work by hand.

Live Worksheets stands out for being a web 2.0 tool, with a free version, and is versatile, as it supports the teaching and learning process in various subjects, thus contributing to the modernization and improvement of the educational experience.

2.2.2. Dependent variable: speaking skill

Language skills

Since the human being is born and through his growth he acquires the skills of listening, speaking, reading, and writing; these skills develop according to his age and the social environment in which he grows and cannot be isolated, these skills must work together in order to produce a healthy communication so that people can understand and express themselves, both in written and oral form.

Language skills are those that allow us to understand and express ourselves in a language, either in writing or orally. Based on this assumption Flores (2018) asserts that “language skills, also known as communicative skills or abilities, in which four well-known abilities are included that allow a person to understand and produce spoken language, so as to achieve adequate effective communication” (p. 22). In general, all human beings possess linguistic skills, but undoubtedly, some have them more developed than others, and these are the ones that allow us to communicate, managing to send and receive messages, as long as language intervenes in this back-and-forth of messages.

Meanwhile (2019) mentions that: “it is essential to describe the linguistic skills that students manage to develop in the classroom, being necessary to mention that listening is considered a comprehension skill” (p. 22). In the current process in education, both children and young people have managed to have a better opportunity and therefore, have valuable tools, the same that are competent for the formation and development of better language skills, making students have a better command of the language, therefore, language skills are a part of each of the people, in this case, it is essential this type of skill to improve communication in various areas in which the human being is able to develop.

There are countless strategies that make students develop their language skills, and do so in a favorable and meaningful way; it should be clear that these types of strategies

are very important in the learning process of students and there are many that help improve skill levels.

In addition to this, Rodriguez (2019) states that each of these strategies, should be used in the classroom to improve the levels of expression, communication, language and self-esteem and identity, which will help in the development of language skills and abilities of students, it should also be clear that each of the strategies that we as teachers apply in the classroom, have a purpose and a clear objective and designed to achieve the proposed objectives.

The development of linguistic skills in students favors an important oral communication style to favor the level of the teaching-learning process, so that we want to achieve a positive result in a completely homogeneous way in all students.

The teacher plays a fundamental role in the teaching-learning process, in such a way that he can guide his students in an adequate way the acquisition of linguistic skills and can systematically discover the use and social functions of the written language, managing to establish differences between oral and written language (Izaguirre, 2018). In the teaching-learning process, the role of the teacher plays a fundamental role, and is conceived as a direct space in which the student is the protagonist and is guided for the improvement of the development of their learning, taking into account that it is the students who build their own knowledge from reading and in this way, they also manage to contribute with their experiences and reflect on them.

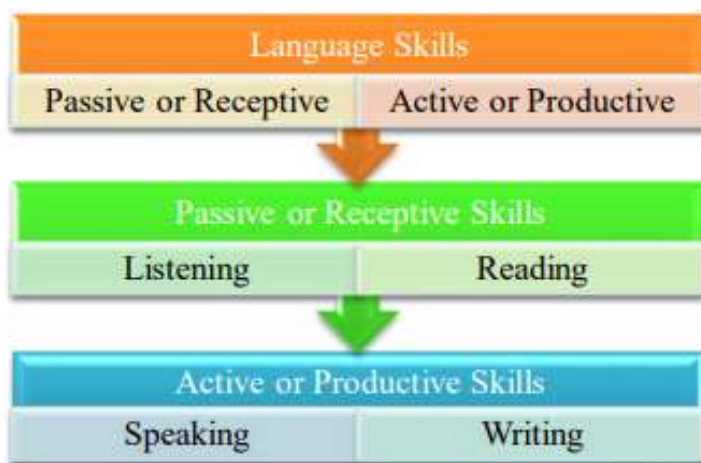
One of the most convenient ways to achieve students awaken the interest to better understand all the contents taught, according to León (2019) is through the application of a striking, precise, and objective methodology. In the same way, they can interact with the teacher and demonstrate each of their skills and abilities in such a way that their learning is constructive.

Classification of language skills.

Knowing well that English is a language of international communication, many students try to learn it in an easy and fast way. On the way of learning, students must develop the four skills of listening, speaking, reading and writing. Listening and reading are passive or receptive skills, while speaking and writing are active or productive skills. (See Figure 1)

Figure 1

The basic language skills of English



Note. The figure illustrates the basic English language skills, according to Rao (2019).

Receptive skills

Within this group, we find listening and reading skills. These abilities do not need the learner to produce words; rather, they focus on the student receiving and comprehending the information. They're also referred to as passive skills.

Productive skills

This group of skills includes speaking and writing, here students, as the name implies, must produce language to communicate their thoughts. They are also called active skills.

Productive skill

As Sreena and Ilankumaran (2018), points productive skills are speaking and writing. Learners who possess efficient productive skills are able to produce something. They are also known as active skills. Learners need to generate language to communicate their ideas either in speech or text.

Needs of productive skills

Both speech and writing skills are a reflection of acquired learning. Sreena and Ilankumaran (2018) argued that speaking skills need a wide attitude and modern ideas. It also needs an expression as well. This is to make the speaker confident to express what he communicates. Some speaking situations are partially interactive especially when speech is given to a live audience. From a communication point of view, the writing is lucid and clear. Writing is one way of providing variety in classroom procedures. It provides a learner with physical evidence of his achievements and his improvement could be noticed easily. It helps him to grasp the vocabulary and structure and complements the other language skills. In the act of writing, the effort to express ideas and the constant use of eyes, hands, and brain contains a unique way of supporting learning and discovering new ways of expressing ideas.

Speaking

Speaking is the ability of human beings to communicate by means of articulated sounds. These sounds are produced by the phonatory apparatus, which includes the tongue, soft palate, vocal cords, teeth, etc. This property is distinctive in man since although it is present in different species of the animal kingdom, it is in the nature of man that it reaches its highest manifestation, to the extent that it displays a very high degree of complexity and abstraction in terms of content (Konrad Lorenz Fundación Universitaria, 2016).

Writing

Writing is a productive activity. It is used to transmit information. It is characterized by the use of a graphological system with meaning. Just as for developing the ability to speak, the teacher must provide models of the written language in the form of texts and offer adequate guided practice at the beginning, which will become freer later on.

Speaking skill

The four linguistic skills are very important in our environment. Speaking allows us to communicate with other people through words, it is the natural way to express our ideas or express our feelings, according to Kayi (2006) stated speaking as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (p.1). Speaking is an important aspect of learning and teaching a second language. Despite its importance, teaching speaking has been devalued for many years, and English language teachers have continued to teach speaking as a series of drills or dialogue memorization. However, in today's society, the purpose of teaching speaking should be to increase students' communicative abilities, because that is the only method for students to express themselves and learn how to obey the social and cultural rules that apply to each communicative situation. Meanwhile (2019) states that speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language.

According to Bashir et al. (2011) learning to speak also demands a lot of practice and attention. We learn to speak our mother tongue just by listening and repeating. The teacher can adopt the same natural way. He can give them certain structures and ask them to repeat. This will remove their shyness. He can give those drills in the basic patterns of language. Asking short questions and the use of short dialogues in the class room can also develop this skill. All this research results in defining speaking skill as an ability through which we can express ideas by combining different aspects which can be applied in real situations that our students will face.

Reasons for teaching speaking

From Harmer (2007) stated that:

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities- chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problem they are experiencing. And finally, the more students have opportunities to activate the various elements of the language they have stored in their brains, the more automatic their use of these elements become. (p. 123)

The importance of speaking skill

In today's global environment, communication is critical to achieving success in any sector. Language is employed as a communication tool. Without the use of a language, perfect communication is impossible. Furthermore, people cannot attain their ambitions, objectives, or goals if they do not communicate effectively. As a result, a language is required to communicate with individuals who live all over the world. Because English is considered an international language and is used all over the world, it is useful for communicating with individuals who reside in different parts of the world, including different areas, states, countries, and continents.

According to Rao (2019), speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English. Even the learners learn the language for so many years; they find it difficult to speak in real-time situations when it is demanded. There are many reasons to overcome this. First of all, the ELLs should understand the importance of speaking skills and try to acquire them as they need them to compete in this competitive world. In addition to this, it plays a very important role in the professional development of people since a student graduating from the University must acquire a B1 level of

English, which makes his resume more attractive to companies that require a better-prepared person. (See figure 2)

Figure 2

The importance of speaking skill



Note. The figure presents the importance of speaking up in the classroom according to Rao's (2019)

Aspects that measure speaking skill level

a) Pronunciation

A very important aspect of learning a new language is to master the pronunciation of that language, otherwise, you may learn many words, but if you fail to pronounce them correctly, native speakers will never understand you. According to Dalton and Seidlhofer (1994) in general terms, pronunciation consists of the production of a meaningful sound in two senses. First, the sound is significant because it is used as a part of a code of a particular language. So, we can talk about the distinctive sounds of English, French, Thai, and other languages. In this sense, we can talk about pronunciation as the production and reception of the sound of the speech. Second, the sound is significant because it is used to achieve meaning in the context of use. In this sense, we can talk about pronunciation with reference to acts of speaking.

b) Grammar

“Grammar refers to how we combine, organize and change parts of words, words, and groups of words to make meaning. We use grammar unconsciously when we speak, listen, read and write. We also use it, particularly as teachers, to describe language” (Spratt et al., 2011, p. 8).

c) Vocabulary

When we talk about a language's vocabulary, we're mostly talking about its words, but not solely. In other words, vocabulary refers to words as self-contained units of language with meaning (McCarthy, 1990). Vocabulary is important for students, if we talk about communication goals, it might be claimed that it is even more significant than grammar, especially in the first years of learning when children are learning a new language because it is at that point that they gain basic terms that will be used in the future (Gower et al., 2005).

d) Accuracy

“Accuracy in the use of a language involves the correct use of the language system; both grammatical structures as well as vocabulary and pronunciation” (Ridell, 2014 as stated in Rodriguez, 2016, p. 39). Accuracy in the use of words has to do with the accuracy of their meaning. If we really want to communicate, we must be clear about the meaning of the words we use; even more so when we have to resort to technical vocabulary.

e) Fluency

“Fluency goes beyond speaking quickly without hesitation, it is the ability to use words correctly and in an appropriate context, to be able to express oneself orally or in writing in an agile and precise manner” (Hernandez, 2013, as quoted in Rodriguez, 2016, p. 39). Fluency can be defined as the capacity to maintain a dialogue when speaking spontaneously. Students should be able to get the message across with whatever

resources and talents they have, regardless of grammatical or other errors, when speaking fluently (Gower et al., 2005).

It is well known that interrupting students while they are practicing speaking is ineffective; instead, it is recommended that corrections be made later. This can be accomplished through feedback that emphasizes the positive aspects of their participation and, if necessary, strategies for improving their speaking. This is done to encourage the student to continue improving his or her speaking skills.

f) Interaction

Interaction according to Wagner (1994) is defined as the reciprocal event that requires at least two objects and two actions and occurs when they naturally influence each other. Moreover, the interaction process occurs in two ways: written and oral mode; written interaction is when students write down their ideas while interacting with others; on the other hand, oral interaction includes the production of spoken words and nonverbal language such as facial expression and gestures (Pastas, 2014).

Types of speaking activities.

The International TEFL Teacher Training, also known as ITTT, (n.d.) offers us a variety of speaking-promoting exercises. The first category is **controlled activities**, which are also known as accuracy-based activities since the teacher assumes a key role in them. The most popular type of activity is called "drilling," and it entails repeating the teacher's pronunciation model. The "3 by 3" drill has the teacher speak a word, ask the class to repeat it, then repeat it three times. A prompt is a set of questions and possible responses. The second category is **guided activities**, where the teacher is still in charge but has less complete control over the output's precise wording. Although they need accuracy, these tasks are more innovative and fruitful. Model discussions and supervised role-plays are the most typical. The third category is **creative communication**. The teacher creates the context but not the content in these activities, which are fluency-based. Free role-playing, conversations, information gaps, debates, simulations, and communication games are the most popular activities.

Correcting speaking

Correcting a speaking activity vs, a learning exercise is indeed very different. When a student repeats a word or phrase frequently in an attempt to develop fluency and improve pronunciation, the teacher typically corrects them correctly to help the student succeed. However, it must be remembered that when students are deeply engaged in a subject and the teacher steps in with a corrective, the students lose the discussion's focus. The goal of the oral activity is defeated by the teacher's continuous interruptions.

A teacher should use observation and listening techniques while conducting speaking activities. The teacher focuses on pointing out positives and potential areas for growth during the activity. After that, she asks the class as a whole for comments on the activity. Students can express whether they enjoyed it or whether they thought there were one or two mistakes made. In each instance, they will test the pupils' ability to recognize the issue and fix it. Any correction should be made generally rather than naming the people who made the error.

Indeed, there are not any concrete laws regarding the correction. However, constructive criticism can be given in a tactful and unobtrusive way when there is a positive teacher-student relationship. This kind of mild correction can be understood as the teacher repeating what the student said, only this time it is accurate, and not asking the student to say it again. In another instance, some kids want feedback when they make a mistake, but we must constantly watch out that our actions do not obstruct the activity at hand.

Asking students how and when they prefer to be corrected is one of the best strategies to correct. You can describe how you intend to address these stages and demonstrate how various actions correspond to various remedial measures on your side.

What do teachers do during a speaking activity?

Of course, as long as they do not begin to dominate, there is nothing wrong with teachers desiring to participate in their students' speaking activities. To ensure that the proper feedback is provided, it is preferable to remain on the sidelines and watch and listen to what is happening.

Certainly, there are instances where the teacher needs to step in somehow:

- If at the moment of the activity one of the two parties remains silent until the precise moment is found for the oral activity to resume.
- If a discussion begins to run out of steam, then the teacher must decide whether to end the activity or encourage the students to resume the topic, but, as in the case of correction, teachers must do so with sympathy and sensitivity.

CHAPTER III

RESEARCH METHODOLOGY

3.1.Location

It is clear that it is crucial to ensure that the aims and objectives established for the growth of the research centered on the educational area, which is the one that establishes its boundaries. The present research was being applied at Rodriguez Albornoz High School located at La Vicentina in Ambato city, Province of Tungurahua. There are 4 blocks in this institution, the first one is the Administrative Area, which houses the offices and departments. The Elementary Basic Levels can be found in the second block. Upper Basic and High School are located in the third block, while the first-level-appropriate area with green areas is located in the fourth block.

The data collection was carried out with students in the fifth year of Educación General Básica Media, it was applied to 71 students, being the sample of homogeneous characteristics in the parameters of social condition, gender, and age.

3.2.Equipment and materials

For gathering data, a survey was previously applied in order to know the technological skills. In addition to a pre-and post-test, made it possible to achieve the objectives established in this research. Such a survey was directed to the students together with the parents as their legal representatives, in which there were questions about the use of technological tools. To evaluate speaking skills, a pre-and post-test validated by Cambridge (Pre-A1 Starters Speaking test) was used for both purposes. This booklet is structured in 4 parts. The first part is based on the student's understanding and following spoken instructions; in the second part the teacher will provide the student with a scene from which several questions will flow and must be answered; in the third part, the student will be provided with 8 cards from which several questions will be asked based on four of the eight cards the student must understand and answer basic questions and in the last part but not least the student must understand and answer

questions of a personal nature such as age, family, school or friends. It is important to emphasize that this type of test is applied to students between 7 and 12 years old and has a duration of 3 to 5 minutes. This type of test encourages children to learn English from an early age and creates a positive attitude towards language testing.

3.3.Method of research

3.3.1. Quantitative research

Quantitative research is a systematic approach to investigating phenomena or collecting data in a structured and numerical manner. It involves the collection and analysis of numerical data to uncover patterns, relationships, and trends, with the goal of drawing objective and statistically valid conclusions. Quantitative research is often used to test hypotheses, make predictions, and generalize findings to larger populations. Based on Watson (2015) a number of techniques are included in quantitative research that are used to systematically examine social phenomena using statistical or numerical data. As a result, quantitative research relies on measurement and makes the assumption that the phenomena being investigated can be quantified. Its goal is to examine the data for patterns and connections as well as to validate the measurements. Measurement of some things, like height and weight, is simple; measuring other things, like what people think or feel, is more challenging. This range is covered by quantitative research. For all methods of measurement, the same standards are used to verify, calculate, and interpret the data. One could think of quantitative research as a style of thinking about the world. It is essentially deductive: measurements are made, analyses are applied, and conclusions are drawn. A unique feature of quantitative research is its ability to test theories formally by formulating hypotheses and applying statistical analysis.

3.3.2. Experimental design

Any study using a scientific methodology that keeps one set of variables constant while measuring the other set as the experiment's subject is known as an experimental design. Only when the researcher is certain that a change in the dependent variable is caused

by the modification of the independent variable is a true experimental investigation deemed successful. Both the control group and the experimental group exist in this design. The experimental group received an education based on the use of interactive worksheets to support the development of the 4 English abilities with a focus on speaking whereas the control group received traditional teaching methods.

3.3.3. Bibliography

The current study work is bibliographic since it has been developed using reference sources such as virtual libraries, online websites, essays, documentaries, periodicals, books, and many others. The goal of this study was to collect genuine data from past investigations to better understand and explain the new realities, as well as to provide potential solutions to the oral communication deficit of fifth-grade pupils at the Rodriguez Alborno High School in the School Year 2021-2022.

3.3.4. Descriptive research

According to Hernández (2017) descriptive research is a “set of logical and practical processes and procedures that make it possible to identify the characteristics of a population, place, or social, economic, environmental, cultural or political process”. In addition, it also proposes complex relationships between the factors and/or actors identified. Since the characteristics of the dependent and independent variables, as well as their causes and effects were described in the Conceptual Bases, this study was descriptive. Consequently, an SPSS (Statistical Package for the Social Sciences) program was required to measure the data and generate the statistics for this investigation.

In this research, two groups were considered, a control group and an experimental group, composed of 37 and 34 students respectively. Both groups were administered a survey designed to assess their knowledge on two topics: the use of interactive worksheets and the development of oral expression skills. The survey consisted of 10 questions covering emotional, cognitive and social aspects. Following the guidance of Martín (2011), the survey was used as a method to collect data, employing

questionnaires with both open and closed questions. It is important to note that the survey was applied exclusively to the experimental group, while the control group followed a traditional methodological approach, using printed worksheets.

In addition to the survey, a pretest and a post-test were conducted during the study. Both tests were taken from the Cambridge English: Young Learners Pre-A1 to A2 Young Learners: Starters test set. These assessments were chosen because of their concordance with the students' level of English according to the Common European Framework. The test consists of a booklet structured in four parts. The first part assesses the student's ability to understand and follow oral instructions. In the second part, the teacher presents a scene from which several questions are posed for the student to answer. The third part provides 8 cards with questions based on four of the eight cards, where the student must understand and answer basic questions. The last part addresses personal questions such as age, family, school or friends. It is important to note that this type of test is administered to students between the ages of 7 and 12 and lasts 3 to 5 minutes. This assessment approach encourages children to learn English from an early age, fostering a positive attitude towards language assessment.

The pre-test was administered to students in fifth grade of elementary education, divided into two parallel groups: A and B. Parallel A, composed of 34 students, formed the experimental group, while parallel B, with 37 students, constituted the control group. This was done to assess the level of English before introducing the interactive worksheets in the experimental group. The pre-test assessment was carried out using the Zoom platform. The implementation of the project was carried out face-to-face for 5 weeks. During the weeks assigned for the implementation of the interactive worksheets, lesson plans were designed that included objectives, activities based on the interactive worksheets, anticipation activities, as well as pre-speaking, while-speaking and post-speaking activities. The interactive worksheets were created using the Liveworksheets platform and were adapted to the English level of the students. Most of the worksheets were designed in-house, although some were also incorporated from the Liveworksheets platform. Activities developed with the interactive worksheets included: fill in the blanks, multiple choice, drag and drop, matching items, and completing questions.

During each class with interactive worksheets, an effective interaction between students and teachers was promoted. A period of 3 to 5 minutes was allotted for students to express their responses to the proposed activities. After applying the interactive worksheets, the same booklet with basic questions was administered as part of the post-test, individually, to both the experimental group (34 students) and the control group (37 students).

The results obtained in the pretest and post-test, both in the experimental and control groups, were analyzed using SPSS statistical software to evaluate the efficacy of the study. A significant difference was observed: in the experimental group, the pretest yielded a score of 4.88 out of 10, while the post-test showed a significant improvement, reaching a score of 7.66 out of 10. On the other hand, in the control group, which did not participate in the research project and used printed worksheets, no significant improvement was observed. The pretest yielded a score of 4.73 out of 10, while the post-test showed a score of 5.01 out of 10, the results of this process were represented through tables and graphs for better understanding and analysis.

3.3.5. Correlational research

Based on the methodology of correlational research, this project investigated the relationship between the use of interactive worksheets and the improvement of the student's speaking abilities. In order to do this, results for the speaking level from the initial phase were compared to those from the final phase following the introduction of the interactive worksheets.

3.3.6. Propositional research

This research is of a propositional type since it is based on a need or gap within the institution, once the described information is taken, a proposal will be made to overcome the current problems and the deficiencies found. By identifying the problems, investigating them, deepening them, and providing a solution within a specific context (Ángel, 2008).

3.4.Hypothesis

3.4.1. Null hypothesis

The interactive worksheets do not improve the speaking skills of fifth-grade students at “Rodriguez Albornoz” High School of Ambato city, Province of Tungurahua.

3.4.2. Alternative hypothesis

The interactive worksheets improve the speaking skills of fifth-grade students at “Rodriguez Albornoz” High School of Ambato city, Province of Tungurahua.

3.4.3. Research questions

- What types of interactive activities help improve the speaking skill?
- How often do teachers apply interactive worksheets to improve speaking skills?
- What are the discrepancies between the use of interactive worksheets and printed worksheets in students?
- To what extent did the use of interactive worksheets improve students' speaking skill development before and after the application of the experiment?

3.5.Population or sample

As shown in the following table, 71 elementary school pupils from Rodriguez Albornoz High School were split into the experimental group and the control group for the purposes of this study.

Table 1

Distributive table of population.

Total of participants	Control group	Percentage	Experimental group	Percentage
71	37	52%	34	48%

Note. Information provided by the Educational Institution Secretary

3.6.Data collection

The researcher used a speaking pretest (Pre-A1 Starters Speaking test), which was validated by Cambridge for using with youngsters between the ages of 7 and 12. The student should be able to comprehend and follow directions in this booklet's four sections, as well as provide straightforward responses to questions about themselves and their surroundings. The information was gathered during five days on May of 2021–2022 academic year.

In addition to this, a survey was conducted, which allows to quantitatively know the level of management of technological equipment, the internet, and knowledge of technological tools by the students.

To start with the experiment, the researcher chose two courses of the middle basic education level, the fifth years of basic education parallel A and B. Parallel A has a total of 34 students, this being the experimental group, while parallel B has a total of 37 students, this being the control group. In the experimental group, lesson plans were applied that included links to interactive sheets based on the theme of the unit to be treated, these links contained activities such as match, order, complete, choose, and true or false. The application of the experiment lasted a total of 8 weeks. On the other hand, the control group was given normal lesson plans without the use of interactive worksheets, i.e., teaching with a traditional method.

The same booklet was given to the experimental and control groups as a post-test following the period of time determined after the application of the interactive sheets.

To determine whether there is a noticeable difference in the development of speech abilities between the two groups, the same test was used. For which a better visualization of such statistical data was achieved using the Excel tool.

3.7.Data processing and analysis

After gathering the pre-test and post-test data, the researcher carried out the following steps:

- Information review.
- Processing data with SPSS and Microsoft Excel tools.
- Graphics are used to present the results.
- Data analysis and interpretation.
- Writing up conclusions and suggestions.

3.8.Response variable or results

To respond to the variables, it was necessary to apply a pre-test and post-test in order to evaluate the effectiveness of the application of interactive worksheets in the development of oral English language skills. Both the pre-test and post-test are divided into four parts, (1). The examiner greeted the child and asked for his/her first name, last name, and age. The candidate looked at two pictures. The images were similar but had some differences. The examiner asked the child to describe four differences in the pictures, (2) The child and the examiner each had two similar pictures (e.g., pictures of two different classrooms). The examiner had information about one picture and the child had information about the other picture. First, the examiner asked the child questions about one picture, and then the child asked similar questions about the other picture, (3) The examiner showed four pictures that told a story and told the child about the first picture. The child had to continue the story and describe the remaining three pictures. The title of the story and the name of the main characters are provided, and (4) The examiner asked the child some personal questions (e.g., school, hobbies, birthday, family, or vacation). The data were quantified on a scale of 1 to 10 being 1-2,9 Poor; 3-4,9 Unsatisfactory; 5-6,9 Good; 7-9 Very Good and 9,1-10 Excellent.

CHAPTER IV

RESULTS AND DISCUSSION

4.1. Analysis of results

This chapter focuses on the interpretation of the quantitative and qualitative data, as well as the graphical representation, obtained through the pre-test and post-test applied to the students of both the control group and the experimental group of the fifth grade of the "Rodríguez Alborno" Educational Unit in the 2021 - 2022 school year. This pre-test as well as the post-test is taken from a model based on Cambridge English: Young Learners Pre-A1 to A2 Young Learners: Starters, Movers, and Flyers.

Subsequently, all the data collection was represented in graphs and statistical tables to obtain a better conceptualization of the results. After analyzing, describing, and interpreting the results of the interactive worksheets in the development of oral skills in the English language, it can be affirmed that students improve and have more confidence in expressing themselves orally using the interactive worksheets.

4.2. Pre-test and post-test

According to Paulina and Manuel (2009) Pre-test and post-test designs are widely used in behavioral research. Mainly for the purpose of comparing groups and/or measuring change resulting from experimental treatments. A pretest-posttest design is an experiment in which measurements are taken on individuals before and after they are involved in some treatment.

In this experimental research a pre-test and post-test were applied to 71 fifth-grade students of the Rodriguez Alborno High School, it is important to mention that the booklet to assess the level of speaking skills was useful both in the pre-test and post-test.

4.2.1. Assessment scale

Table 2

Assessment Scale

Poor	Unsatisfactory	Good	Very good	Excellent
1-2,9 points	3-4,9 points	5-6,9 points	7-9 points	9,1-10 points

Note. Description of the scoring scale.

4.2.1. Pre-test results

Table 3

Results obtained from the experimental group

	Understand and follow spoken instructions 2,5	Answer some questions about the scene 2,5	Answer some questions about the small pictures of objects 2,5	Answer some questions about themselves 2,5	Average
Media	1,00	1,15	1,32	1,21	4,88

Note. The table presents the results obtained from the experimental group.

Table 3 shows the general average of the experimental group when applying the pretest, which is 4.88 out of 10.

Table 4

Results obtained from the control group

	Understand and follow spoken instructions	Answer some questions about the scene	Answer some questions about the small pictures of objects	Answer some questions about themselves	Average
Media	1,18	1,15	1,14	1,27	4,73

Note. The table presents the results obtained from the control group.

Table 4 shows the general average of the control group when applying the pretest, which is 4,73 out of 10.

4.2.2. Post-test results

Table 5

Results obtained from the experimental group

	Understand and follow spoken instructions	Answer some questions about the scene	Answer some questions about the small pictures of objects	Answer some questions about themselves	Average
Media	1,93	1,84	1,85	2,04	7,66

Note. The table shows the results through the post-test applied to the experimental group.

Table 5 shows the general average of the experimental group when applying the post-test, which is 7,66 out of 10.

Table 6

Results obtained from the control group

	Understand and follow spoken instructions	Answer some questions about the scene	Answer some questions about the small pictures of objects	Answer some questions about themselves	Average
Media	1,46	1,15	1,14	1,27	5,01

Note. The table shows the results through the post-test applied to the control group.

Table 6 shows the general average of the experimental group when applying the post-test, which is 5,01 out of 10.

Table 7*General results*

Group	Pre-test	Post-test
Experimental	4,88	7,66
Control	4,73	5,01

Note. The table shows the general results obtained through the application of the pre-test and post-tests.

Table 7 presents the global results referring to the application of the Pre-test and Post-test, showing that there is an improvement in the performance of the students who are part of the experimental and control groups.

Pre-test analysis of the control and experimental groups.

Table 8*Comparative analysis of the control and experimental groups in the pre-test stage.*

Factors	Control n= 37		Experimental n= 34		Contrast		
	M	DT	M	DT	T	p	Decision
Pronunciation	2,76	1,38	2,24	1,35	1,61	,113	Not rejected H ₀
Vocabulary -Grammar	2,30	0,97	2,12	0,91	0,80	,425	Not rejected H ₀
Fluency	2,22	1,03	2,03	0,97	0,79	,435	Not rejected H ₀
Interaction	2,54	1,17	2,06	1,22	1,70	,095	Not rejected H ₀
Total	9,81	3,37	8,4	3,44	1,70	,095	Not rejected H ₀

Note. M: arithmetic mean; SD: standard deviation; t: t-test for independent samples; p: significance; H₀: a null hypothesis.

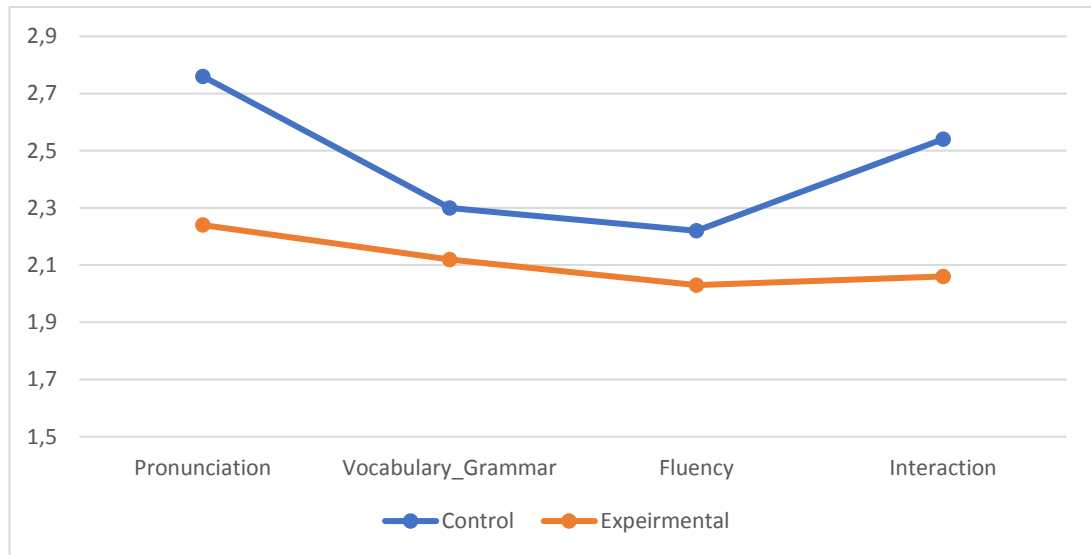
Table 8 shows the pre-test analysis of the control and experimental groups. In it, it is observed that the 'Fluency' dimension is the one that maintains the lowest presence or score among the groups; while on the contrary, the 'Pronunciation' factor represents the factor with the highest presence among groups. The total mean scores achieved in both groups are interpreted as regular and do not reach 50% (5 points) of the rating scale.

On the other hand, the use of the t-test for independent samples indicates that there are no significant differences ($p > .05$), thus, the null hypothesis (H₀) cannot be rejected in any of the cases (dimensional and total scores), so it is considered that in this

condition the control and experimental groups are equivalent during the initial phase of the intervention process.

Figure 3

Pre-test phase scores compared between control and experimental groups



Note. Graph depicting pre-test phase scores in control and experimental groups.

In addition, graph three shows the scores achieved between the groups (control and experimental) within the rating scale, which fluctuates between 1 and 5 points. In general, the scores are around 50% of the measurement scale, which is equivalent to moderate.

4.3. Post-test analysis of the control and experimental groups

Table 9

Comparative analysis of the control and experimental groups in the post-test stage

Factors	Control n= 37		Experimental n= 34		Contrast		
	M	DT	M	DT	t	p	Decision
Pronunciation	3,00	1,15	3,74	0,83	-3,059	,003	Accepted H ₁
Vocabulary- Grammar	2,51	0,73	3,35	0,98	-4,110	,000	Accepted H ₁
Fluency	2,51	0,73	3,06	0,81	-2,973	,004	Accepted H ₁
Interaction	2,86	0,86	3,85	0,86	-4,857	,000	Accepted H ₁
Total	10,89	2,49	14,00	2,16	-5,593	,000	Accepted H ₁

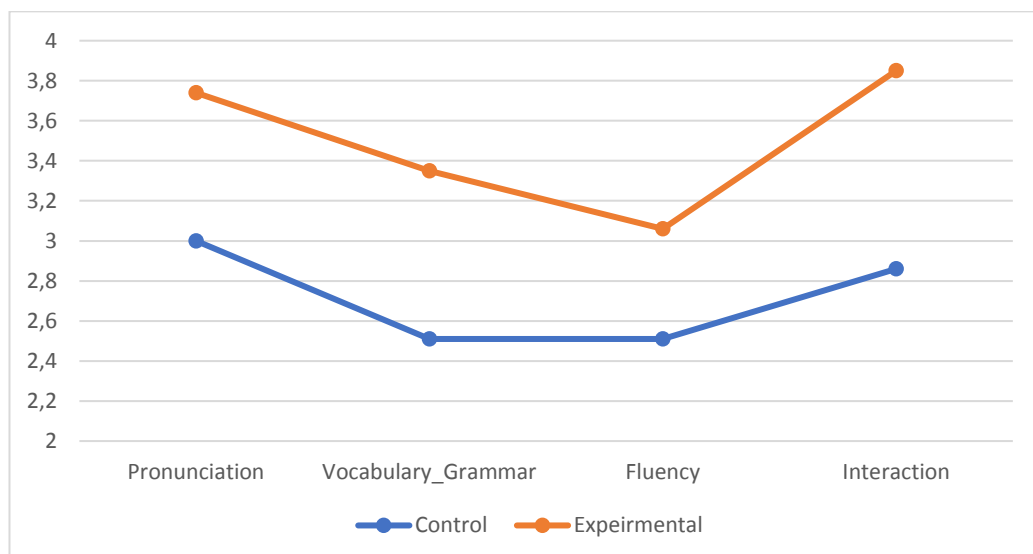
Note. M: arithmetic mean; SD: standard deviation; t: t-test for independent samples; p: significance; H₁: alternative hypothesis.

Table 9 shows the post-test analysis of the control and experimental groups. In it, it is observed that the 'Fluency' dimension is the one that maintains the lowest presence or score between the groups; while, on the contrary, the 'Pronunciation' factor represents the factor with the highest presence between the groups. The total mean scores achieved in both groups are interpreted as regular in the control group, since they do not reach 50% (5 points) of the rating scale, while in the experimental group it is considered as good, reaching 70% of the rating scale.

Likewise, in the use of the t-test for independent samples, it is indicated that significant differences are presented ($p > .05$), so that the nule hypothesis (H0) can be rejected and the alternative hypothesis (H1) can be accepted in all cases (dimensional and total scores), so it is considered that in this condition the control and experimental groups are not equivalent during the phase after the intervention process.

Figure 4

Post-test phase scores compared between control and experimental groups.



Note. Graph depicting post-test phase scores in control and experimental groups.

In addition, figure four shows the scores achieved in the groups (control and experimental) within the rating scale, which fluctuates between 1 and 5 points. In general, the scores are around 50% of the measurement scale, which is equivalent to moderate in the control group, while the experimental group is close to 70%, which is equivalent to moderate-high.

In summary, significant changes in the experimental group's response can be noted, as the scores were higher after the intervention process than in the control group.

4.4. Pre-test/post-test analysis by group

4.4.1. Pre-test/post-test analysis of the control group

Table 10

Comparative analysis of the control and experimental groups in the pre-test stage.

Factors	Pre-test		Post-test		Contrast		
	M	DT	M	DT	T	p	Decision
Pronunciation	2,76	1,38	3,00	1,15	-3,402	,002	Accepted H ₁
Vocabulary- Grammar	2,30	0,97	2,51	0,73	-3,151	,003	Accepted H ₁
Fluency	2,22	1,03	2,51	0,73	-3,903	,000	Accepted H ₁
Interaction	2,54	1,17	2,86	0,86	-3,402	,002	Accepted H ₁
Total	9,81	3,37	10,89	2,49	-5,898	,000	Accepted H ₁

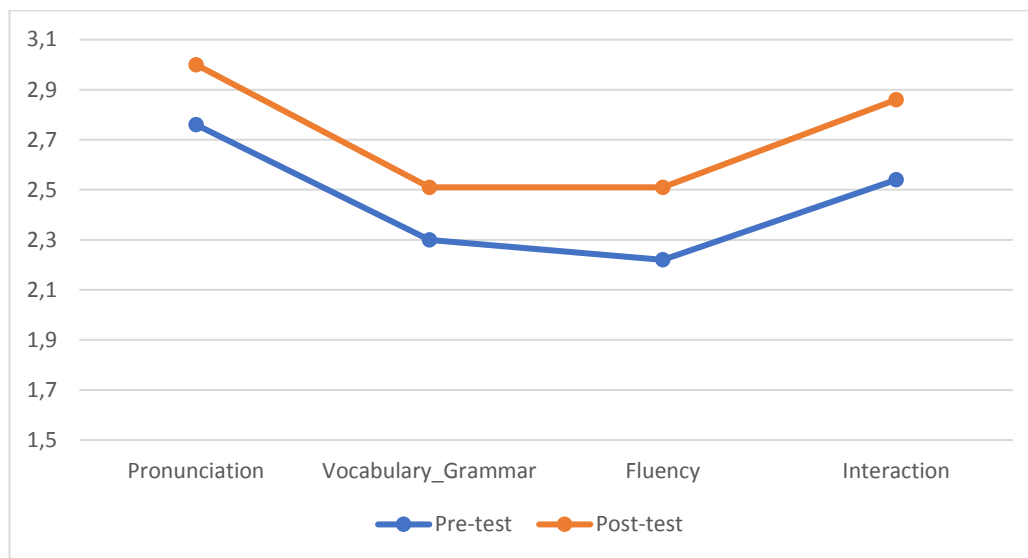
Note. M: arithmetic mean; SD: standard deviation; t: t-test for related samples; p: significance; H₁: alternative hypothesis.

Table 10 shows the behavior and the change attributed to the control group after the daily intervention process to the students. It is observed that the condition that presented the most results was that of 'Pronunciation', which reached 60% of the scale, while the factors of 'Vocabulary- Grammar' and 'Fluency' are the ones that grew the least in this process. In the overall assessment, the condition between the pre-test and post-test although slightly improved, remains within the category of fair performance.

In the use of the t-test for related samples, it is noted that significant differences are present ($p > .05$), so we can reject the nule hypothesis (H₀) and accept the alternative hypothesis (H₁) in all cases (dimensional and total scores) so it is considered that there is a change in the scores after the use of the classical intervention in the participants.

Figure 5

Score changes in the control group during the pre-test/post-test phases.



Note. Graph illustrating score changes in control group during pre-test/post-test phases.

Figure 5 shows the changes in the evaluation components; these changes generally show an increase in the scores in a symmetrical manner, the changes achieved generally start from a presence of approximately 50% of the scale until reaching a presence of 60%, i.e., an increase with significant differences.

4.4.2. Pre-test/post-test analysis of the experimental group.

Table 11

Comparative analysis of the control and experimental groups in the pre-test stage

Factors	Pre-test		Post-test		Contrast		
	M	DT	M	DT	T	P	Decision
Pronunciation	2,24	1,35	3,74	0,83	-7,070	,000	Accepted H ₁
Vocabulary-Grammar	2,12	0,91	3,35	0,98	-5,013	,000	Accepted H ₁
Fluency	2,03	0,97	3,06	0,81	-5,387	,000	Accepted H ₁
Interaction	2,06	1,22	3,85	0,86	-7,921	,000	Accepted H ₁
Total	8,4	3,44	14,00	2,16	-10,435	,000	Accepted H ₁

Note. M: arithmetic mean; SD: standard deviation; t: t-test; p: significance; Ho: null hypothesis.

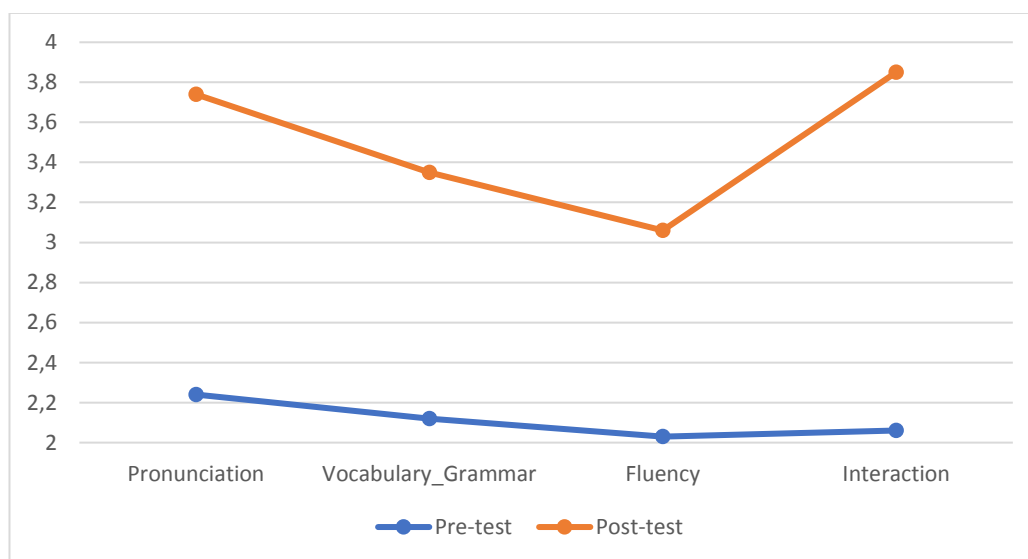
Table 11 shows the behavior and the change attributed to the experimental group after the intervention process to test the students. It can be seen that the condition that

presented the highest results was 'Interaction', which is around 75% of the scale, while the factors 'Vocabulary- Grammar' and 'Fluency' are the ones that grew the least in this process, although they are above 60%. In the overall rating, the condition between the pre-test and post-test improves slightly, moving from an overall category of fair to good.

In addition, with the t-test for related samples, it is found that there are significant differences ($p > .05$) between the conditions, so the null hypothesis (H0) can be rejected and the alternative hypothesis (H1) can be accepted for all cases (dimensional and total scores). Therefore, it is considered that there is a change in the scores after the use of the experimental intervention in the participants.

Figure 6

Score changes in experimental group during pre-test/post-test phases.



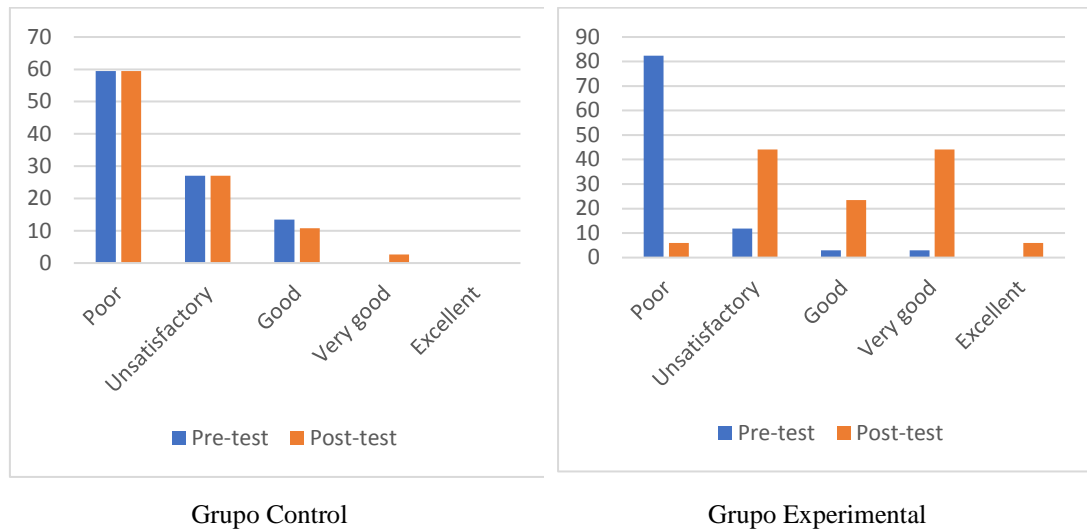
Note. Graph illustrating score changes in the experimental group during pre-test/post-test phases.

Figure 6 shows the changes in the evaluation components; these changes generally show an increase in the scores in a symmetrical manner, the changes achieved in general starting from a presence of approximately 45% of the scale to reach a presence of 70%, that is, an increase in all cases and with significant differences.

Analysis of the effect of the intervention between the control and experimental groups at the pre-test and post-test moments.

Figure 7

Changes of the control and experimental groups at the pre-test and post-test moments.



Note. Graphical depiction of interpretive category changes in the control and experimental groups before and after testing.

Figure seven shows the behavior of the control and experimental groups in the categories of interpretation of the scores obtained during the pre-and post-intervention evaluation.

It can be seen that both groups start from conditions of achievement in the acquisition of competencies that are most deficient and insufficient. However, as can be seen, the daily teaching intervention after a limited work process improves the conditions of learning and the acquisition of competencies. On the contrary, in the experimental group, the experimental methodology evidences the increase of scores and improvements in the interpretative categories of the scores achieved (even reaching scores equivalent to outstanding). Thus, it can be verified that the proposed intervention model significantly improves learning with a high effect on change.

4.5. Survey applied to fifth-grade students from Rodriguez Albornoz High School.

SURVEY ABOUT THE USE OF INTERACTIVE WORKSHEETS

Answer honestly and slowly, analyzing each question. Please be informed that the information provided is collected for academic purposes and will be treated with the utmost confidentiality.

1. Do you find learning English?

- a) Boring
- b) Interesting
- c) Difficult
- d) Easy

2. How often do you speak in the English class?

- a) Daily
- b) Weekly
- c) Monthly
- d) Never

3. Do you agree with the use of technology to learn English?

- a) Always
- b) Sometimes
- c) Often
- d) Never

4. Would you like to work with digital educational platforms in your English classes?

- a) Yes
- b) No
- c) Maybe

5. Have you used interactive worksheets for your English classes?

- a) Yes

b) No

6. How often do you use interactive worksheets for your English classes?

a) Always

b) Sometimes

c) Often

d) Never

7. Do you find the activities you can do on the interactive worksheets to be?

a) Boring

b) Interesting

c) Difficult

d) Easy

8. Do you think that using the interactive worksheets will improve your speaking skills?

a) A Little

b) A lot

c) Nothing

9. How often do you believe that your teacher should use interactive worksheets to improve your speaking skills?

a) Daily

b) Weekly

c) Monthly

d) Never

10. Do you agree that interactive worksheets motivate the learning of English, especially speaking skills?

a) Yes

b) No

c) Maybe

Interpretation of data

Table 12

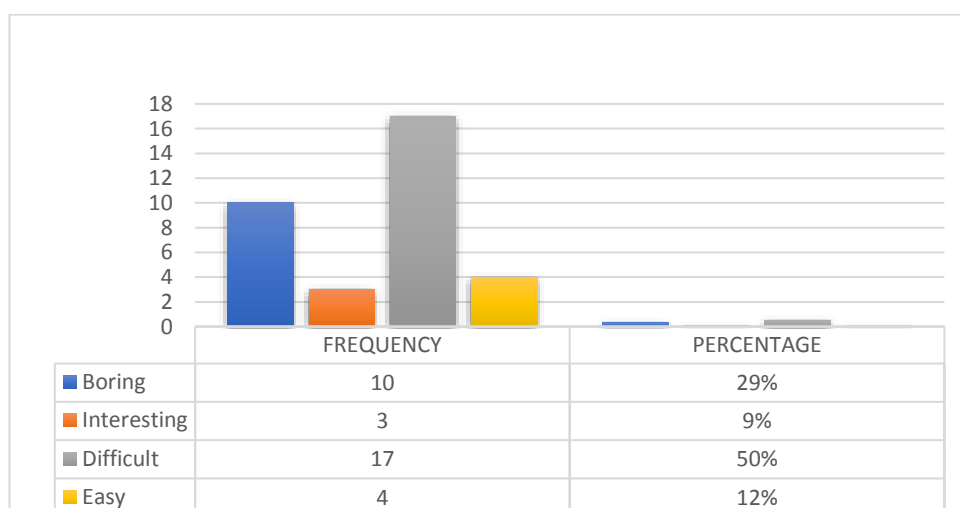
Question 1- Do you find learning English?

Alternative	Frequency	%
Boring	10	29%
Interesting	3	9%
Difficult	17	50%
Easy	4	12%
TOTAL	34	100%

Note. The question addresses the emotional aspect that influences the development of speaking skills in fifth graders.

Figure 8

Do you find learning English?



Note. Results obtained through the survey applied to the Experimental group of 5th grade from Rodriguez Albornoz High School.

Table 12 displays the results of the first question of the students' survey, which asked whether studying English is boring, interesting, difficult, or easy. The information is organized as follows: 10 students, or 29%, believe that learning English is dull; 3 students, or 9%, believe that learning English is intriguing; 17 students, or 50%, believe that learning English is tough; and 4 students, or 12%, believe that learning English is simple.

According to the data gathered, it is possible to deduce that half of the students believe English to be a difficult language to learn. However, to address this issue, the use of

interactive worksheets is suggested to promote English language learning, particularly spoken skills.

Table 13

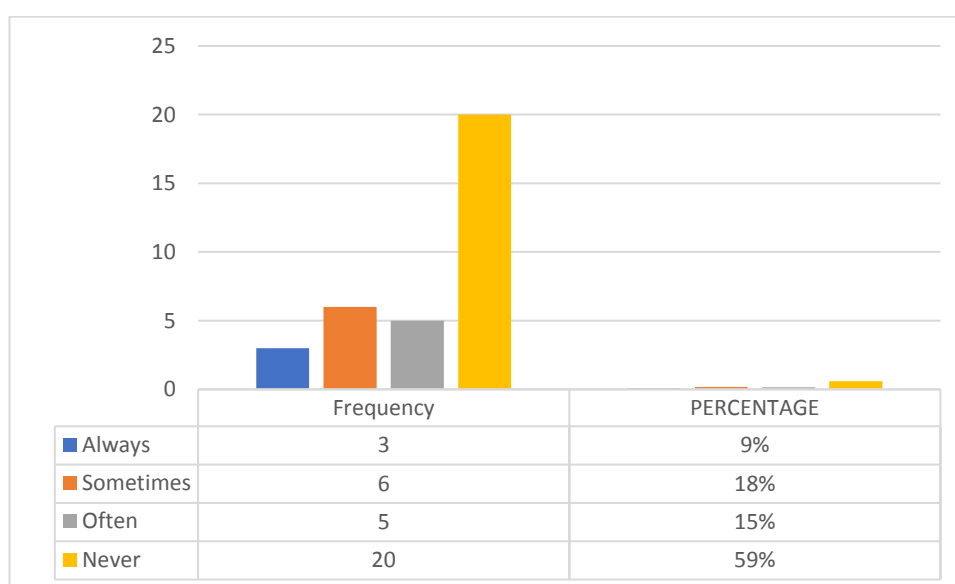
Question 2 - How often do you speak in the English class?

Alternative	Frequency	%
Always	3	9%
Sometimes	6	18%
Often	5	15%
Never	20	59%
TOTAL	34	100%

Note. The question addresses the cognitive aspect that influences the development of speaking skills in fifth graders.

Figure 9

How often do you speak in the English class?



Note. Results obtained through the survey were applied to the Experimental group of 5th grade from Rodriguez Albornoz High School.

Table 13 shows the data obtained from the second question of the survey which connects to the dependent variable of this project which is about improving oral skills. The question states how often they speak using the English language in class resulting in the following: 3 students representing 9% mention that they always participate in English classes giving their opinions; 6 students representing 18% mention that they sometimes participate in classes using the English language; 5 students representing 15% often participate giving their opinions or ideas and 20 students representing 59%

never participate during English class. The data generated show low participation of the students during the English class, which according to the survey is due to the fact that they find it difficult to learn the English language.

Table 14

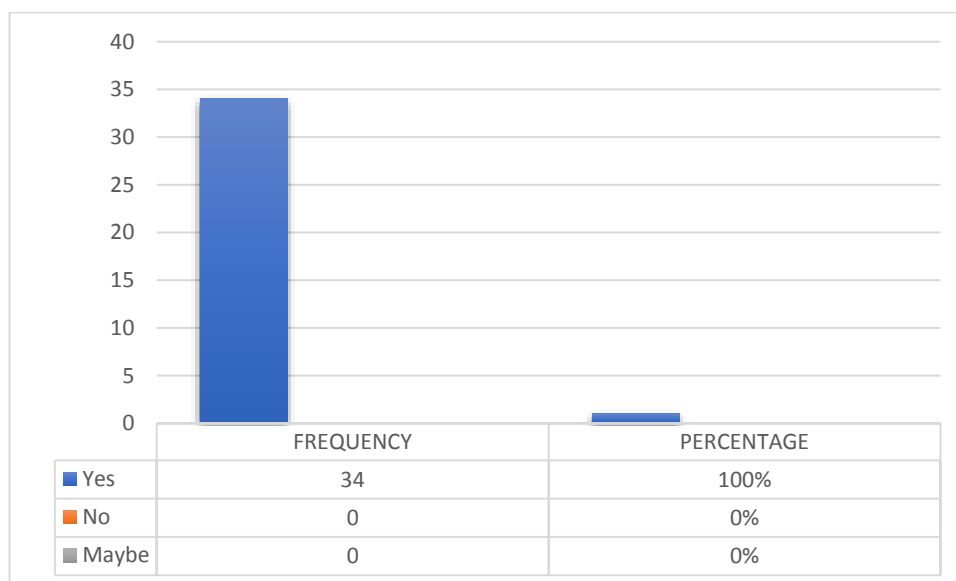
Question 3 - Do you agree with the use of technology to learn English?

Alternative	Frequency	%
Yes	34	100%
No	0	0%
Maybe	0	0%
TOTAL	34	100%

Note. The question addresses the emotional aspect that influences the development of speaking skills in fifth graders.

Figure 10

Do you agree with the use of technology to learn English?



Note. Results obtained through the survey were applied to the Experimental group of 5th grade from Rodriguez Albornoz High School.

Table 14 shows the results obtained according to the question "Do you agree with the use of technologies for English language learning", giving a total of 34 students, which represents 100% agreement. This shows a positive point since the proposal of this research is based on the use of new technological tools to improve oral skills in fifth-grade students of the "Rodríguez Albornoz" High School.

Table 15

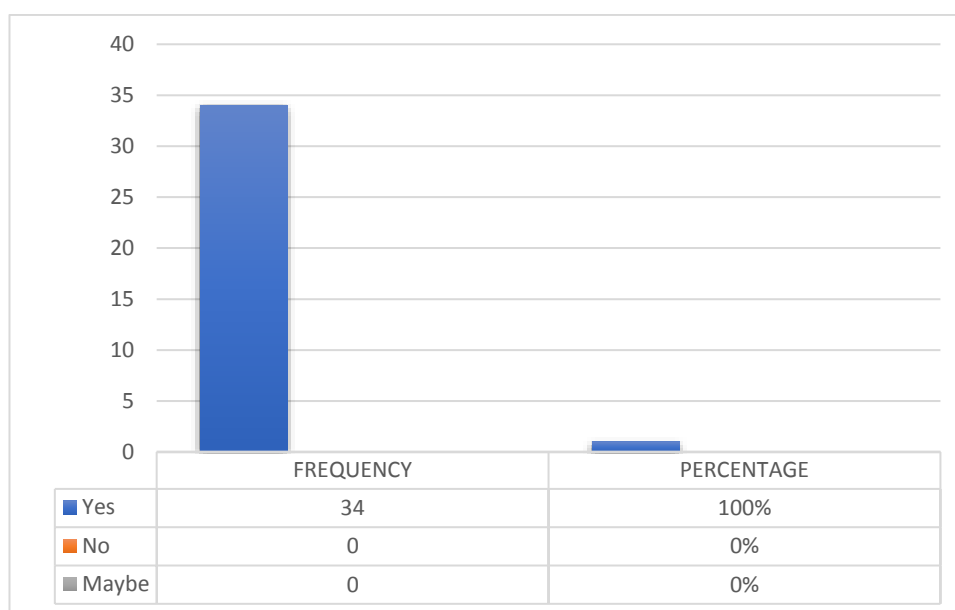
Question 4 - Would you like to work with digital educational platforms in your English classes?

Alternative	Frequency	%
Yes	34	100%
No	0	0%
Maybe	0	0%
TOTAL	34	100%

Note. The question addresses the emotional and cognitive aspects that influence the development of speaking skills in fifth graders.

Figure 11

Would you like to work with digital educational platforms in your English classes?



Note. Results obtained through the survey were applied to the Experimental group of 5th grade from Rodriguez Alborno High School.

Table 15 shows that the 34 students surveyed would like to work with digital platforms during the English hours. This gives us a percentage of 100%. Learning through a virtual educational platform offers advantages in terms of schedule flexibility, greater diversity of resources and the possibility of collaborating and exchanging experiences in the development of digital competencies (MINEDUC, 2022). Virtual platforms have produced significant changes in education, which produce new forms of knowledge transfer, since through information and communication technologies new paradigms are being created in the teaching-learning process, where society makes

intensive use of all technological means and computer applications that reduce the time of activities that decades ago were complicated in their process and development.

Table 16

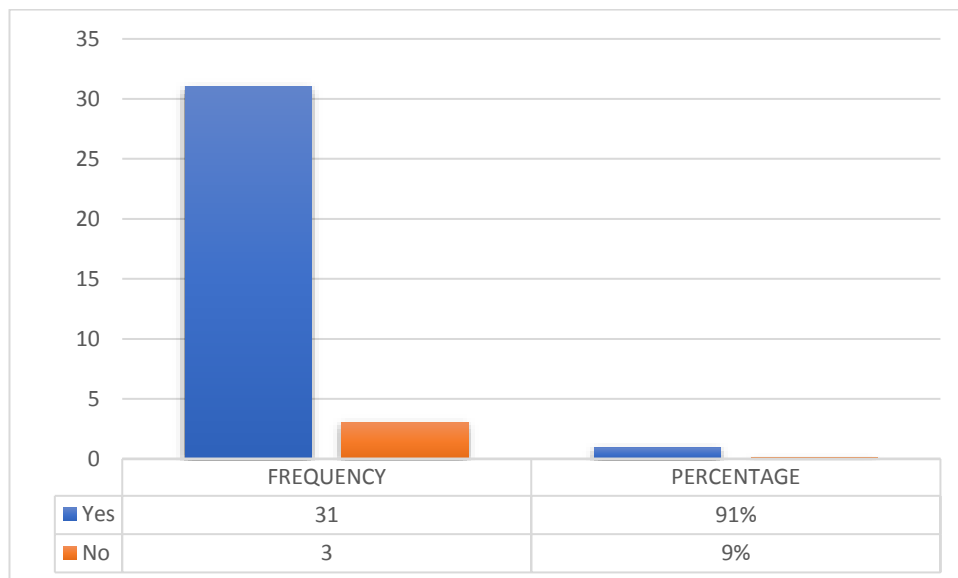
Question 5 - Have you used interactive worksheets for your English classes?

Alternative	Frequency	%
Yes	31	91%
No	3	9%
TOTAL	34	100%

Note. The question addresses the cognitive aspect that influences the development of speaking skills in fifth graders.

Figure 12

Have you used interactive worksheets for your English classes?



Note. Results obtained through the survey were applied to the Experimental group of 5th grade from Rodriguez Alborno High School.

Table 16 presents the results based on question number 5 of the survey which deals with one of the variants of our research which is the use of interactive worksheets. The question asks if you have ever used interactive worksheets in your English classes. Interactive worksheets are like the worksheets that have always been used in schools and high schools, but with the advantage of making them dynamic by relying on various apps and websites available on the web (Rea and Mullo, 2018). Thus, these interactive worksheets are an excellent tool to make your content more attractive to students because they allow you to create, or download from those already published, working documents that can include exercises with video, audio or other resources that

make learning more entertaining and affordable. From this question, 31 students (91%) mentioned that they have worked with interactive worksheets while 3 students (9%) mentioned that they have not worked with interactive worksheets. This point is positive since the students show that they have already had a close relationship with this new digital technological tool.

Table 17

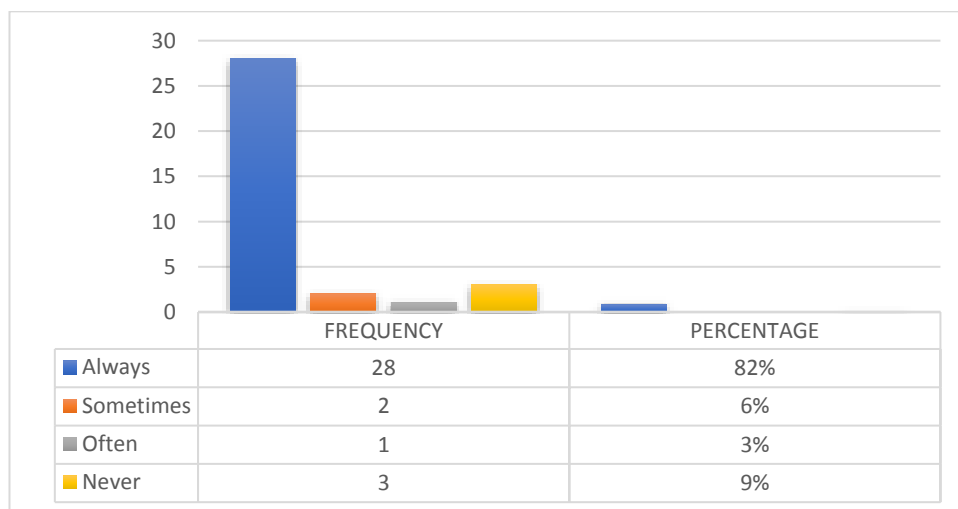
Question 6 - How often do you use interactive worksheets for your English classes?

Alternative	Frequency	%
Always	28	82%
Sometimes	2	6%
Often	1	3%
Never	3	9%
TOTAL	34	100%

Note. The question addresses the cognitive aspect that influences the development of speaking skills in fifth graders.

Figure 13

How often do you use interactive worksheets for your English classes?



Note. Results obtained through the survey were applied to the Experimental group of 5th grade from Rodriguez Albornoz High School.

Table 17 shows the results obtained on the question of how often interactive worksheets are used in English class. Out of a total of 34 fifth grade students of the Rodriguez Albornoz High School, representing 100%, 28 students representing 82% mentioned that the teacher always uses the interactive worksheets in English classes; 2 students representing 6% mentioned that they sometimes use the interactive worksheets in English classes; 1 student equivalent to 3% mentioned that they often

use the interactive worksheets in English classes and 3 students representing 9% mentioned that they never use the interactive worksheets in their English classes.

This gives us as a conclusion that students perform activities through the use of interactive worksheets and that they know how they work.

Table 18

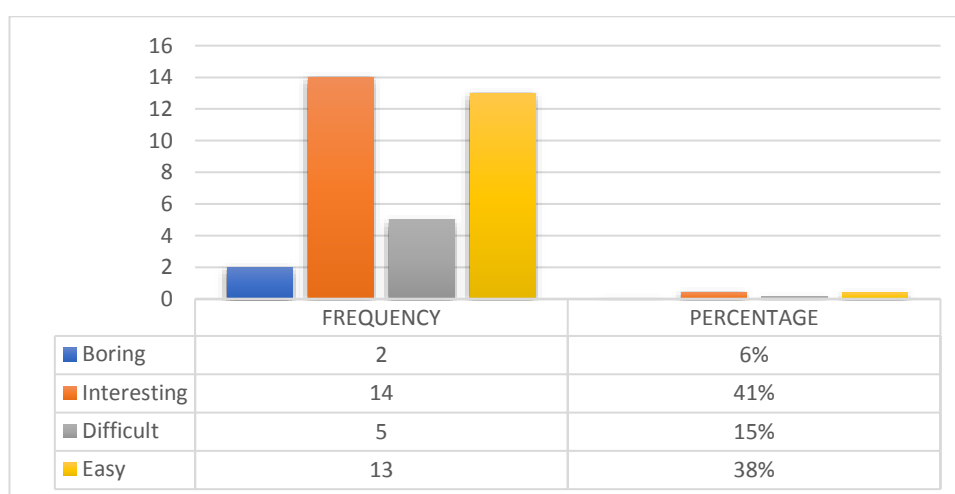
Question 7 - Do you find the activities you can do on the interactive worksheets to be

Alternative	Frequency	%
Boring	2	6%
Interesting	14	41%
Difficult	5	15%
Easy	13	38%
TOTAL	34	100%

Note. The question addresses the emotional aspect that influences the development of speaking skills in fifth graders.

Figure 14

Do you find the activities you can do on the interactive worksheets to be?



Note. Results obtained through the survey were applied to the Experimental group of 5th grade from Rodriguez Albornoz High School.

Table 18 shows the results based on question number 7 of the survey, this question is about the activities that can be performed in the interactive worksheets and whether they find them boring, interesting, difficult, or easy. Out of a total of 34 students who represent 100%, we found that 2 of the students have the perspective that the activities are boring, this percentage is low and we will try to motivate these students in order to change their opinion. 14 students representing 41% say that the activities offered by

the interactive worksheets are interesting; 5 students representing 15% say that the activities are difficult and 13 students representing 38% mention that the activities found in the interactive worksheets are easy to solve.

It is found that the majority of students understand that the activities offered in the interactive worksheets are simple and fascinating, which is another good aspect of this research because we can anticipate that the activities will be solved without major issues.

Table 19

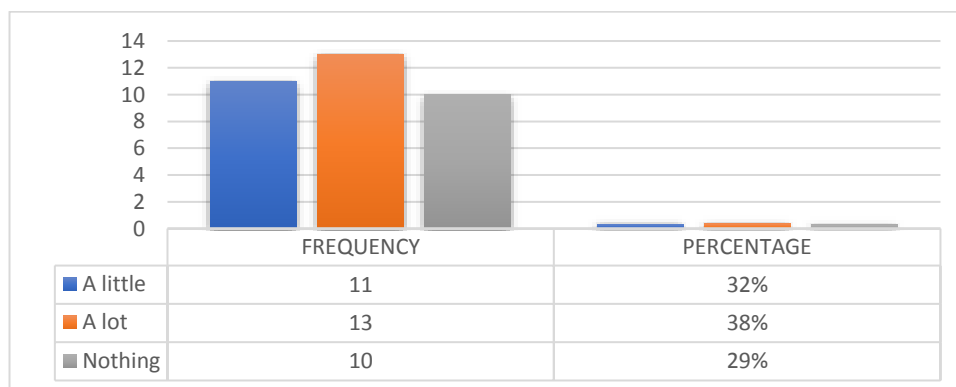
Do you think that using the interactive worksheets will improve your speaking skills?

Alternative	Frequency	%
A little	11	32%
A lot	13	38%
Nothing	10	29%
TOTAL	34	100%

Note. The question addresses the emotional and cognitive aspects that influence the development of speaking skills in fifth graders.

Figure 15

Do you think that using the interactive worksheets will improve your speaking skills?



Note. Results obtained through the survey were applied to the Experimental group of 5th grade from Rodriguez Albornoz High School.

Table 19 shows the relationship between both variables of this research, on the one hand, the dependent variable which is the interactive worksheets and on the other hand, the dependent variable which is the improvement of speaking skills. In this question the dependent variable should work on the independent variable so that there is a positive effect at the moment of its use in English classes. From this question the

following results are derived, out of 34 students who represent 100%, 11 students who represent 32% think that their speaking skills will improve when using the interactive worksheets. 13 students representing 38% say that their speaking skills will improve a lot and lastly a not so high number of 10 students representing 29% say that their speaking skills will not improve by using the interactive worksheets.

In conclusion, a considerable number of students think that their speaking skills will improve by using the interactive worksheets during English class time.

Table 20

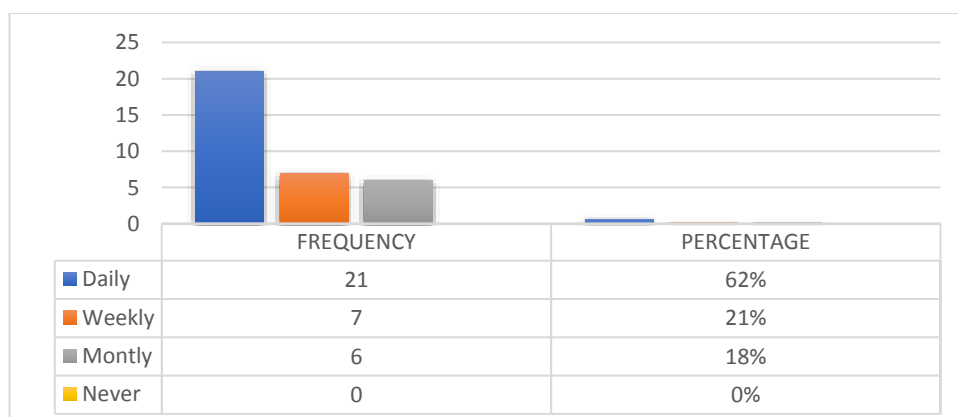
How often do you believe that your teacher should use interactive worksheets to improve your speaking skills?

Alternative	Frequency	%
Daily	21	62%
Weekly	7	21%
Monthly	6	18%
Never	0	0%
TOTAL	34	100%

Note. The question addresses the emotional and cognitive aspects that influence the development of speaking skills in fifth graders.

Figure 16

How often do you believe that your teacher should use interactive worksheets to improve your speaking skills?



Note. Results obtained through the survey were applied to the Experimental group of 5th grade from Rodriguez Alborno High School.

Table 20 shows the frequencies and percentages that the students have considered in this question about how often the teacher should use the interactive worksheets to improve the students' speaking skills. Thus, of the 34 students who represent 100%, 21 students mention that the interactive worksheets should be used daily; 7 students who represent 21% think that the worksheets should be applied on a weekly basis; 6 students who represent 18% suggest that the worksheets should be applied monthly. 0% of students disagree that the worksheets should never be applied.

In conclusion, it is important that the application of interactive worksheets be done frequently and if possible, on a daily basis as shown by the results of this question.

Table 21

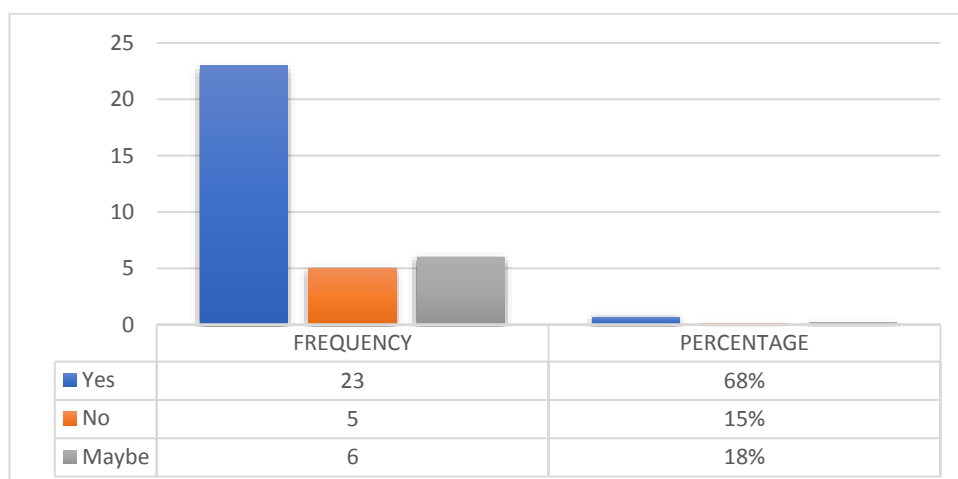
Do you agree that interactive worksheets motivate the learning of English?

Alternative	Frequency	%
Yes	23	68%
No	5	15%
Maybe	6	18%
TOTAL	34	100%

Note. The question addresses the emotional and cognitive aspects that influence the development of speaking skills in fifth graders.

Figure 17

Do you agree that interactive worksheets motivate the learning of English?



Note. Results obtained through the survey were applied to the Experimental group of 5th grade from Rodriguez Alborno High School.

Table 21 shows that out of a total of 34 students who represent 100%, 23 students who represent 68% think that by using the interactive worksheets they will feel more motivated to learn the English language, 5 students who represent 15% mention that learning English will not improve, this number is considerably low and it is expected to change the opinion of these students once the proposal is applied, and 6 students who represent 18% think that it may be possible that their English level will improve by using the interactive worksheets.

It is concluded that students agree that interactive worksheets motivate English learning, which means that this type of digital technology tools have become one of the learning needs of students.

4.6 Decision

This study aimed to investigate the effectiveness of interactive worksheets in improving speaking skills in fifth-grade students of middle basic general education at Rodriguez Albornoz High School. Using a quantitative, experimental, and descriptive methodological approach, data were collected through pre- and post-tests and a survey on the use of technology and interactive worksheets. The sample consisted of 71 students randomly distributed into control (37 students) and experimental (34 students) groups. Interactive worksheets and lesson plans were designed as a guide for classroom intervention, with a specific focus on oral communication. After the intervention, a post-test was applied, and data were analyzed using the t-test. The results revealed a significant improvement in speaking skills in the experimental group ($t = -5.55$, $p < 0.005$), suggesting that the application of interactive worksheets positively affected students' speaking skill development.

The experimental research yielded strong results supporting the effectiveness of interactive worksheets in improving speaking skills in fifth-grade students. Our alternative hypothesis, which suggested that interactive worksheet activities would have a positive impact, was conclusively confirmed. The experimental group, which participated in these activities, experienced a marked improvement in their oral proficiency in English compared to the control group. This finding underscores the

usefulness of interactive worksheets as an effective tool in the educational context to promote the development of second language communication skills.

This study represents an important step toward a deeper understanding of how interactive worksheets can enrich the teaching-learning process of speaking skills in fifth-grade students. The robust and significant results support the idea that this pedagogical strategy can be highly effective in the educational context. The incorporation of interactive worksheets, designed with a clear focus on oral communication, provides a valuable tool for educators seeking to improve their students' language skills. Furthermore, the fact that the improvement is statistically significant ($p < 0.005$) highlights the importance and relevance of this intervention in classroom speech development.

In conclusion, these results have significant implications for educational practice and underscore the need to integrate educational technologies such as interactive worksheets into the school curriculum. Teachers can use these findings as a basis for improving their pedagogical approaches and designing more effective teaching strategies for the development of speaking skills in learning English or other languages. In addition, this study highlights the importance of continuing to research and refine instructional approaches that take advantage of technology to enrich the learning experience for students.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

The goal of this study was to show how using interactive worksheets can enhance students to improve their speaking abilities. The research was successful in meeting its goal and reaching the appropriate findings:

- The implementation of interactive worksheets in the experimental group resulted in the students' speech skills increasing. This is proved by the fact that the results are all positive, indicating that the alternative hypothesis is accepted while the null hypothesis is rejected.
- The activities should be designed with the function of promoting speech in the students. The activities proposed in this project were question and answer, multiple choice, matching, sentence construction, sentence building which were attracted the students' attention, kept them focused on what they had to do, and generated a great deal of student-teacher interaction. In addition, its quick method of displaying grades encouraged students to give their opinion, which promoted the use of the English language.
- Both groups begin with poor and insufficient levels of achievement in the acquisition of competences. Yet, following a brief work procedure, the learning conditions and competency acquisition improve. On the contrary, the experimental approach demonstrates a rise in scores and improvements in the interpretative categories of the scores obtained in the experimental group (even reaching scores equivalent to outstanding). As a result, the proposed intervention approach considerably increases learning and has a high influence on change.

5.2.Recommendations

After the application of the interactive worksheets to develop the Speaking skill and data analysis; the following recommendations are established:

- It is recommended to apply the interactive worksheets at Rodriguez Albornoz High School, as well as in other educational institutions since they will improve the speaking skill in students due to the valuable features that promote engaging interaction among students.
- Conduct the pre-test and post-test in such a way that teachers identify the initial state of students' oral performance and thus design activities that promote teaching and learning to help the student achieve the goal established in the research. This would help meet the objectives in an easy and meaningful way.
- To train the teaching staff of the English as a Foreign Language Area (EFL) with tools to promote learning through ICT and at the same time these resources can be used continuously in the classroom.
- Since this was an investigation with two groups; one control and the other experimental, it is recommended that future investigations be carried out in the same way, since this gives more veracity to this type of experiment in relation to education.
- To summarize, the main goal is that this proposal will lead to new ideas about how to use technological resources to help students improve their speaking skills, and that the information contained in this research will be useful for future researchers. To continue to develop and design beneficial interactive worksheets in the field of digital educational resources in EFL classrooms.

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ANEXES

Annex 1: Educational Institution Approval



UNIDAD EDUCATIVA "RODRÍGUEZ ALBORNOZ"

Código:
EI

Ambato, 22 de diciembre del 2021

ASUNTO: Aprobación de la solicitud de realizar el proyecto de tesis de Maestría de la Lic. Rosario Guadalupe Fuentes Chaglla, Docente de la Unidad Educativa Rodríguez Albornoz.

Licenciada
Rosario Guadalupe Fuentes Chaglla
DOCENTE DE LA UNIDAD EDUCATIVA RODRIGUEZ ALBORNOZ
Presente

De mi consideración:

En referencia a la solicitud S/N de fecha 21 de diciembre del 2021, que en su parte principal señala:

Yo, **ROSARIO GUADALUPE FUENTES CHAGLLA** con C.C. 1804290110, licenciada de su prestigiosa Unidad Educativa en el área de lengua extranjera – Inglés, solicito a usted en calidad de máxima autoridad del plantel, se emita una autorización para el desarrollo y aplicación del plan de trabajo de titulación con el tema **"THE USE OF INTERACTIVE WORKSHEETS TO IMPROVE THE SPEAKING SKILL"** en dicha unidad educativa donde me encuentro actualmente Laborando con los estudiantes de segundo año de bachillerato, presentado por mi Persona en calidad de estudiante de la Maestría en Pedagogía de Idiomas Nacionales y Extranjeros, cohorte 2021.

Cabe recalcar que el presente trabajo de titulación este articulado al proyecto de Investigación titulada: **LAS HERRAMIENTAS WEB 3.0 EN LA EDUCACION COMO APOYO PARA EL APRENDIZAJE COLABORATIVO.**

Me permito darle a conocer que ha sido **APROBADA**. Contribuyendo de esta manera a su formación de 4to. Nivel y reconociendo su compromiso con las actividades que ha desempeñado en el centro de idiomas. Solicitamos que el producto final sea una contribución libre y voluntaria hacia la mejora continua del centro de idiomas y de la institución.

Atentamente,

Sor. Laura Caicedo Ramos MSc.
Rectora del Plantel



Documento Vigente
Avda. Los Shyris N° 02 y Doce de Octubre – Teléfono: 2-840952 – Correo: uera_ambato@hotmail.com

Educamos con "Suavidad y Firmeza"
1957

Annex 2: Survey applied to the students.

SURVEY ABOUT THE USE OF INTERACTIVE WORKSHEETS

Answer honestly and slowly, analyzing each question. Please be informed that the information provided is collected for academic purposes and will be treated with the utmost confidentiality.

1. Do you find learning English?

- a) Boring
- b) Interesting
- c) Difficult
- d) Easy

2. How often do you speak in the English class?

- a) Daily
- b) Weekly
- c) Monthly
- d) Never

3. Do you agree with the use of technology to learn English?

- a) Always
- b) Sometimes
- c) Often
- d) Never

4. Would you like to work with digital educational platforms in your English classes?

- a) Yes
- b) No
- c) Maybe

5. Have you used interactive worksheets for your English classes?

- a) Yes
- b) No

6. How often do you use interactive worksheets for your English classes?

- a) Always
- b) Sometimes
- c) Often
- d) Never

7. Do you find the activities you can do on the interactive worksheets to be

- a) Boring
- b) Interesting
- c) Difficult
- d) Easy

8. Do you think that using the interactive worksheets will improve your speaking skills?

- a) A Little
- b) A lot
- c) Nothing

9. How often do you believe that your teacher should use interactive worksheets to improve your speaking skills?

- a) Daily
- b) Weekly
- c) Monthly
- d) Never

10. Do you agree that interactive worksheets motivate the learning of English, especially speaking skills?

- a) Yes
- b) No
- c) Maybe

Annex 3: PRE-TEST and POST-TEST

PRE-TEST A1 STARTERS SPEAKING

1. Part 1: Pointing to and Moving Cards.

After asking the kid, "What is your name?" the examiner shows the child the scene picture and then asks the child to pick out specific things on the scene picture, such as "Where is the door?" The toddler is then instructed to place two object cards in various areas on the scene picture, such as 'Place the robot on the red chair.'

2. Part 2: Answer the questions about the scene.

'What's this?' the examiner asks about two of the persons or things in the scene picture, e.g. 'What's this?' (Answer: banana) 'What color is it?' (Answer: yellow). The examiner also asks the child to describe an object from the scene, e.g., 'Tell me about this box.'

3. Part 3: Answer the questions about the cards.

The examiner asks questions about four object cards, e.g. 'What's this?' (Answer: (orange) juice) and 'What do you drink for lunch?'

4. Part 4: Answer the questions:

In this part, the examiner asks the candidate some personal questions on topics such as age, family, school, and friends. Moreover, here we can test children's understanding and responding to personal questions. Children have to respond orally.

PRE-TEST SPEAKING
TEST 2022
EXAMINER BOOKLET

Confidential

CONTENT

PHASE 1 (1.5 minutes)
Pointing to and Moving Cards.

PHASE 2 (1 minute)
Answer the questions about the scene.

PHASE 3 (1 minute)
Answer the question about the cards.

PHASE 4 (2 minutes)
Answer different questions.

PHASE 1- POINTING TO AND MOVING CARDS. (1.5 minute)

Start the test with the following:

Examiner: *Hello My name is Rosario.*

What's your name?

(Begin the test)

QUESTIONS

Examiner: *I am going to show you a picture. Look at this (students' name).*

Can you see the picture? The children are happy. They are eating and cooking. (Student's name) can you tell me?

YOU CAN CHOOSE ONE OR TWO QUESTIONS.

- *Where is the girl?*
- *Where is the boy?*
- *Where is the dog?*
- *Where is the umbrella?*
- *Where are the fruits?*
- *Where is the soda?*
- *Where is the BBQ?*
- *Where are the balloons?*

Student: *The student pointed to the correct answer.*

Examiner: Put on the desk seven flashcards with different objects and says: *Now, look at these. Which is the spider? Or*

- *Which is the doll?*
- *Which is the jacket?*
- *Which is the sock?*
- *Which is the airplane?*
- *Which is the computer?*
- *Which is the apple?*

Student: Must choose the correct answer if not try to enhance him or her to choose the correct answer.

Examiner: Gives an example of the exercise.

(Student's name), I am going to put the spider next to the dog. Now ask him or her to:

- *Put the spider on the balloons.*
- *Put the spider next to the soda.*
- *Put the spider on the girl's head.*
- *Put the spider next to the dog.*

PHASE 2- ANSWER THE QUESTIONS ABOUT THE SCENE. (1 minute)

Examiner: Ask different questions about the scene.

- *What is it?*
- *What color is it?*
- *How many balloons are there?*
- *What color are the balloons?*
- *What color is the umbrella?*
- *How many children are there?*
- *How many boys are there?*
- *How many girls are there?*
- *What color is the girl's t-shirt?*
- *What clothe is the boy wearing?*
- *Where are they?*
- *What is the girl eating?*
- *Can you tell me the name of the fruits?*
- *What is the boy doing?*
- *Tell me about the boy. What is he doing?*
- *What color is the dog?*

NOTE:

Remember that it is important to motivate the student in every answer no matter if it is right or wrong.

PHASE 3- ANSWER THE QUESTIONS ABOUT THE CARDS. (1 minute)

Examiner: Choose a card from which several questions will be prompted.

For Example:

- *Computer*
What is this?
Do you have a computer?
What color is it?

- *Apple*
What is it?
Do you like apples?
What color is it?
What do you eat for lunch?

- *Jacket*
What color is it?
Do you wear a jacket in school?
What do you wear at home?

- *Doll*
Do you play with dolls?
What is your favorite toy?

- *Airplane*
Have you been in an airplane?
Where do you go?
What kind of places do you know?

- *Spider*
Do you like spiders?
Do you have a pet?
What is its name?

- *Sock*
What are you wearing today?
What color are your socks?
What color is your t-shirt?

PHASE 4- ANSWER DIFFERENT QUESTIONS. (2 minutes)

Examiner:

Preliminary prompt 1: Where is your home?

Main prompt 1: Tell me something about it.

Follow-up prompts: Are there a lot of shops near your home?

Have you got a garden?

What is your favorite room?

Where do you watch television?

Preliminary prompt 2: How many friends have you got?

Main prompt 2: Tell me about one of them.

Follow-up prompts: Describe him / her.

What do you like doing with him / her?

When do you meet him / her?

How often do you meet?

Preliminary prompt 3: Where do you and your family live?

Main prompt 3: Tell me about your family.

Follow-up prompts: Have you got any brothers or sisters?

How old are the people in your family?

What are your parents' jobs?

What do your parents do in their free time?

Preliminary prompt 4: What does your father do?

Main prompt 4: Tell me about your father's job.

Follow-up prompts: Where does your father work?

How does your father go to work?

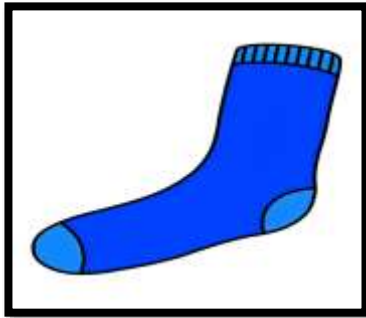
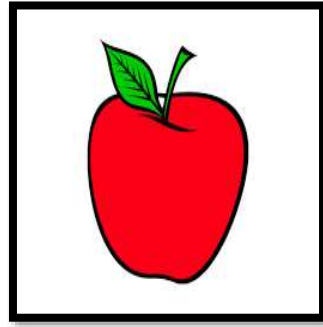
Is your father's job easy or difficult?

What time does your father get home in the evening?

(Please do not give any prompts even if the student cannot speak at all.)

Thank you. That is the end of the test.





Annex 4: Speaking Rubric

ASSESSMENT SCALES

BAND	RATING	CATEGORY	ASSESSMENT CRITERIA
0	10-29 %	Poor	Pronunciation: Hardly intelligible Grammar_ Vocabulary: No acquisition of sentence construction /Little use of English vocab. Fluency: Dominated by hesitation Interaction: The message is unclear.
1	30 -49%	Unsatisfactory	Pronunciation: Frequent incorrect pronunciation Grammar_ Vocabulary: Major problems in the structure /Frequent use of incorrect vocabulary Fluency: Frequent hesitation. Interaction: There are connected ideas. Support is required
2	50-69%	Good	Pronunciation: Occasional mispronunciations Grammar_ Vocabulary: Some errors in structure / Occasional mistakes in word choice Fluency: Occasional hesitation Interaction: Understandable but there are delayed responses.
3	70-84%	Very Good	Pronunciation: Some errors in pronunciation Grammar_ Vocabulary: Minor problems in structure/Minor errors in word choice Fluency: Minor hesitation Interaction: Clear and organized ideas
4	85-100%	Excellent	Pronunciation: No errors in pronunciation, clear sounds. Grammar_ Vocabulary: Demonstrates mastery of sentence construction/Appropriate word choice Fluency: No hesitation- clear stress/ intonation Interaction: Well-organized and clear ideas

Note: taken from: Handbook for speaking assessment A1-A2 levels rubric (screenshot) (Action Synergy S.A., 2021)

Annex 5: Experimental Design

UNIVERSIDAD TECNICA DE AMBATO



DIRECCIÓN DE POSGRADOS

**MAESTRIA EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

CREATING INTERACTIVE WORKSHEETS

SAMPLE of LESSON PLANS

AUTHOR: Licenciada Rosario Guadalupe Fuentes Chaglla.

DIRECTED BY: Licenciada Marbella Cumanda Escalante Gamazo, Mg.

Ambato – Ecuador

2023

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1. Informative data

Topic: The use of interactive worksheets to improve the speaking skill.

Institution: Rodríguez Albornoz High School

Beneficiaries: Students from fifth-grade of Elementary School

Project managers: Lic. Rosario Fuentes; Lic. Marbella Cumanda Escalante, Mg.

2. Background

Virtual platforms have produced significant changes in education, which produce new forms of knowledge transfer, since through information and communication technologies new paradigms are being created in the teaching-learning process, where society makes intensive use of all technological means and computer applications that reduce the time of activities that decades ago were complicated in their process and development.

It is intended through this research to define the importance of the use of virtual platforms, especially platforms that promote the creation of interactive worksheets, since their improvised use produces loss of interest in students and an unimportant tool for teachers.

In the classroom, in practice, evaluation is still applied as the central axis, which is why blended learning is currently being introduced, where emphasis is not only placed on evolution, but also on students being able to build knowledge and become actively involved in the teaching-learning process. Current teaching promotes the use of technological means that achieve the result of the active participation of students through technological networks.

That is why it is important to recognize that the interactive worksheets in the teaching process become an active agent in the activities, in the evaluation and in the co-evaluation, since they perform many procedures that were previously done by printouts and independent presentations in one or several storage media, becoming now a single virtual social media that enriches the self-evaluation among students.

3. Justification

This research study was designed with the sole objective of improving the students' speaking skills, we know perfectly well that this is one of the most problematic skills, since fear of making a mistake or making a mistake deprives the student of giving his or her opinion. Teaching students to have the confidence to express themselves in English with simple words, commands or short or long sentences is a great challenge in the educational field, this challenge not only involves students but also carries with it a huge challenge for the teacher.

Over the years new technologies have been developed in order to improve education, we are going through a time of technology where students are more aware of a technological tool than a book. To this end, the use and application of interactive digital worksheets is considered as an innovative alternative for learning and teaching English as a foreign language.

Thus, a booklet is presented that shows the use of the digital platform Liveworksheets, one of the many that exist for the creation of digital interactive worksheets. This booklet presents step by step everything you need to know to design interactive worksheets. In addition, several examples of lesson plans that include interactive worksheets from the creator of this booklet and how they can be used aligned to the phases of the speaking skill. That is, each interactive worksheet presented in each phase consists of questions that prompt the student to speak.

It is important to mention that these types of activities have a relationship with online games and what child is not fascinated by these types of activities that call their attention what more beneficial than using them as a tool for education.

4. Objectives

4.1 General objective

To provide a user guide for the Liveworksheets platform as well as lesson plans that contain interactive worksheets to help fifth-grade students at the Rodriguez Albornoz High School enhance their speaking skills.

4.2 Specific objectives

- To select interactive worksheets that encourage the development of speaking skills.
- To demonstrate to teachers and students how to use interactive worksheets correctly.
- To prepare teachers and students for the ongoing use of interactive worksheets during English class hours.

5. Feasibility analysis.

All of the members of the educational community Rodriguez Albornoz's disposition made all of the processes of this research possible, beginning with the authorities because there was a positive reception to the development of this research, thus giving way to the first phase of this research, which was the issuance of an official letter to the institution requesting authorization to develop the research in the same, and this official letter was accepted in a timely manner.

The second phase was the dialogue with the students and parents, in this phase the topic of the project was socialized and how it would work to fulfill the objective of the proposal, it is emphatic to mention that the students were always predisposed and interested in this proposal, they always maintained a positive attitude towards the teacher showing respect and responsibility in the development of the activities designed by the teacher. Parents are an important part of this project because without their support in reviewing the tasks assigned in Google Classroom this research would not have been successfully developed. It should be noted that this research was conducted during the virtual class period, which facilitated the use of the interactive worksheets.

6.Design.

User's guide for

Liveworksheets



Made by Rosario Fuentes

FUNCTION DESCRIPTION

PROFILE

- **Access and teacher registration.**
- **Teacher Menu Options.**

INTERACTIVE WORKSHEETS SAMPLE

MY INTERACTIVE WORKSHEETS

- **Make a word document.**
- **How to make interactive worksheets.**

STEPS TO CREATE INTERACTIVE WORKSHEETS.

TYPE OF ACTIVITIES

- **Fill in**
- **Multiple selections**
- **Join with lines**
- **Drag and Drop**
- **Dropbox**
- **Word Search Puzzles**
- **Open-ended questions.**
- **Speaking exercises**
- **Add a YouTube video**

FILE OPTIONS

- **Preview**
- **Discard**
- **Save and Share**

SENDING AND CORRECTING WORKSHEETS.

SENDING

- **Checking Option**
- **Finished Option**
- **Grading Option**

CORRECTING

LOOK FOR CONTENT

Function description



What is it?

Interactive worksheets are worksheets that can be transformed into digital worksheets and from which they can be automatically corrected. These types of tools are very good and practical to teach classes and evaluate the knowledge that students are acquiring. They are also a good tool to make content more attractive to students because they allow the creation of work materials where exercises with videos, sounds, or educational pastimes can be included.

Students can complete these worksheets online and send their answers to the teacher in real-time and as mentioned, as these are a type of digital worksheets, we save the use of paper and thus help the environment.

Profile

- **Access and teacher registration.**

Access

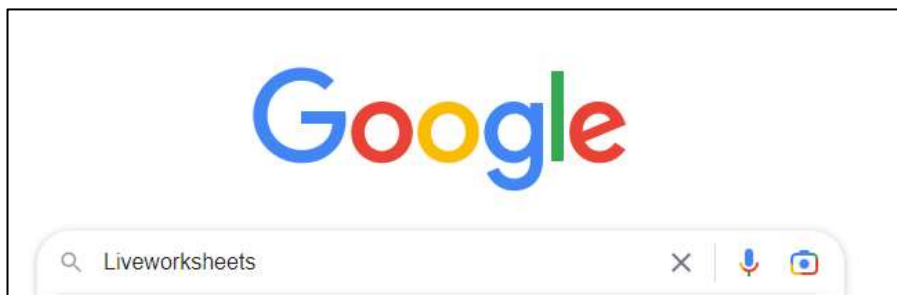
First, we must keep in mind that Liveworksheets is a free online tool. Yet, we need a personal or business e-mail address in order to use this wonderful digital instrument.

How to get to the homepage of Liveworksheets:

- Enter through the link: <https://es.liveworksheets.com>



- Log in through Google, typing Liveworksheets in the search bar.

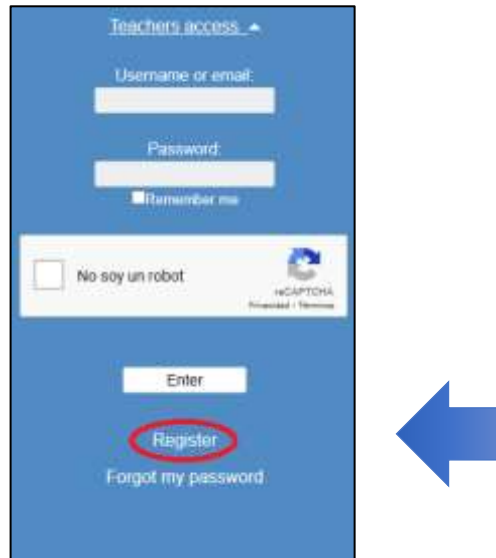


Teacher registration.

- Click on Teachers' access

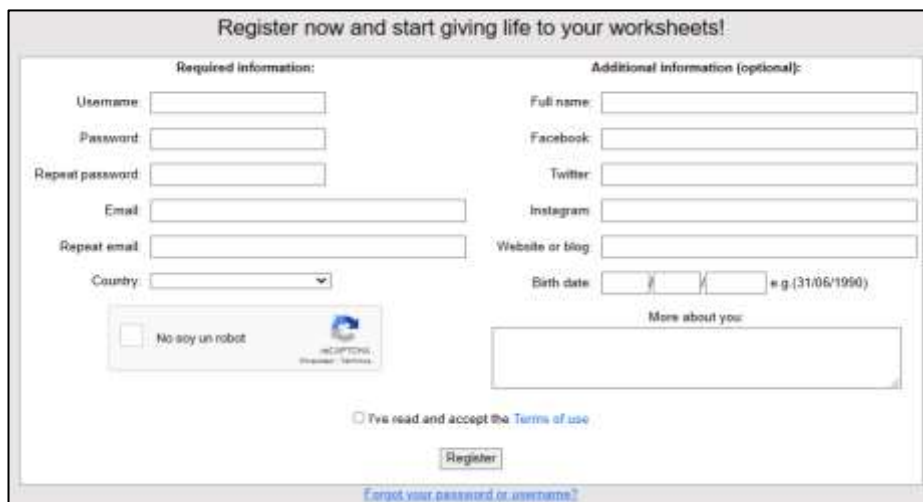


- The option to "Register" will be displayed in a box with other alternatives. Click on it.



The image shows a login and registration interface on a blue background. At the top, there is a link for "Teachers access". Below it are input fields for "Username or email:" and "Password:", along with a "Remember me" checkbox. A CAPTCHA section follows with the text "No soy un robot" and a "No CAPTCHA" logo. Below the CAPTCHA is an "Enter" button. The "Register" button is circled in red, and a large blue arrow points to it from the right. At the bottom, there is a "Forgot my password" link.

- Enter the necessary data to create your account.



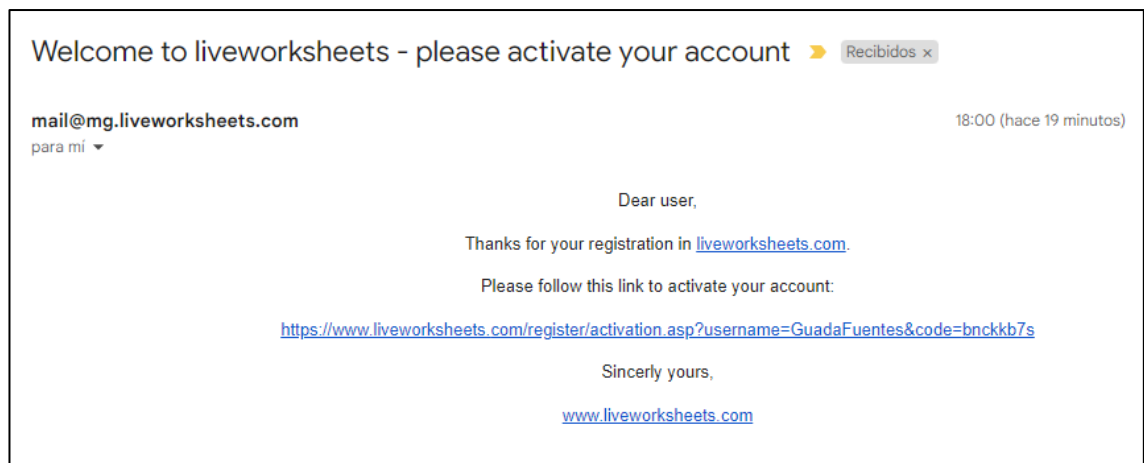
The image shows a registration form titled "Register now and start giving life to your worksheets!". It is divided into two columns: "Required information:" and "Additional information (optional):". The "Required information" section includes fields for Username, Password, Repeat password, Email, Repeat email, and Country. The "Additional information" section includes fields for Full name, Facebook, Twitter, Instagram, Website or blog, and Birth date. There is a "More about you:" text area. At the bottom, there is a "No soy un robot" CAPTCHA, a checkbox for "I've read and accept the Terms of use", and a "Register" button. A link for "Forgot your password or username" is at the very bottom.

As the Additional information is not necessary, there will be no issues if you omit it.

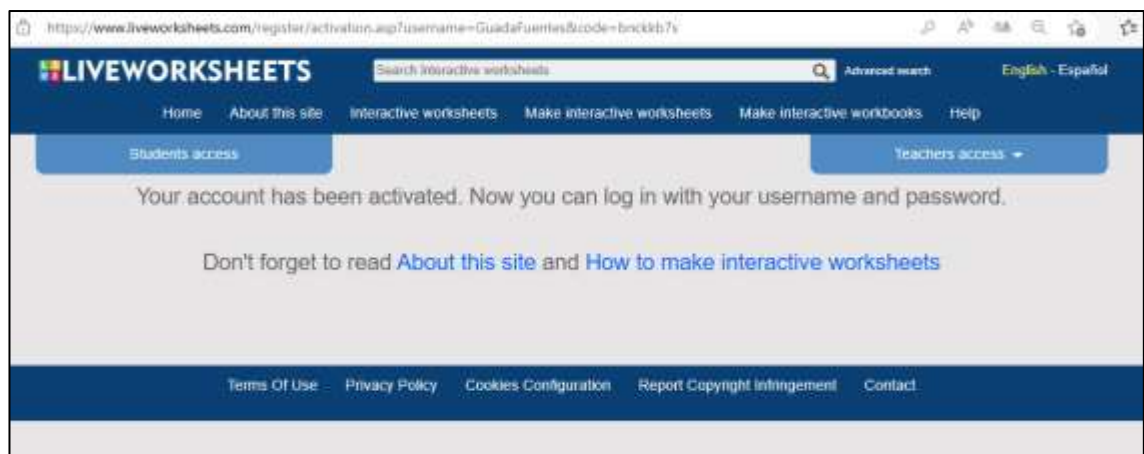
- The following notice will appear.



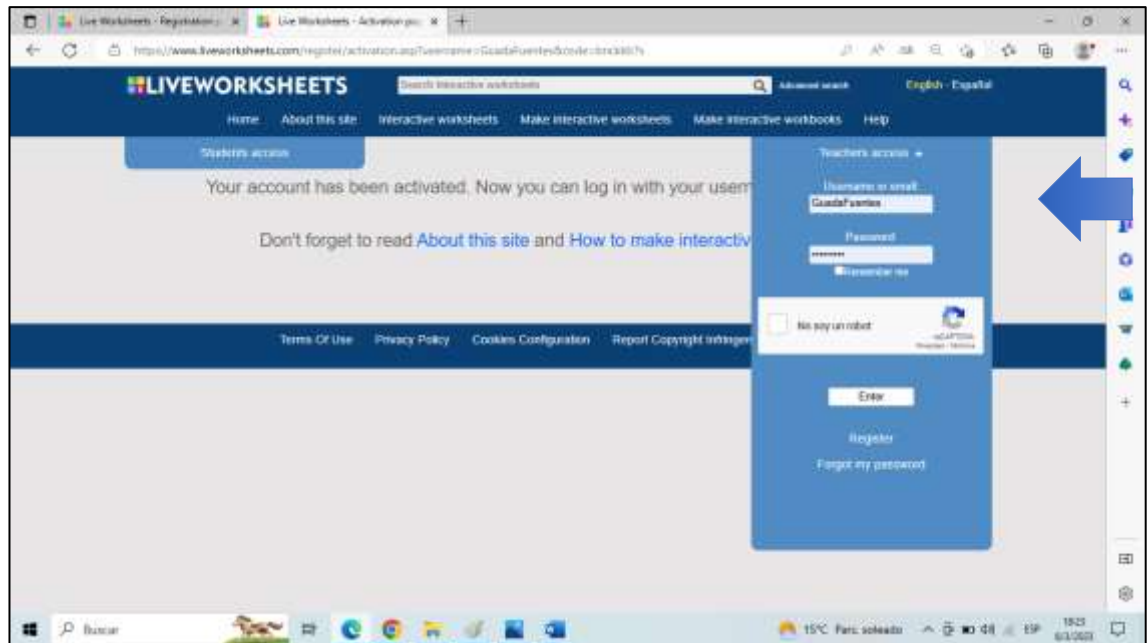
- In order to activate your Liveworksheets account, enter the email address you used to register.
- Click on the link.



- You will see a message indicating that your account has been activated.

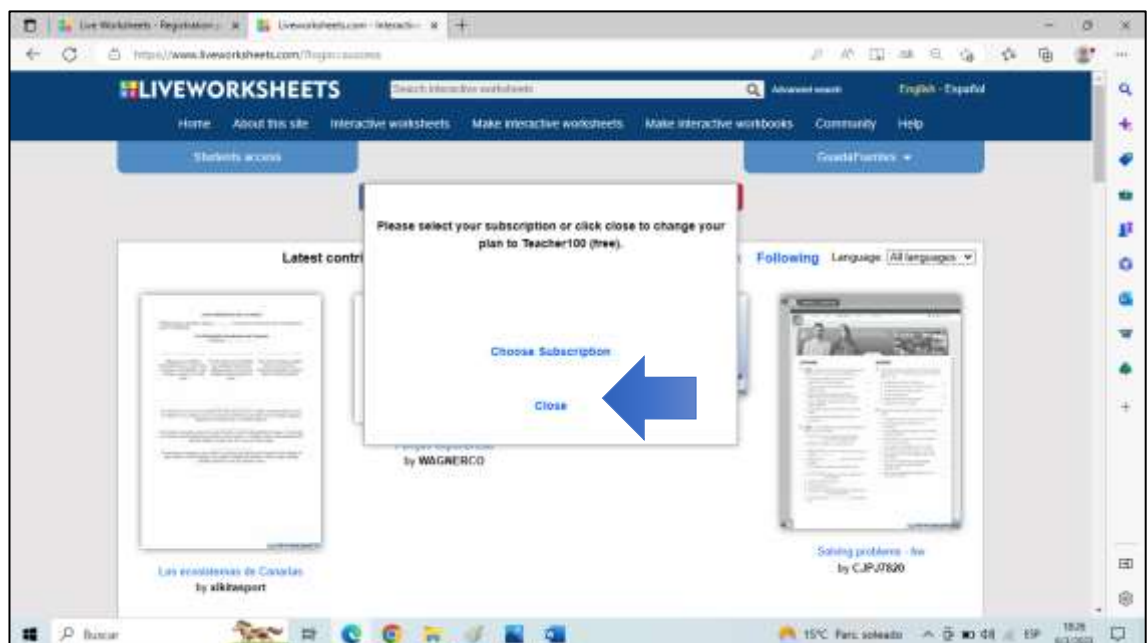


- Click on Teacher Access and Enter.

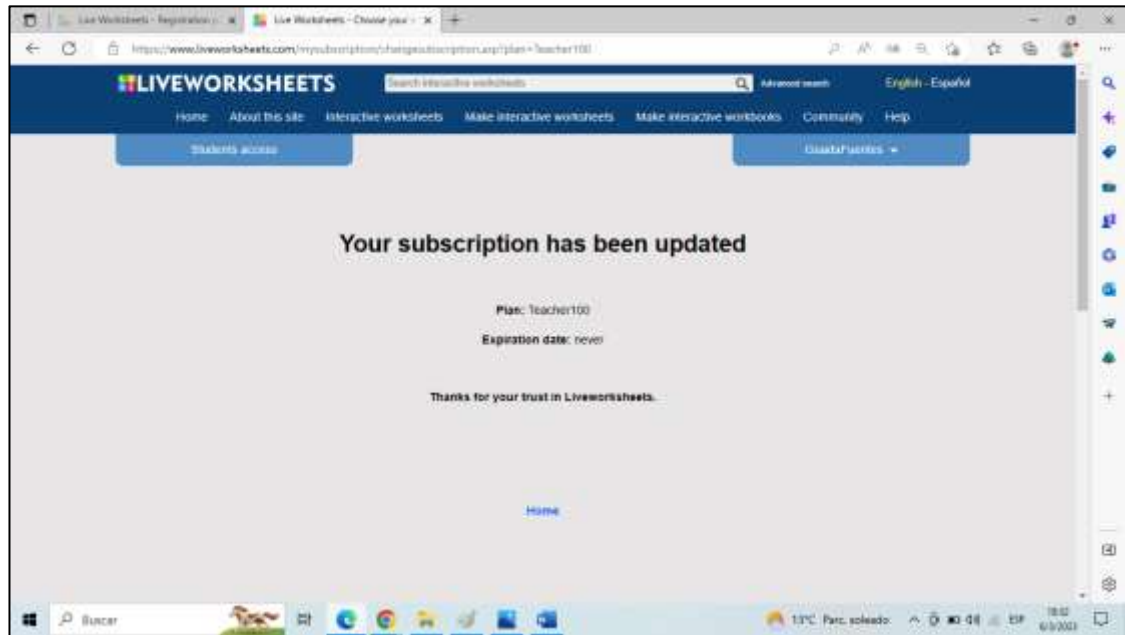


Remember to select the I'm not a robot option to gain access to your account.

- Two subscription options will appear, in which you can use a paid plan or, if you prefer, choose the Close option, which allows you to upload a maximum of 100 activities with an indefinite expiration time, which means that your interactive activities will never disappear, and you can store and use them for as long as you want.

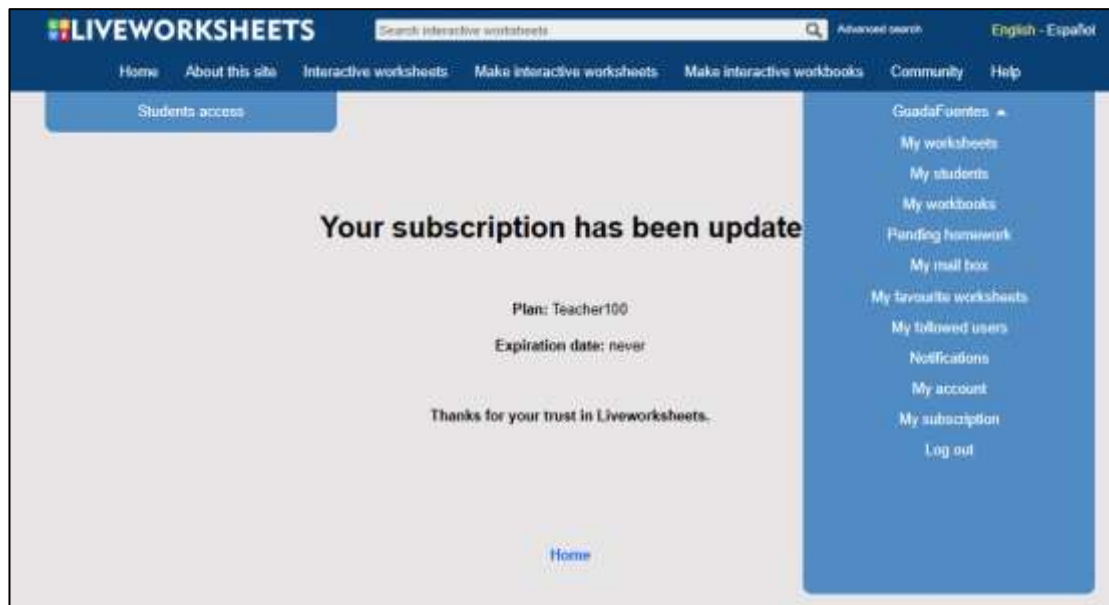


- There is no time limit.

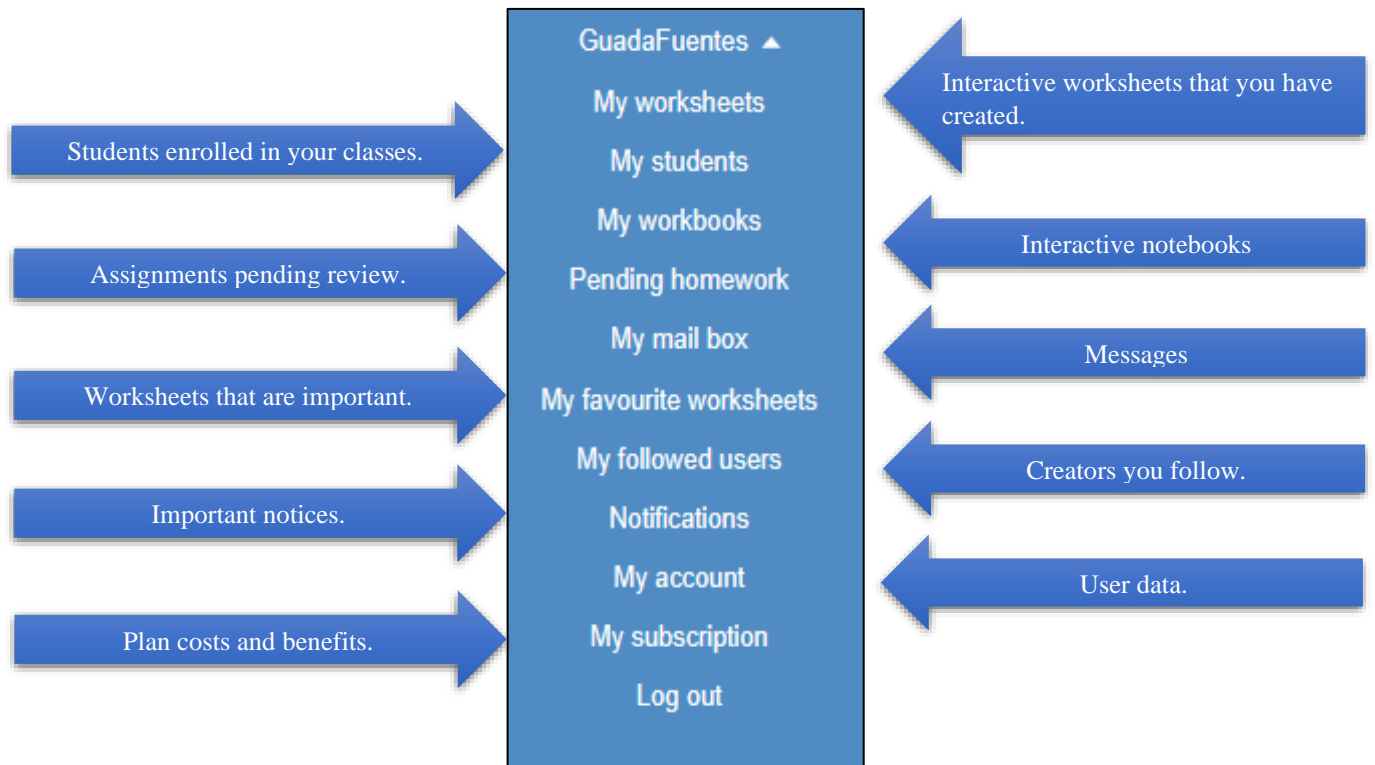


- **Teacher Menu Options.**

Click on your user's name.



- All of the options available to you as a teacher on this digital platform will be displayed.



Interactive worksheets sample

Sample interactive worksheet on pronouns.

<https://www.liveworksheets.com/c?a=s&t=dkhipn9gk1e&sr=n&ms=uz&l=yo&i=tucofnd&r=fz&db=0&f=dzdtzts&cd=pncwohl4bc7rlijzkejneg2ngnzgpgpxg>



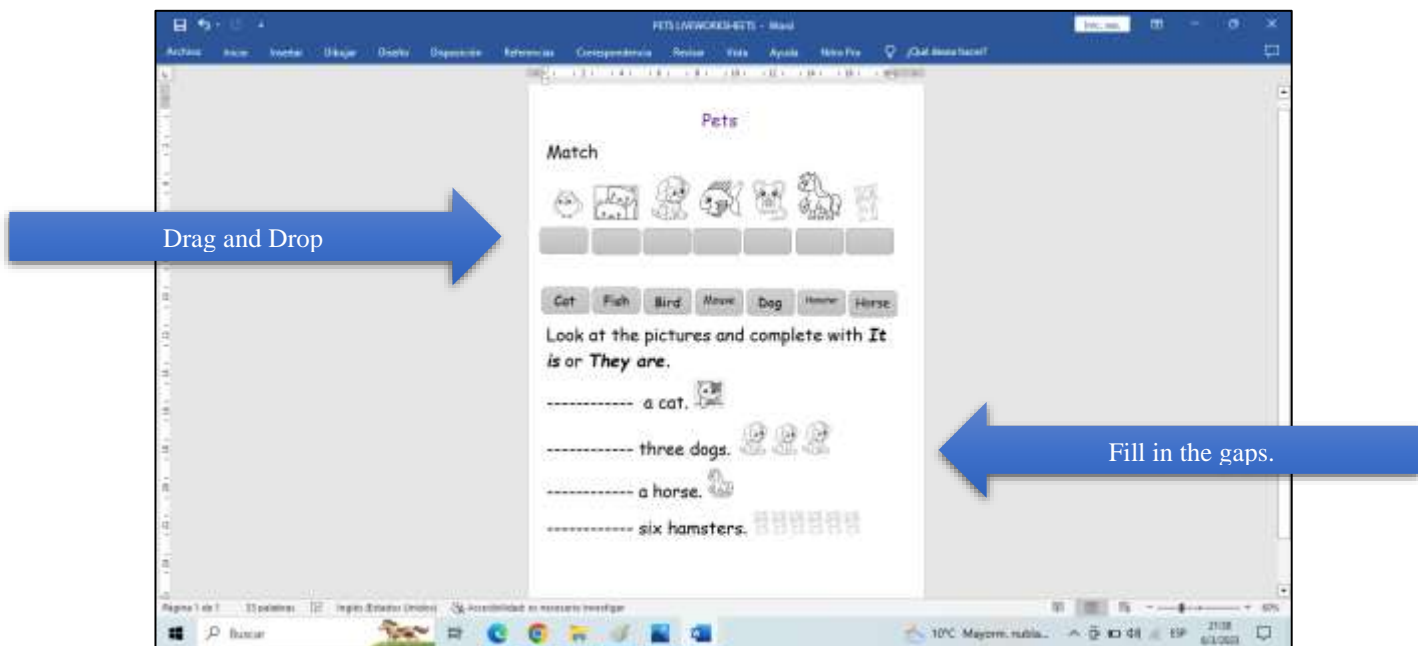
When you click on the link, you'll notice that the activity matches to the option to select; here, students will select one of the three alternatives shown to make the sentence.

My interactive worksheets

To begin the process of making a card, we must first complete the following steps:

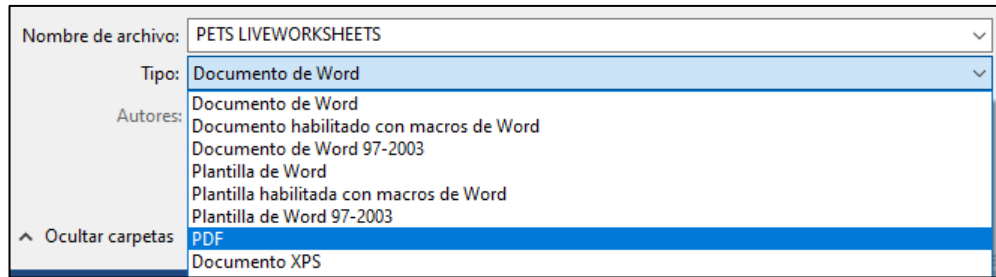
- **Make a word document.**

Before we can make an interactive card, we must first develop and design it in a Word document, as shown below:



We will practice pet vocabulary as well as the use of **They are** and **It is** in this document. For this purpose, we have chosen the actions of dragging, dropping, and writing. As you can see, for certain activities such as dragging and dropping, finishing, joining with lines, and choosing the proper option, you must make a pre-design of the activities in a Word Document.

- Once you have finished your pre-design you must save the Word document as PDF, this is the most recommended way since when you upload it to Liveworksheets it will not suffer alterations when you start editing it.



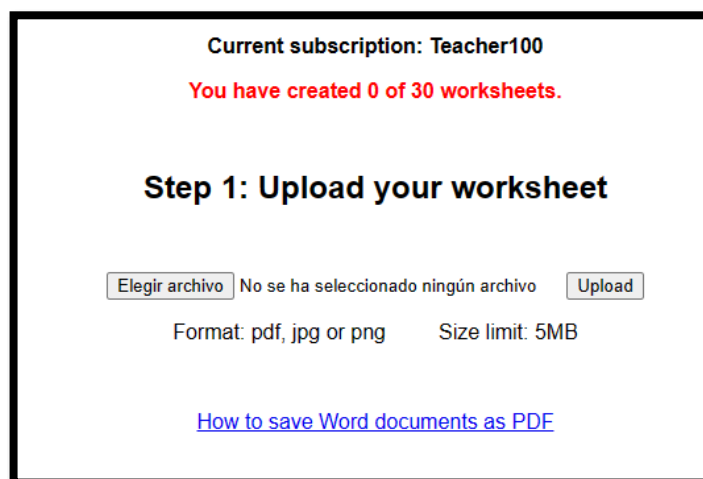
How to make interactive worksheets.

Once we have our document in PDF format and available on our PC's desktop, we will proceed as follows:

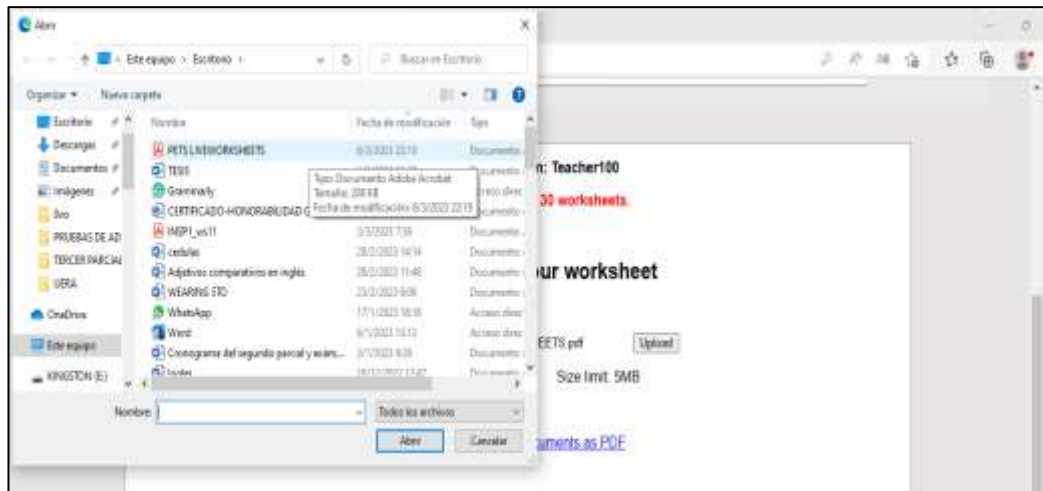
- Once logged in to our Liveworksheets account as a teacher, select the option Create interactive Worksheets and Get Started.



- The message below will be shown.



- Choose the file to be converted to interactive by clicking the "Choose file" button.



- Click on Upload.

Current subscription: Teacher100

You have created 0 of 30 worksheets.

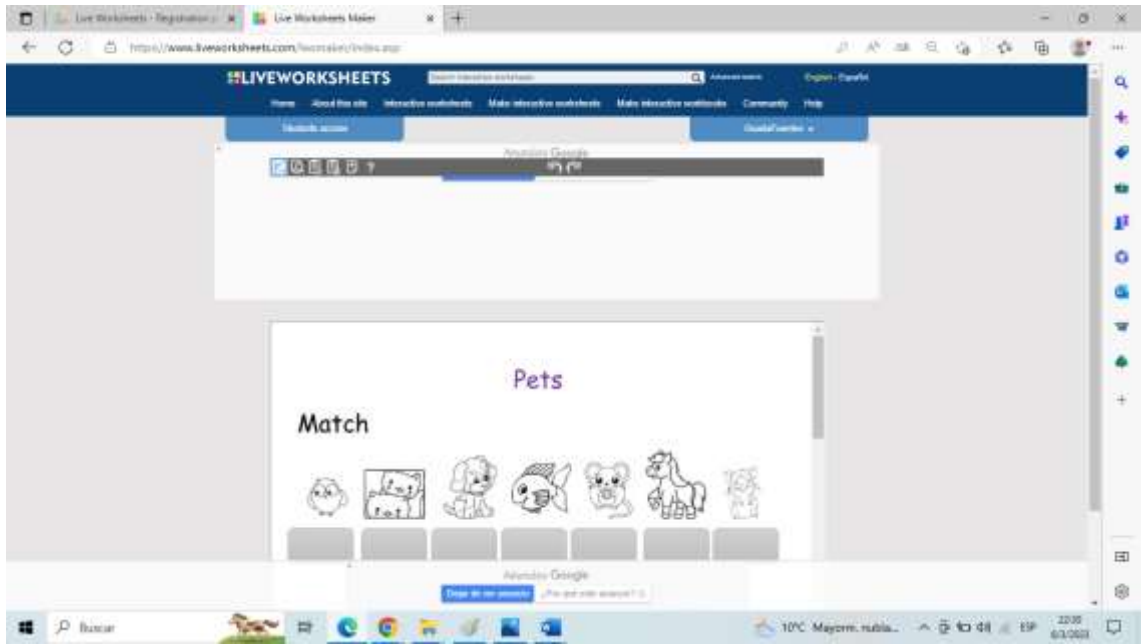
Step 1: Upload your worksheet

Elegir archivo PETS LIVEWORKSHEETS.pdf ←

Format: pdf, jpg or png Size limit: 5MB

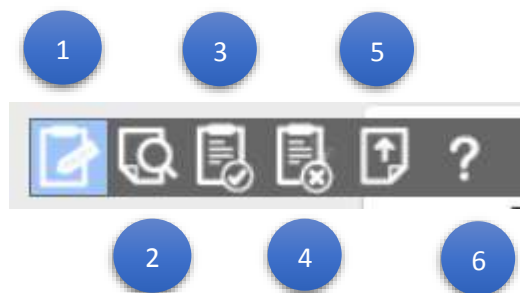
[How to save Word documents as PDF](#)

- On our platform, the document will appear as follows.



We start to create.

- The following commands will be used to create our interactive worksheet:



1. Edit
2. Preview
3. Save
4. Discard
5. Update background document
6. Help

- If there is a change in our interactive worksheet, use the undo and redo buttons.




Type of activities


- **Fill in**


This category includes activities in which we can enter texts that match closed-choice answers.


Simply drag the mouse/cursor and generate a text box over the exercise to create this type of activity.

Look at the pictures and complete with **It is** or **They are**.

a cat. 



----- three dogs. 


----- a horse. 

----- six hamsters. 

We write the correct answer into the box.

Look at the pictures and complete with **It is** or **They are**.

 a cat. 



----- three dogs. 

Multiple selection

Type "select:yes" for the correct answer(s), and "select:no" for the incorrect answer(s).


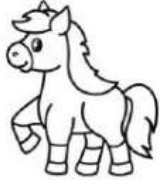
Ensure not to leave any blank spots.

Select the correct name of each pet.

	
<small>select:yes</small> Dog	<small>select:no</small> Sheep
<small>select:no</small> Horse	<small>select:no</small> Cow
<small>select:no</small> Cat	<small>select:yes</small> Horse









This is how it will appear:

Select the correct name of each pet.

	
Dog	Sheep
Horse	Cow
Cat	Horse





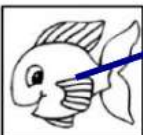

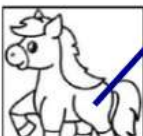

Join with lines

Enter "join:" in the text box followed by the same number in the answers to be joined with an arrow. Numbers cannot be repeated more than twice.

 join:1	 join:4	Stable
 join:2	 join:3	Water Aquarium
 join:3	 join:1	Birdhouse
 join:4	 join:2	Kennel

This is how it will appear:

Match each animal with its home.

		Stable
		Water Aquarium
		Birdhouse
		Kennel

Blue lines connect the animals to their homes: Owl to Birdhouse, Dog to Kennel, Fish to Water Aquarium, and Horse to Stable.

Drag and drop.

Enter "drag:" followed by a number on the item to be dragged, and "drop" followed up by the same number in the place to go.

Match

drag:3 drag:1 drag:5 drag:2 drag:4 drag:7 drag:6

drag:1 drag:2 drag:3 drag:4 drag:5 drag:6 drag:7

Cat Fish Bird Mouse Dog Hamster Horse

This is how it will appear:

Match

Bird Cat Dog Fish Mouse
 Hamster


Horse

Dropbox


Insert a box for students to choose from several options. Draw a text box and type "choose:" followed by the options separated by slashes.

You have to put an asterisk before the correct answer.


Choose the correct sentence.



choose:They are cats/*It is a cat.




choose:*They are dogs/It is a dog.




choose:It is a horse/*They are horses|

This is how it will appear:


Choose the correct sentence.



It is a cat



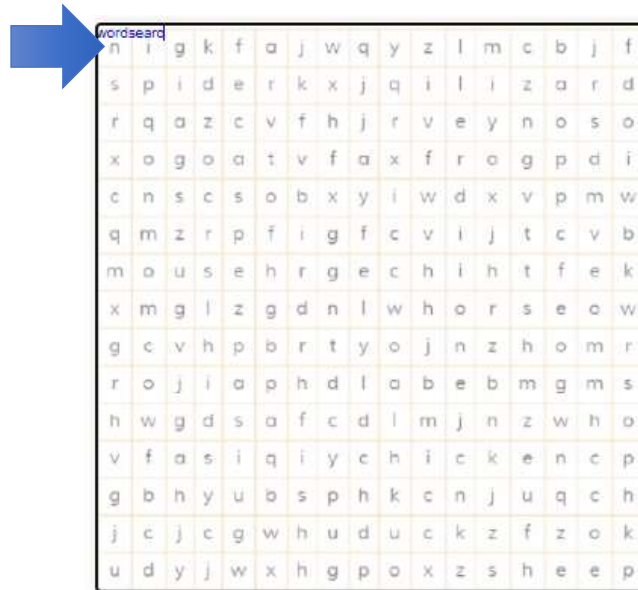
They are dogs



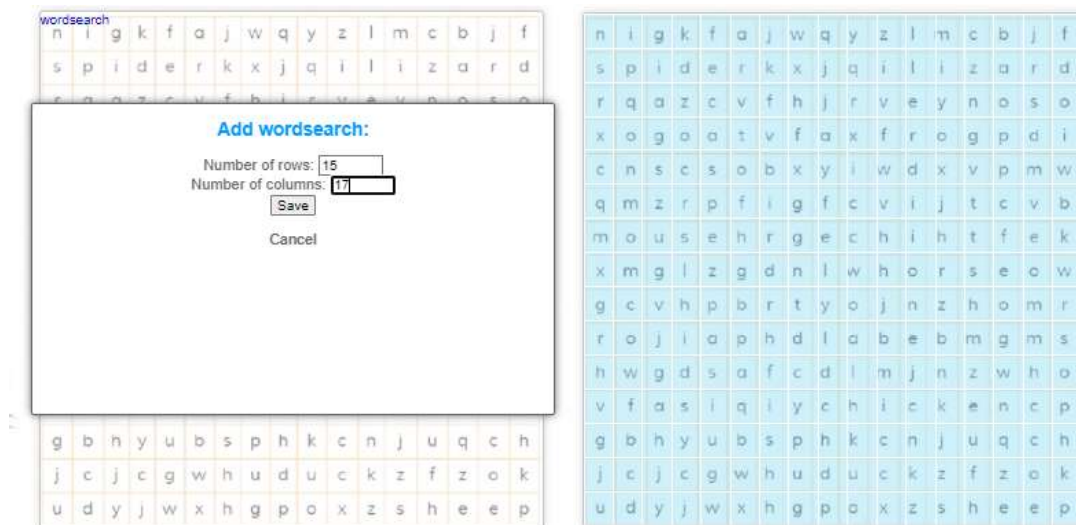
It is a horse
They are horses

Word search puzzles.

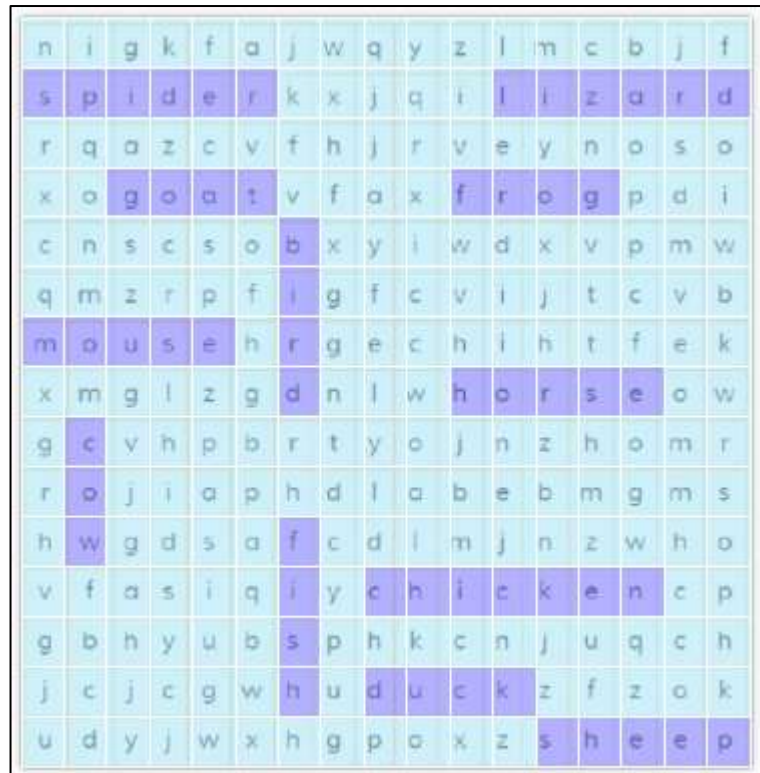
If you want to add a word search puzzle: - Draw a text box that is the same size as the soup. Type "wordsearch".



Once you have typed the word "wordsearch" a box will appear in which you must type the number of rows and columns.



Click on the words your students will search for:



This is how it will appear:



Open-ended questions.

If your card includes an open response exercise, you can enter the answer in a blank text area. Certainly, autocorrect will not help in this situation.

What is your favorite animal?

This is how it will appear:

What is your favorite animal?

My favorite animal is a rabbit.

Speaking exercises.

Add a YouTube video

Put a YouTube video here.

Create a huge text field and insert the video's URL.

Watch the video about pets and complete the song.

<https://www.youtube.com/watch?v=pWepfJ-8XU0>

Do you have a pet?
Yes, I have a .

I have a .

I have a pet.

This is how it will appear:

The screenshot shows a web browser window with the URL www.worksheets.com/3_yt/1330201. The page content includes the instruction "Watch the video about pets and complete the song." and a video player showing a cartoon dog and a boy. Below the video, there are two columns of text for a song completion activity. The left column contains the following text: "Do you have a pet?", "Yes, I have a .

I have a pet.
He is a dog.
And he says, "Woof, woof, woof, woof,
woof. Woof woof."

I have a .

I have a pet.

The right column contains the following text: "I have a .

I have a pet.
He is a bird.
And he says, "Tweet, tweet, tweet,
tweet, tweet. Tweet tweet."

I have a .

I have a pet.
She is a fish.

File options

Preview

Check out the preview to see how our interactive sheet will appear. To do so, click on the following button:



Discard

If you are not satisfied with your file, click on the discard button.



Save and share

If you like the results, click the save button.



You can share your file with other teachers once you've opted to save it. To do so, input the title, course, language, subject, and major topic. This information will assist others in locating your file, or it can be kept private.

Would you like to share your worksheet? Together we are better teachers!

<div style="background-color: #ADD8E6; padding: 5px; margin-bottom: 5px;">Yes, I want to share my worksheet with other teachers</div> <p style="color: red; font-size: small;">WARNING Sharing worksheets which are not your own creation (scanned pages, photocopies, downloaded from the internet, etc.) is a violation of the terms of use. You must save them as 'private'. Otherwise, your account could be cancelled, and all your work and your students' work would be lost.</p>	<div style="background-color: #ADD8E6; padding: 5px; margin-bottom: 5px;">No, I want to keep it private.</div> <p style="font-size: small;">You can save up to 30 private worksheets in your account. Currently you have 22 private worksheets.</p>
--	--

Important: It is recommended to choose the private mode because of the term of use.

Give a name to your file and save it.

Would you like to share your worksheet? Together we are better teachers!

Yes, I want to share my worksheet with other teachers

WARNING

Sharing worksheets which are not your own creation (scanned pages, photocopyables, downloaded from the internet, etc.) is a violation of the terms of use.

You must save them as 'private'. Otherwise, your account could be cancelled, and all your work and your students' work would be lost.

No, I want to keep it private.

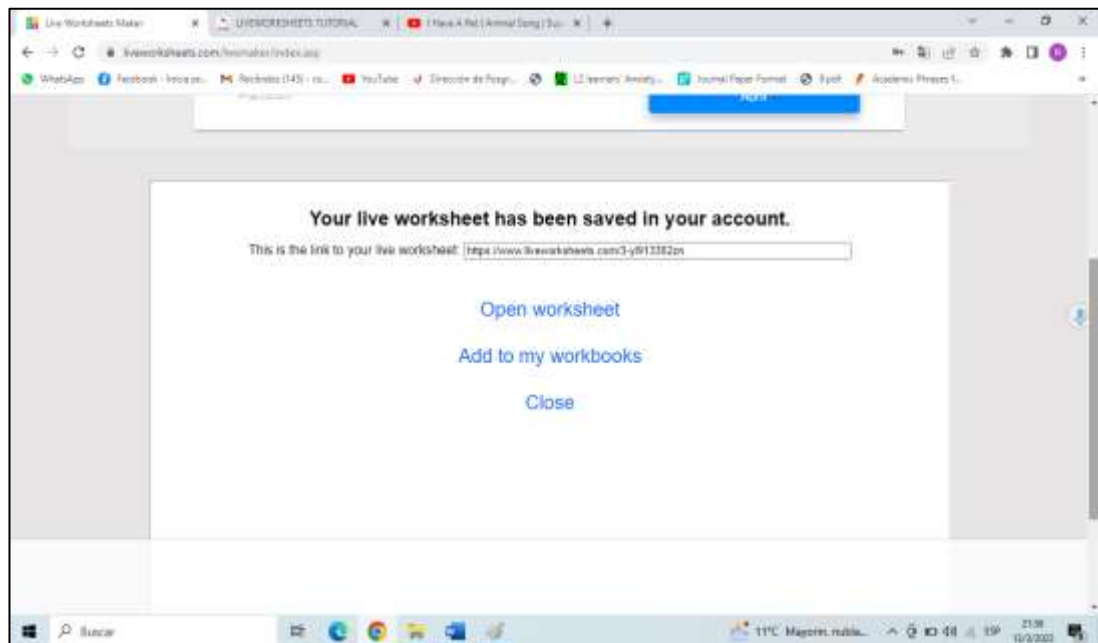
You can save up to 30 private worksheets in your account.

Currently you have 22 private worksheets.

Please enter a title for your worksheet

➔

A notice will appear informing you that your file has been successfully saved to your account; you can now access it, save it to your notebooks, or close it for future use.

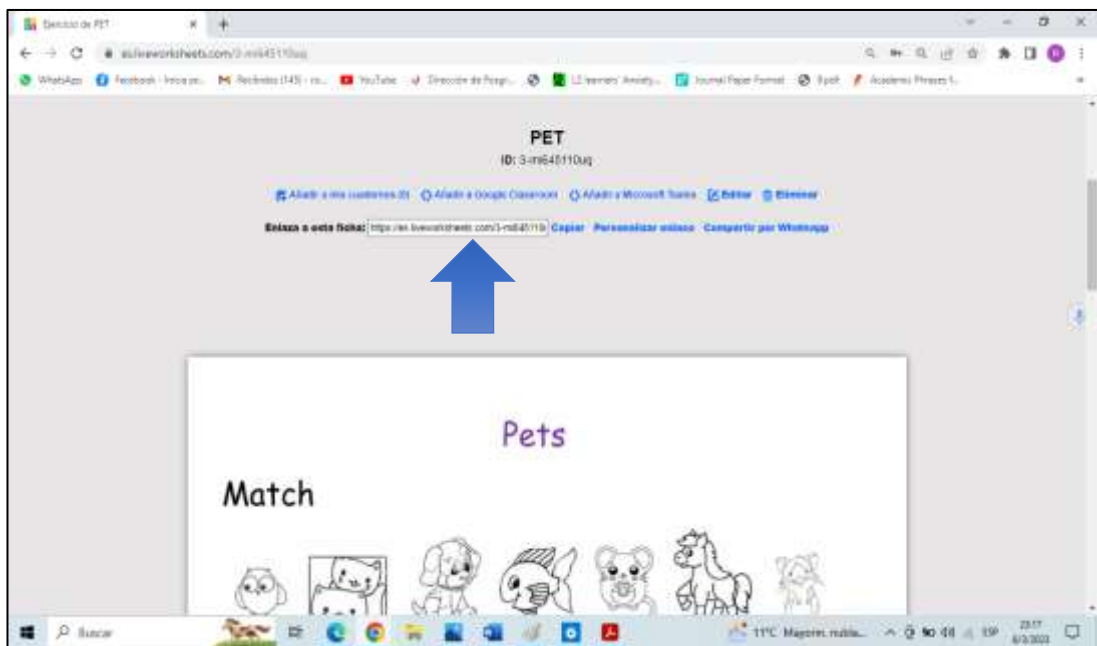


Sending and correcting worksheets

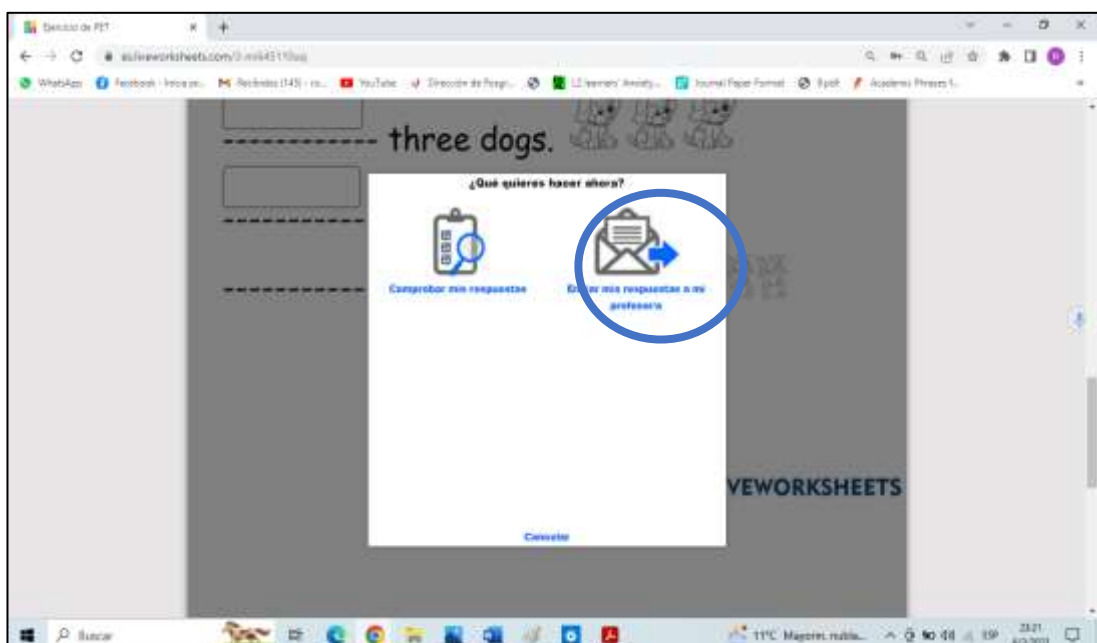
Sending

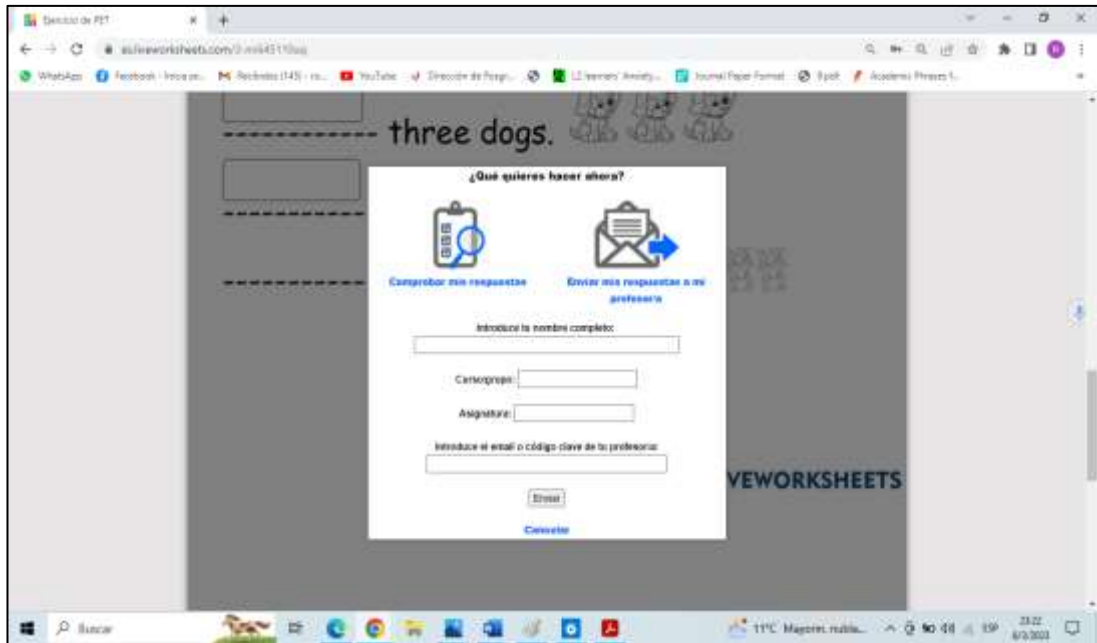
There are two ways to send the worksheets to your students.

- The first is by copying the link that appears on our platform.

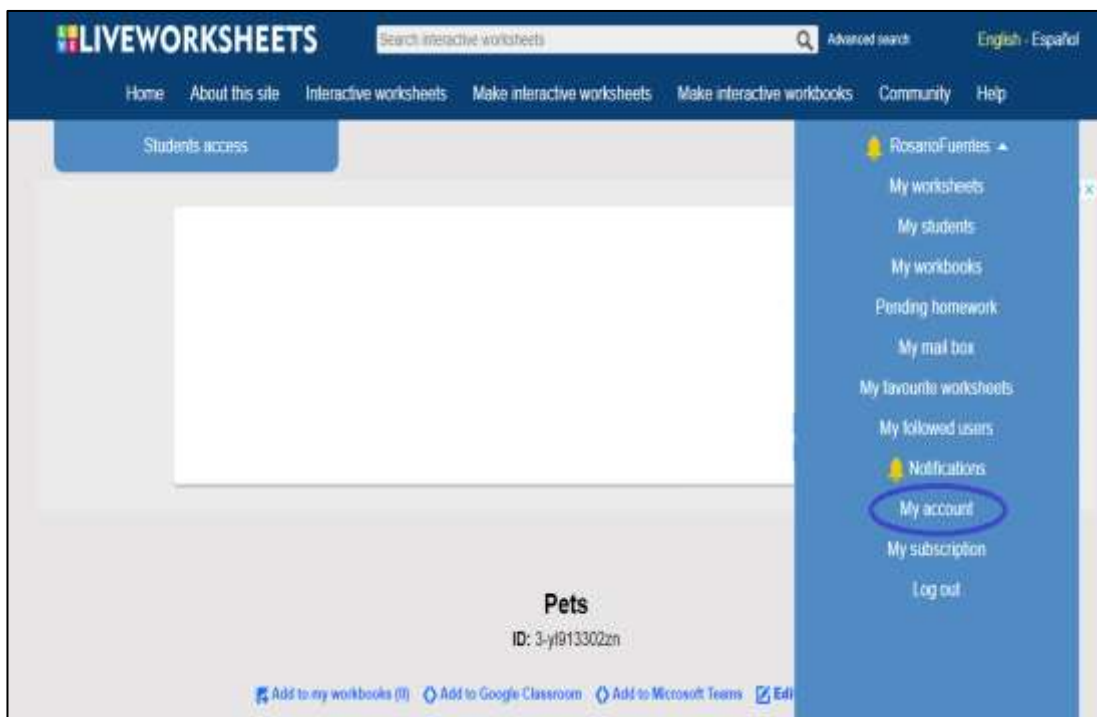


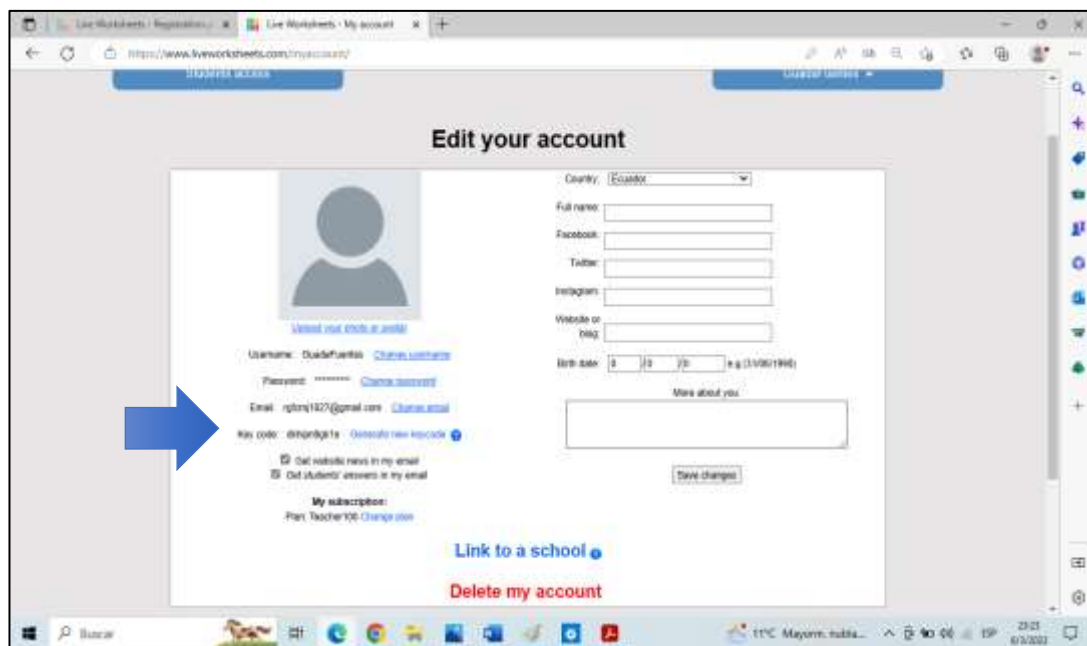
Even though, once the student has completed his work and desires to transmit it to his teacher, he will be prompted for the teacher's email, code, or password.





This code or key can be found in the option My account.

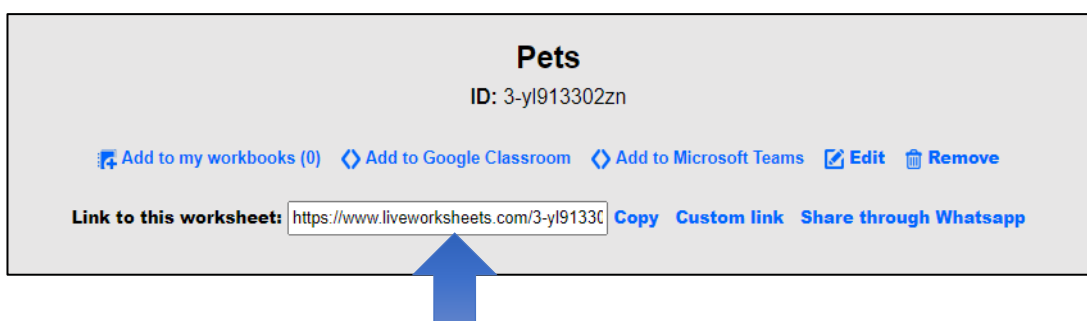




It should be mentioned that because the code is so long, it becomes difficult for kids to memorize. As a result, the alternative method of providing the interactive worksheets is lengthier, but it protects us from many problems with the pupils.

The second option, albeit a little more involved, spares us from several problems that could develop if the pupils do not correctly record the teacher's email, password, or code.

We open the interactive sheet we wish to transmit and select the Personalize link option.



The following window will be displayed.



In this window to generalize a custom link we have different options that can be applied to our tab as:

Checking option

Checking options <input type="checkbox"/> Ignore punctuation marks <input checked="" type="checkbox"/> Ignore capital letters <input type="checkbox"/> Ignore accents	We can enable or disable some spelling conventions here, such as punctuation marks, capital letters, and accents.
Time limit: <input type="checkbox"/> Set time limit: 60 min.	You may specify a time restriction in minutes for completing the card here.
Link available: From: <input type="text"/> To: <input type="text"/>	You can set a time restriction in dates for the file's completion here.

Finished option

Default action on click FINISH:

Check answers
 Send answers to the teacher
 Ask student

Prefill values:

Student name:

Grade/level:

School subject:

Send answers to my mail box

If you prefill the group and the subject, the student will only have to enter his/her name and click SEND.
If you prefill all the values, the answers will be automatically sent to your mail box when the student clicks FINISH.

You have the option of showing the answers, emailing the answers to the teacher, or asking the student in this field.

This field is mandatory because you need to know basic information about the student such as name, grade, and school subject.

This field, like the preceding one, is critical since the responses must be forwarded to the teacher's mailbox.

Grading option.

Grading options

Show grades without decimals (E.g: 7)
 Show grades with decimals (E.g: 7.4)
 Don't show grades

Max. score:

Show errors (right answers in green and wrong answers in red)

Show right answers after checking the exercise (the student can see the right answers by placing the cursor over the boxes)

These options are only for the student. The teacher will always receive the exercises corrected, with the corresponding score.

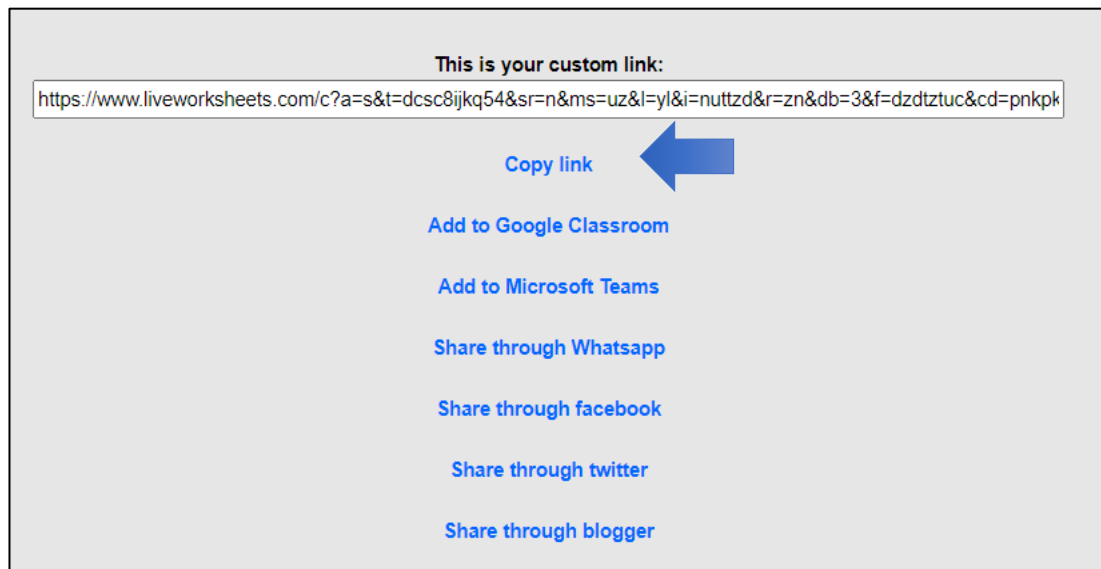
With this field, we have the choice of displaying the grades with or without decimals, or simply NOT displaying the grades.

This field allows pupils to visualize their mistakes.

By checking the correct answers, the student will be able to activate this area.

It is crucial to remember that these options are only for the student; the teacher will receive the corrected exercises and the score without decimals, which is why the option "display grades without decimals" should be selected.

When this process is complete, click on "COPY LINK" to copy the platform's provided URL.



You can also share the link via Google Classroom, Microsoft Teams, WhatsApp, Facebook, Twitter, or your Blog account if you have one.

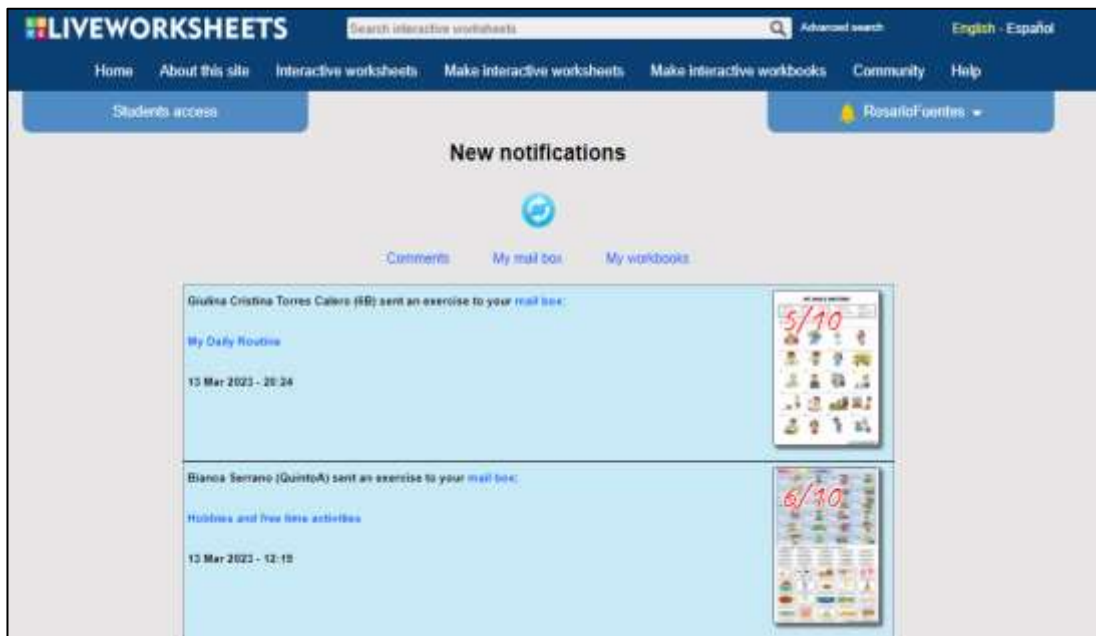
Correcting

Note that one of the benefits of these interactive worksheets is that they are self-correcting, which means they automatically fix themselves and all that remains is to check the grades. This is accomplished in the following manner:

- Enter to the Teacher's Menu.
- Click on the Notification option.



- You are done. You can now review your students' interactive worksheets.



Look for content

You can look for interactive worksheets on a specific topic in two ways:

- Using the top-right search bar.



- By using the "Interactive worksheets" button. When you click on it, various sections or subjects on the left side of the screen will emerge. When you click on one of them, the several sub-topics will emerge.



When you locate a worksheet that piques your interest, you can store it in My Favorites. To do so, open the worksheet and select Add to my favorites.

On that menu, you can also SHARE THE FILE, download it as a PDF, or embed it in a website or blog.

Present Simple Tense

Write the correct answer.

<p>ID: 2408749</p> <p>Language: English</p> <p>School subject: English as a Second Language (ESL)</p> <p>Grade/level: Grade 5</p> <p>Age: 11-14</p> <p>Main content: Present Simple</p> <p>Other contents: Subject verb agreement</p>	<p>Add to my workbooks (6573)</p> <p>Embed in my website or blog</p> <p>Add to Google Classroom</p> <p>Add to Microsoft Teams</p> <p>Share through Whatsapp</p> <p>Add to my favourites (1356)</p> <p>How was it made?</p>
---	--

Link to this worksheet: [Copy](#) [Custom link](#)



**Lesson plans with
interactive
worksheets
activities.**

Schedule

Table A: Activities Schedule

First week			
Month	Date	Didactic unit title	Content
May	Monday 23 rd	My birthday	Vocabulary: Food (Burger, cake, lemonade, orange, sausage, watermelon)
	Wednesday 25 th		
Second week			
May- June	Monday 30 th	My birthday	I would like... Would you like...?
	Wednesday 1 st		
Third week			
June	Monday 6 th	Our Clothes	Vocabulary: clothes (dress, purse, sunglasses, glasses, hat, shirt, jeans, watch, t-shirt, pants, skirt, sock, boots, and shoes)
	Wednesday 8 th		
Fourth week			
June	Monday 13 th	Our clothes	I am wearing
	Wednesday 15 th		
Fifth week			
June	Monday 20 th	Our clothes	He is wearing... She is wearing...
	Wednesday 22 nd		

Table B: Lesson plan N° 1

LESSON PLAN N ° 1			
Teacher	Rosario Fuentes		
Date	Monday 23 rd Wednesday 25 th	Time	90 minutes
Level	A1		
Topic	My birthday		
Material	Laptop, Internet, Human Talent, Interactive Worksheets.		
Objectives	SWBAT <ul style="list-style-type: none"> Name and talk about food. 		
Type of activities.	Fill the gaps Multiple Choice Drag and drop		
Procedure			
Stages	Activities	Time	
Lead-in Choose the different word	<ul style="list-style-type: none"> Teacher sends students an interactive worksheet in which they have to select the word that does not belong and explain why? <p>Interactive worksheet link:</p> <p>https://www.liveworksheets.com/c?a=s&t=dcsc8ijkq54&sr=n&ms=uz&l=jn&i=nucddx&r=oh&db=3&f=dzdtztdu&cd=pnkpk6oqct89lqlxkknmjw0ngnzgznxxg</p>	15 minutes	
Pre-speaking	<ul style="list-style-type: none"> Teacher sets the following questions: <ul style="list-style-type: none"> <i>What is your favorite food?</i> <i>Do you like burgers, pizza, and sausages?</i> Students are asked to make guesses about the purpose of the lesson, e.g. <i>What are we going to talk about today?</i> 	10 minutes	

	<ul style="list-style-type: none"> In pairs, students will ask each other the questions previously established. Teacher introduces an interactive worksheet about food and asks students to watch it twice and then complete it. <p>Interactive worksheet link:</p> <p>https://www.liveworksheets.com/c?a=s&t=dcsc8ijkq54&sr=n&ms=uz&l=vt&i=nucdun&r=xb&db=3&f=dzdtztdu&cd=pnkpk6oqct89lizixknxlmf0ngnzgznxxg</p>	
While – speaking	<ul style="list-style-type: none"> The teacher projects two different menus to the students, in pairs she asks them to discuss what food each menu has by using the following structure. <i>“On menu 1 there is chicken soup, spaghetti, and meatballs, ice cream, orange juice,”</i> etc. The same structure will be for menu 2. 	20 minutes
Post- speaking	<ul style="list-style-type: none"> In pairs the students exchange some questions to reinforce the new food vocabulary we have learned. <ul style="list-style-type: none"> What food does your menu have? Do you like? What is your favorite dessert? What is your favorite drink? Do you like chicken soup? <p>Interactive worksheet link:</p> <p>https://www.liveworksheets.com/c?a=s&t=dcsc8ijkq54&sr=n&ms=uz&l=om&i=tduodts&r=th&db=0&f=dzdtztdu&cd=pnkpk6oqct89ljvznxjnzpzw2ngnzgznxxg</p>	45 minutes

Session 1

Interactive worksheets

Lead-in

Figure A: Interactive worksheet – Food (Liveworksheets)

The worksheet is framed by a decorative border of small cake icons. At the top center, the text "CHOOSE THE DIFFERENT WORD." is written in large, bold, red letters. To the right of this text is a cartoon illustration of a female chef with glasses, wearing a brown jacket, holding a red plate with a stack of colorful food items. Below the title, there are five rows of three word options each, each in a light blue box. The words are: Row 1: Board, Three, lemonade; Row 2: Robot, Watermelon, ruler; Row 3: Hat, phone, burgers; Row 4: Pizza, truck, video game; Row 5: Cat, hot dog, purple. The words "lemonade", "Watermelon", "burgers", "Pizza", and "hot dog" are highlighted in yellow. At the bottom right, there is a logo for "LIVEWORKSHEETS" and a blue button labeled "Finish!!".

Figure B: Word document - Food



CHOOSE THE DIFFERENT WORD.



Board Three lemonade

Robot Watermelon ruler

Hat phone burgers

Pizza truck video game

Cat hot dog purple

Pre-speaking

Figure C: Interactive worksheet- Vocabulary Food (Liveworksheets)

V O C A B U L A R Y

F O O D

Watch the video and
complete the song.



Would you like a , Penny?
Oh! Yes, please

Would you like some , Penny?
Oh! Yes, please

Would you like some ?
Oh! Yes, please

Here it is. It's on this dish?
Oh, thank you

Would you like a , Penny?
Ah! yes, please

Would you like some ?
Ah! yes, please

Would you like some ?
No thank you

I think I need my bag. ;Oh!

LIVEWORKSHEETS

Figure D: Word document – Vocabulary Food

VOCABULARY

FOOD

Watch the video and
complete the song.

SANDWICH ICE CREAM WATERMELON

PIZZA FISH BREAD

Would you like a _____, Penny?
Oh! Yes, please _____
Would you like some _____, Penny?
Oh! Yes, please _____
Would you like some _____?
Oh! Yes, please
Here it is. It's on this dish?
Oh, thank you _____
Would you like a _____, Penny?
Ah! yes, please _____
Would you like some _____?
Ah! yes, please _____
Would you like some _____?
No thank you
I think I need my bag. ¡Oh!

Figure E: Menu 1- Food



Figure F: Menu 2- Food

KIDS MENU



SALAD	Green Salad	\$ 2.00	
	Cheese Salad	\$ 3.00	
	Tuna and Onion	\$ 4.00	
	Macaronnes	\$ 2.00	PASTA
	Lasagne	\$ 3.00	
	Spaghetti Bolonese	\$ 4.00	
PIZZA	Chicken	\$ 2.00	
	4 Cheeses	\$ 3.00	
	Ham	\$ 4.00	
	Apple Pie	\$ 2.00	DESSERT
	Ice Cream	\$ 3.00	
	Strawberry Cake	\$ 4.00	

Post-speaking

Figure G: Interactive worksheet- Food and Drink

FOOD AND DRINK

Listen, Read and match.

	eggs	
	peas	
	cheese	
	potatoes	
	bread	
	cake	
	carrots	
	sausages	
	juice	
	fish	
	ice cream	

LIVEWORKSHEETS LIVEWORKSHEETS

[Finish!](#)

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Table C: Lesson plan N° 2

LESSON PLAN 2			
Teacher	Rosario Fuentes		
Date	Monday 30 th Wednesday 1 st	Time	90 minutes
Level	A1		
Topic	My birthday		
Material	Laptop, Internet, Human Talent, Interactive Worksheets.		
Objectives	SWBAT <ul style="list-style-type: none"> • Make offers, using <i>Would you like ...?</i> and respond appropriately. 		
Skill			
Type of activities.	Multiple choice Drag and Drop		
Procedure			
Stages	Activities	Time	
Lead-in Choose the different word	<ul style="list-style-type: none"> • Teacher presents the students with an interactive worksheet that contains a YouTube video in which they have to select the correct answers to the questions. Interactive worksheet link: https://www.liveworksheets.com/c?a=s&t=dcsc8ijkq54&sr=n&ms=uz&l=jv&i=nuctzo&r=iq&db=3&f=dzdtztd&cd=pnkpk6oqct89lqylxkzgjot0ngnzzgnnxg	10 minutes	
Pre-speaking	<ul style="list-style-type: none"> • Students are invited to watch a "real life" video taken from YouTube in which two interlocutors discuss how to offer something in a friendly manner: the first man, who is the customer, requests some food from the waiter, 	25 minutes	

	<p>who offers him the various products the restaurant has in a friendly manner.</p> <p>YouTube Video Link:</p> <p>https://www.youtube.com/watch?v=AQgf85JrMw8</p> <ul style="list-style-type: none"> • The teacher shows the video again, but this time it is linked to an interactive worksheet, which includes an exercise that consists of completing the dialogue. <p>Interactive worksheet link:</p> <p>https://www.liveworksheets.com/c?a=s&t=dcs8ijkq54&sr=n&ms=uz&l=zl&i=nuctcf&r=ja&db=3&f=dzdtztdt&cd=pnkpk6ogct89lgalkzkzkeqd0ngnzgzxnzgx</p> <ul style="list-style-type: none"> • Students are asked to make guesses about the purpose of the lesson, e.g. <i>What are we going to talk about today?</i> • Students are requested to watch the YouTube video again with subtitles to double-check their answers, and then the teacher provides feedback. 	
While - speaking	<ul style="list-style-type: none"> • Teacher sets the following questions: <ul style="list-style-type: none"> - <i>Would you like some coffee?</i> - <i>Would you like a sandwich?</i> - <i>Would you like ice cream?</i> - <i>Would you like a slice of pizza?</i> - <i>Would you like some orange juice?</i> - <i>Would you like a glass of water?</i> 	25 minutes

	<ul style="list-style-type: none"> • Students are also shown illustrations to help them comprehend the concept and application of what they would like to offer/ask for some food in a polite way. • Teacher introduces some interactive worksheets about the use of would you like...? and asks students to complete it. <p>In this interactive worksheet, the students have to order the words to make sense of the questions.</p> <p>Interactive worksheets link:</p> <p>https://www.liveworksheets.com/c?a=s&t=dcsc8ijkq54&sr=n&ms=uz&l=dd&i=nuctcd&r=dp&db=3&f=dzdtztdt&cd=pnkpk6oqct89lnlxkzknnh0ngnzgzngxg</p> <p>https://www.liveworksheets.com/c?a=s&t=dcsc8ijkq54&sr=n&ms=uz&l=vz&i=tfotzs&r=pf&db=0&f=dzdtztdt&cd=pnkpk6oqct89lygzeizgphe2ngnzgzngxg</p> <ul style="list-style-type: none"> • Teacher asks students for the answers in order to improve their speaking skills • Students will write some questions based on the examples and ask to the resto of the class. 	
Post- speaking	<ul style="list-style-type: none"> • Teacher shows an interactive worksheet about a short conversation and students have to fill in the blanks. 	30 minutes

Interactive worksheet link:

<https://www.liveworksheets.com/c?a=s&t=dcsc8ijkq54&sr=n&ms=uz&l=un&i=dsnnuuo&r=kc&db=0&f=dzdtztdt&cd=pnkpk6oqct89lxlnpllxjck2ngnzgznzxcg>

- In pairs, students will create a Menu and a short dialogue where they have to exchange some questions and answers about how to ask for food in a polite way. This conversation model is based on the interactive worksheets presented above.

Interactive worksheets link:

<https://www.liveworksheets.com/c?a=s&t=dcsc8ijkq54&sr=n&ms=uz&l=om&i=tduodts&r=th&db=0&f=dzdtztdu&cd=pnkpk6oqct89lvznxjnzpzw2ngnzgznxxg>

<https://www.liveworksheets.com/c?a=s&t=dcsc8ijkq54&sr=n&ms=uz&l=un&i=dsnnuuo&r=kc&db=0&f=dzdtztdt&cd=pnkpk6oqct89lxlnpllxjck2ngnzgznzxcg>

- Students will perform the short dialogue.

Session 2

Interactive worksheets

Lead – in

Figure H: Interactive worksheet- Questions/Answers Would you like to ...?

Would you like ... ?



Listen to the conversation, and select the correct answer.



1. would you like some rice?	<input type="button" value="yes, please"/>	<input type="button" value="no, thank you"/>
2. would you like some steak?	<input type="button" value="yes, please"/>	<input type="button" value="no, thank you"/>
3. would you like some popcorn?	<input type="button" value="yes, please"/>	<input type="button" value="no, thank you"/>
4. would you like some carrots?	<input type="button" value="yes, please"/>	<input type="button" value="no, thank you"/>
5. would you like some yogurt?	<input type="button" value="yes, please"/>	<input type="button" value="no, thank you"/>
6. would you like some pasta?	<input type="button" value="yes, please"/>	<input type="button" value="no, thank you"/>
7. would you like some candies?	<input type="button" value="yes, please"/>	<input type="button" value="no, thank you"/>
8. would you like some onions?	<input type="button" value="yes, please"/>	<input type="button" value="no, thank you"/>
9. would you like some waffles?	<input type="button" value="yes, please"/>	<input type="button" value="no, thank you"/>
10. would you like some pizza?	<input type="button" value="yes, please"/>	<input type="button" value="no, thank you"/>

Answer the questions from the video.
Share it with your group.



LIVWORKSHEETS

Figure I: Word document- Questions/Answers Would you like...?

Would you like ... ?



Listen to the conversation, and select the correct answer.

1. would you like some rice?	yes, please	no, thank you
2. would you like some steak?	yes, please	no, thank you
3. would you like some popcorn?	yes, please	no, thank you
4. would you like some carrots?	yes, please	no, thank you
5. would you like some yogurt?	yes, please	no, thank you
6. would you like some salad?	yes, please	no, thank you
7. would you like some candies?	yes, please	no, thank you
8. would you like some omelet?	yes, please	no, thank you
9. would you like some waffles?	yes, please	no, thank you
10. would you like some pizza?	yes, please	no, thank you

Answer the questions from the video.

Share it with your group.



Pre-speaking

Figure J: Interactive worksheet – I would like

I would like

Complete the dialogue with "Would you like" or "I'd like."




A: Good morning
B: Good morning. How can I help you?
A: a coffee, please!
B: What type of coffee would you like?
A: a white coffee, please.
B: Certainly, sir anything else some cake or a muffin?
A: Yes, please. I would love a piece of cake
B: What type of cake _____, we have chocolate cake carrot cake, and a banana slice.
A: A slice of carrot cake would be lovely.
B: Thank you for your order



LIVWORKSHEETS

Finish!!


Figure K: Word document – I would like



I would Like

Complete the dialogue with "Would you like" or I'd like.

A: Good morning
B: Good morning. How can I help you?
A:a coffee, please!
B: What type of coffee would you like?
A: a white coffee, please.
B: Certainly, sir
anything else some cake or a muffin?
A: Yes, please. I would love a piece of cake
B: What type of cake
....., we have chocolate cake carrot cake, and a banana slice.
A: A slice of carrot cake would be lovely.
B: Thank you for your order





While-speaking


Figure L: Interactive worksheet – I would like



I would like


Put in order the words and read.


would a I  like

I  would a like

a I  like would

 I a would and  some like





Finish!

Figure M: Word document – I would like

I would like

Put in order the words and read.

would a I 🍌 like

I 🍷 would a like

a I 🍔 like would

🍞 I a would and 🍰 some like










Figure N: Interactive worksheet – Would you like ...?

WOULD YOU LIKE...?

Put the words in order to make sentences.

- you / Would / like / cherries? / some
- like / you / orange? / an / Would
- Would / like / a / biscuit? / you
- bananas? / Would / like / you / some
- an / apple? / like / Would / you
- Would / like / you / a / tomato?



LIVEWORKSHEETS


Teacher Beatrix

Finish!

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Post- speaking

Figure O: Interactive worksheet- Would you like/ I would like

 Name: Date: Class: 3.....


Would you like _____?/I'd like _____


I. Complete the dialogue with "Would you like" or "I'd like"

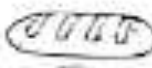



Waiter: Hello, _____ a pizza?
Man: No, thank you. _____ a fish, please.
Waiter: _____ French fries, too?
Man: No, thank you. _____ some potatoes, please.
Waiter: Here you are.
Man: Thank you.


II. Fill in the blank with "Would you like" or "I'd like"

1- _____ orange? 





2- _____ some cheese? 

3- _____ a bread, please. 

4- _____ a fish, please. 

5- _____ some fruits? 

III. Put the words in order to make sentences




1- you/Would/like/grapes?/some

2- meat/I'd/like/please/some

3- like/you/onions?/some/Would

4- an/like/I'd/please/ice-cream



Finish!

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Table D: Lesson plan N°3

LESSON PLAN 3			
Teacher	Rosario Fuentes		
Date	Monday 6 th Wednesday 8 th	Time	90 minutes
Level	A1		
Topic	Our Clothes		
Material	Laptop, Internet, Human Talent, Interactive Worksheets.		
Objectives	SWBAT <ul style="list-style-type: none"> Name and talk about clothes. 		
Type of activities.	Fill the gaps Multiple Choice Drag and drop		
Procedure			
Stages	Activities	Time	
Lead-in Find the words about a trip	<ul style="list-style-type: none"> Teacher introduces students to a WordWall (Hangman) about clothing. This activity is intended to get the students to talk to guess the clothing item. Interactive link: https://wordwall.net/es/resource/36595283	15 minutes	
Pre-speaking	<ul style="list-style-type: none"> Teacher introduces the topic and teaches basic vocabulary: <ul style="list-style-type: none"> Today I'm wearing ___ (list & point to visible clothing.) Who else is wearing [a sweater]? Who else is wearing ___? 	10 minutes	

- Teacher introduces an interactive worksheet about the clothes that she is wearing and sets the following questions:

- *What is your favorite clothing?*
- *What is your favorite color?*
- *What is the name and color of this clothing?*
- *What color is the teacher's blouse?*
- *Which clothes are green in color?*
- *Which clothes are yellow in color?*

Interactive worksheet link:

<https://www.liveworksheets.com/c?a=s&t=dcsc8ijkq54&sr=n&ms=uz&l=si&i=nuccds&r=ka&db=3&f=dzdtztdt&cd=pnkpk6oqct89lpolxkknpcd0ngnzgznzgxg>

- Students are asked to make assumptions about the purpose of this lesson, e.g. *What is the topic for today?*
- In pairs, students will ask each other the questions previously established.
- Teacher introduces an interactive worksheet about clothes and asks students to complete it.

Interactive worksheet link:

<https://www.liveworksheets.com/c?a=s&t=dcsc8ijkq54&sr=n&ms=uz&l=bm&i=dftnxfu&r=pj&db=0&f=dzdtztdt&cd=pnkpk6oqct89lfvnezlmexhq2ngnzgznzgxg>

	<ul style="list-style-type: none"> • Teacher asks students for the correct answers and elicits them to talk. 	
While – speaking	<ul style="list-style-type: none"> • Teacher introduces an interactive worksheet about clothes and elicits students to give answers. https://www.liveworksheets.com/c?a=s&t=dcsc8ijkq54&sr=n&ms=uz&l=jm&i=stnzxc&r=oj&db=3&f=dzdtztdt&cd=pnkpk6oqct89lqvpzlgmkjq0ngnzgznzxcg • Teacher shows students two photographs and elicits students to describe the clothes that those people are wearing. They also talk about the clothes from the photos that they would like to wear, teacher uses the following questions: <ul style="list-style-type: none"> - <i>Would you like to wear a red dress?</i> - <i>Would you like to wear blue jeans?</i> - <i>What dress would you like to wear, black or red?</i> 	
Post- speaking	<ul style="list-style-type: none"> • Students are given an interactive worksheet from WordWall in order to answer the questions from the teacher. It is to reinforce the new clothes vocabulary we have learned. 	

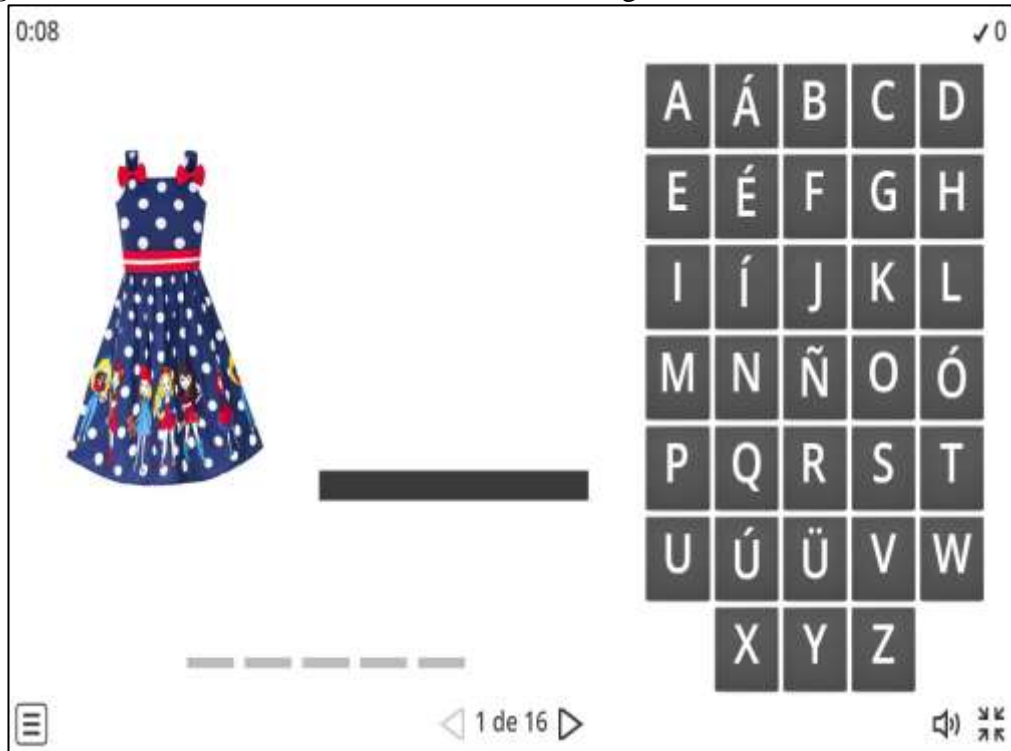
	<p>Interactive worksheet link:</p> <p>https://wordwall.net/es/resource/3770006</p> <ul style="list-style-type: none">• Teacher asks the students to draw a picture of themselves wearing their favorite clothes in order to describe it orally what they are wearing.	
--	--	--

Session 3

Interactive worksheets

Lead – in

Figure P: Interactive worksheet – Wordwall – Hangman – Clothes



Note: This source is © copyright WordWall, MissSalvador, Mexico

Pre-speaking

Figure Q: Interactive worksheet- Vocabulary Clothes


I am wearing

VOCABULARY CLOTHES

Read, drop, and drag in the correct places. Then share your answers with the class.

White blouse Green pants Yellow shoes

Glasses



LIVWORKSHEETS

Finish!!

Figure R: Word document- Vocabulary Clothes


I am wearing

VOCABULARY CLOTHES

Read, drop, and drag in the correct places. Then share your answers with the class.

White blouse Green pants Yellow shoes

Glasses



The image shows a 3D cartoon woman with dark hair and glasses. She is wearing a white sleeveless top, green pants, and yellow shoes. Four blue arrows point from the items she is wearing to empty yellow rectangular boxes for labeling: one points to her glasses, one to her blouse, one to her pants, and one to her shoes.

Figure S: Interactive worksheet- Vocabulary Clothes

CLOTHES

1. Drag and drop the vocabulary words.









































dress	pants	jockey	gloves	trainers
coat	scarf	hat	t-shirt	swimsuit
shoes	socks	skirt	boots	sweater
jacket	shirt	shorts	glasses	tie

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Figure T: Interactive worksheet- Open question

CLOTHES

2. What's your favorite clothing?


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While speaking

Figure U: Interactive worksheet- Our clothes.


9 Our clothes

Name: _____ Class: _____

①  Match.

	<input type="button" value="DRESS"/>
	<input type="button" value="PURSE"/>
	<input type="button" value="SHIRT"/>
	<input type="button" value="SUNGASSES"/>
	<input type="button" value="HAT"/>
	<input type="button" value="JEANS"/>

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Figure V: Interactive worksheet – Wordwall – Questionary – Clothes



Note: This source is © copyright WordWall, G. Barriga, Ecuador

Possible questions:

- What is the name of this clothe?
- What color is this clothe?
- What letter belongs to the answer?
- Do you like blue t-shirt?
- Who has a blue t-shirt?

Table E: Lesson plan N° 4

LESSON PLAN 4			
Teacher	Rosario Fuentes		
Date	Monday 13 th Wednesday 15 th	Time	90 minutes
Level	A1		
Topic	My birthday		
Material	Laptop, Internet, Human Talent, Interactive Worksheets.		
Objectives	SWBAT <ul style="list-style-type: none"> • Talk about what they are wearing. 		
Type of activities.	Multiple choice Drag and Drop Match		
Procedure			
Stages	Activities	Time	
Lead-in	<ul style="list-style-type: none"> • Teacher presents to the students a YouTube video about What I am wearing and sets some questions. <ul style="list-style-type: none"> - <i>What clothes did you watch in the video?</i> - What color is the sweatshirt? - What color is the pant? - What color are the shoes? <p>YouTube video link:</p> <p>https://www.youtube.com/watch?v=Flo1_1-xg60</p>	15 minutes	
Pre-speaking	<ul style="list-style-type: none"> • Teacher presents an interactive worksheet. It contains a video and some exercises base on the video and the grammar that we are going to use. <p>Interactive worksheets link:</p> <p>https://www.liveworksheets.com/c?a=s&t=dcsc8ijkq54&sr=n&ms=uz&l=rs&i=nuccsu&r=es&db=3&f=dzdtztdt&cd=pnkpk6oqct89lsplxkkpxrp0ngnzgznzgx</p>	15 minutes	

	<ul style="list-style-type: none"> The teacher elicits students' answers from the interactive worksheet and gives them confidence to the students to talk. 	
While - speaking	<ul style="list-style-type: none"> Teacher introduces some interactive worksheets about the use of "I am wearing" and asks students to complete them. In the first interactive worksheet, the students have to answer if the statements are true or false. In the second one, the students have to listen to the audio and write the correct number that matches with the description. In the last one, students have to read and match the description with the correct pictures. <p>Interactive worksheets link:</p> <p>https://www.liveworksheets.com/c?a=s&t=dcsc8ijkq54&sr=n&ms=uz&l=v&p&i=nuccuo&r=om&db=3&f=dzdtztdt&cd=pnkpk6oqct89lyhixkxjiv0ngnzgznzxc</p> <p>https://www.liveworksheets.com/c?a=s&t=dcsc8ijkq54&sr=n&ms=uz&l=or&i=untztot&r=sa&db=0&f=dzdtztdt&cd=pnkpk6oqct89ljsxlzgzjzpd2ngnzgznzxc</p> <p>https://www.liveworksheets.com/c?a=s&t=dcsc8ijkq54&sr=n&ms=uz&l=kp&i=dxffzds&r=le&db=0&f=dzdtztdt&cd=pnkpk6oqct89lchnmeegnp2ngnzgznzxc</p> <ul style="list-style-type: none"> Teacher elicits students the answers in order to improve their speaking skills 	30 minutes
Post-speaking	<ul style="list-style-type: none"> Teacher asks students to think about his or her favorite clothes. Next, she asks students to draw and pass to the front to present his or her work. 	30 minutes

Session 4

Interactive worksheets

Pre-speaking

Figure W: Interactive worksheet – Today I am wearing

Today I am wearing **WEEK 6 Fashion**

1. Choose the correct clothing.

Today, I am wearing (x4)

What are you wearing?

I am wearing a    

I am wearing    

I am wearing    

I am wearing    

2. Drag and drop. Order the clothes according to the song.

These are some things that you might be wearing.

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

Finish!

LIVWORKSHEETS





Figure X: Word document – Today I am wearing







Today I am wearing




1. Choose the correct clothing.

Today, I am wearing (x4)
What are you wearing?

I am wearing a    

I am wearing    

I am wearing    

I am wearing    

2. Drag and drop. Order the clothes according to the song.

These are some things that you might be wearing.

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

Post- speaking

Figure Y: Interactive worksheet – I am wearing

I am wearing...

Read the sentences and say if they are **TRUE** 😊 or **FALSE** 😞.



I am wearing ...

- I am wearing a blue hat.
- I am wearing sunglasses.
- I am wearing a purple dress.
- I am wearing a white t-shirt.
- I am wearing a brown jacket.

I am wearing black pants/ jeans

 LIVEWORKSHEETS

Figure Z: Interactive worksheet – Who am I?

WHO AM I?



1 2 3 4

 I'm wearing an orange T-shirt	<input type="checkbox"/>
 I'm wearing black trousers	<input type="checkbox"/>
 I'm wearing a blue T-shirt	<input type="checkbox"/>
 I'm wearing an orange skirt	<input type="checkbox"/>
 I'm wearing a blue cap	<input type="checkbox"/>
 I'm wearing orange shoes	<input type="checkbox"/>
 I'm wearing a red jacket	<input type="checkbox"/>
 I'm wearing brown trousers	<input type="checkbox"/>




Finish!

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Figure A.A: Interactive worksheet – I am wearing

Name Class No

	<p>I am wearing a red sweater, jeans and white shoes.</p>	
	<p>I am wearing a green jacket, green trousers and brown shoes.</p>	
	<p>I am wearing a red dress and red shoes.</p>	
	<p>I am wearing a red t-shirt, black shorts, white socks and black shoes.</p>	
	<p>I am wearing a blue t-shirt, brown shorts and brown shoes.</p>	
	<p>I am wearing a blue t-shirt, brown trousers, black shoes and gray hat.</p>	



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Table F: Lesson plan N°5

LESSON PLAN 5			
Teacher	Rosario Fuentes		
Date	Monday 20 th Wednesday 22nd	Time	90 minutes
Level	A1		
Topic	My birthday		
Material	Laptop, Internet, Human Talent, Interactive Worksheets.		
Objectives	SWBAT <ul style="list-style-type: none"> Describe clothing about themselves and third persons. 		
Type of activities.	Multiple choice Drag and Drop Match		
Procedure			
Stages	Activities	Time	
Lead-in	<ul style="list-style-type: none"> Teacher presents to the students a YouTube video about sets some questions. <ul style="list-style-type: none"> <i>What clothes did you watch in the video?</i> <i>What is the girl wearing?</i> <i>What is the boy wearing?</i> <i>Do you like the clothes of those children?</i> <p>YouTube video link: https://www.youtube.com/watch?v=EnulhZuwz04</p>	5 minutes	
Pre-speaking	<ul style="list-style-type: none"> Teacher presents an interactive worksheet. It contains a video and some exercises base on the video and the grammar that we are going to learn and use. 	15 minutes	

	<p>Interactive worksheets link:</p> <p>https://www.liveworksheets.com/c?a=s&t=dcsc8ijkq54&sr=n&ms=uz&l=qc&i=dnfscdc&r=rp&db=0&f=dzdtztdc&cd=pnkpk6oqct89ltnlepknksh2ngnzgznkxg</p> <ul style="list-style-type: none"> • The teacher elicits students’ answers from the interactive worksheet and gives them the confidence to talk. • The teacher explains how to use "<i>she is wearing and he is wearing</i>" to describe other people's clothing. The teacher mentions that "<i>she is wearing</i>" is used to describe women's clothing while "<i>he is wearing</i>" is used for men. 	
While - speaking	<ul style="list-style-type: none"> • Teacher reinforces learning with some interactive worksheets. <p>Interactive worksheets link:</p> <p>https://www.liveworksheets.com/c?a=s&t=dcsc8ijkq54&m=n&sr=n&ms=uz&l=ye&i=nuccnu&r=rr&db=3&f=dzdtztdc&cd=pnkpk6oqct89lirlxkklxss0ngnzgznkxg</p> <ul style="list-style-type: none"> • Teacher elicits students the answers in order to improve their speaking skills • Students are given another interactive worksheet in which they must correctly order the words to form correct sentences. Students share the answers with the class. <p>Interactive worksheets link:</p>	15 minutes

	<p>https://www.liveworksheets.com/c?a=s&t=dcsc8ijkq54&sr=n&ms=uz&l=iq&i=utuducc&r=do&db=0&f=dzdtztdc&cd=pnkpk6oqct89lotxzxnxkknj2ngnzgznkxg</p> <ul style="list-style-type: none"> • Teacher presents two photos of a girl and a boy and asks for some volunteers in order to talk about their clothes. 	
Post- speaking	<ul style="list-style-type: none"> • Teacher asks students to think of three members of their family and describe them. The students have to write down the descriptions on their notebook , teacher check it and ask some students to share it in the class. • In groups the students will organize themselves to form a mini fashion show which they will present the next class. 	10 minutes

Figure A.B: Interactive worksheet- Reading clothes- He/She is wearing...

READING "clothes"

Look at the picture, read and write the correct number

- > She is wearing a blue dress and pink shoes.
- > He is wearing brown trousers and a grey cap.
- > He is wearing jeans, a yellow jumper and trainers.
- > She is wearing a red dress and brown boots.
- > She is wearing a pink hat and black boots.
- > He is wearing jeans, a white shirt and a black jacket.
- > She is wearing a blue skirt, a pink jumper and a hat.
- > She is wearing a pink dress, leggings and pink shoes.
- > He is wearing brown trousers and white shoes.
- > He is wearing a blue cap and a blue T-shirt

LIVEWORKSHEETS





Finish!!


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Figure A.C: Interactive worksheet- What is she/ he wearing?

WHAT IS SHE - HE WEARING?

Complete the information and share it with your class.


	is wearing	<input type="text"/>
	is wearing	<input type="text"/>
	is wearing	<input type="text"/>
	is wearing	<input type="text"/>





Finish!!


Figure A.D: Interactive worksheet- Order

Put the sentences in order

 **is/ She/ t-shirt/ orange/ wearing/ an**

 **wearing/ black/ He/ shorts/ is**

 **She/ wearing/ shoes/ is/ green**

 **T- shirt/ green/ wearing/ is/ He/ a**

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Annex 6. Turnitin report

Identificación de reporte de similitud. oid:23537:272569905

NOMBRE DEL TRABAJO	AUTOR
TESIS INTERACTIVE WORKSHEETS AND IMPROVEMENT IN THE SPEAKING SKILL urkund.pdf	ROSARIO FUENTES

RECUENTO DE PALABRAS	RECUENTO DE CARACTERES
15849 Words	85994 Characters
RECUENTO DE PÁGINAS	TAMAÑO DEL ARCHIVO
63 Pages	636.9KB
FECHA DE ENTREGA	FECHA DEL INFORME
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