



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN-MANAGUA

Facultad Regional Multidisciplinaria, FAREM–Estelí

Fostering online interaction to improve English speaking skills in
EFL classes

Trabajo de seminario de graduación para optar

al grado de

Licenciado en la Carrera de Ciencias de la Educación con Mención en Inglés

Author

Sul Isbania Zelaya Ortez

Advisor

Ph. D. Israel Ramón Zelaya

Estelí, 04 de mayo de 2022



Table of content

Chapter One: Introduction	1
1.1 Context	1
1.2 Background	2
1.3 Rational	3
1.4 Problem statement	4
1.5 Research questions	4
Chapter Two: Literature review	6
2.1. Blended Learning approach	6
2.2. Pedagogical principles for blended learning	6
2.4. Online interactive learning	7
2.5. Importance of interactive learning approach	8
2.6. Principles of interactive online learning	8
2.7. Online interactive learning strategies	9
2.7.1. Educational games and competitions	9
2.7.2. Storytelling	10
2.7.3. Riddles	11
Chapter Three: Method	12
3.1 Context and participants	12
3.2 Subject Selection	13
3.2.1. Population	13
3.2.2. Sample	13
3.2.3. Sampling	13
3.3. Data collection method	13
3.3.1 Instruments	13
3.3.2. Interview	14
3.3.2. Observation Guide	14
3.4. Data analysis	14
Chapter Four: Body of the project	15
4.1 Description of the Project	15
4.2 Objectives of the project	15
4.3 Implementation procedures	15
4.4 Possible constraints of the project	19
Chapter Five: Conclusions	20
Recommendations	21

Bibliography

22

Annexes

27

Dedictory

In dedication to my God who helped me to accomplish this research. I also dedicate this research to my parents who have encouraged me all my life.

Acknowledgment

First, thank God for giving me strength and helping me to complete this research successfully.

Second, I would like to thank my parents and friends who inspired and motivated me a lot in finishing this final research. I am extremely grateful to my parents for their love, prayers, caring and sacrifices for educating me for my future.

I would like to express my deep and sincere gratitude to my research advisor Ph.D. Israel Ramón Zelaya for providing invaluable guidance throughout this research.

My thanks also go out to the Team Leader and students at European Academy who kindly participated in this research by giving generously of their time and providing access to apply this research to my students.

Finally, my thanks go to all the people who have supported me to complete this research directly or indirectly.

Abstract

This research was carried out with the aim of analyzing how effective and interactive the content is implemented in online classes at the European Academy. The main goal of this study is to foster online interaction in EFL classes through the use of new strategies. It also demonstrated how these strategies help to improve students' speaking skills. For this purpose, a classroom of 7 seven students from level 10 was selected; observation and interviews were applied in order to gather relevant information. This study compared and analyzed previous studies found about the topic of study. Likewise, the literature review describes the Blended learning setting, importance, and implementation of interactive content in virtual classes. Finally, this project describes the results obtained from the implementation of interactive strategies at the European Academy.

Key terms: Interactive content, online classes, interaction, online learning, blended learning, EFL classes.

Chapter One: Introduction

In general, English has been one of the most spoken languages around the world. A person who speaks English has more advantages such as getting better job opportunities, improving communication skills, and self-confidence at the moment of speaking. Students who also speak this language could apply for scholarships to study abroad. However, learning to develop this language might be hard, especially nowadays that education methods have changed due to the Covid-19 pandemic, students and teachers have been led to use blended learning, however, there is still much to do regarding this new methodology. It has been demonstrated that teachers do not have enough experience teaching EFL/ESL (English as a Foreign Language /English as a Second Language) through online platforms, and students get disappointed, get frustrated, experience stress, anxiety and lose enthusiasm in online classes.

A major challenge for today's online class requires developing interactive strategies that provide specific feedback on students' knowledge. Teachers can sometimes struggle in establishing effective online interactive strategies because they are used to applying traditional strategies in face-to-face classes. Previous studies have been exploring ways to increase student participation and engagement in online classes. However, online interaction has not been paid attention, it is important to realize that student's online interaction is an essential part in the online EFL learning process.

Considering that, online classes are a challenge nowadays. The main objective to fulfill with this research is to foster online interaction to improve English speaking skills by describing online strategies that teachers could apply in EFL Classes. Additionally, the theory presented in the literature review was chosen according to the research questions set at the beginning of the writing process. Finally, the research approach selected was qualitative, and two data collection instruments will be used: the semi-structured interview and the participant observation.

1.1 Context

This study was carried out at the European Academy located in the city of Estelí, Nicaragua. This academy offers a variety of languages to learn, the main goal is to teach through the

(IALS) system, which the Academy considers the better system to learn a new language. In Estelí, this academy consists of a total number of 190 students enrolled in English class. This site has three education stages: Basic, intermediate, advanced, TOEIC, TOEFL and IELTS program, made up of 6 levels each. The class size is between 8-10 students per classroom, which the Academy considers ideal for the teaching and learning process. Their offer emphasizes blended learning: face-to-face and virtual classes, however, the majority of the students prefer to take face-to-face classes rather than virtual. Students that take face-to-face classes have the opportunity to take free online classes, nevertheless, students rarely enroll in these classes and they have expressed that online classes are not interactive enough, considering these reasons this study aims attention at students from a level tenth of the intermediate stage, this study will be foster online interaction and the quality of teaching and learning of the English Language.

1.2 Background

Virtual learning has turned into an essential part in education, since the covid-19 pandemic, and online learning has become more focused on people's lives. It has forced schools and universities to integrate technology as a vital part of teaching and learning. Although technology has brought many benefits, it has also brought new challenges for teachers and students, particularly when it comes to implementation and use. Hence, online learning has attracted much attention from researchers in order to analyze the effectiveness of virtual learning and also to provide new strategies to improve the quality of online education by implementing different approaches.

For instance, Alawamleh, Mohammad & Al-Twait, Lana & Al-Saht, Gharam, (2020) researched "The effect of online learning on communication between instructors and students during Covid-19 pandemic", whether online learning has an effect on communication between instructors and students in a negative way, evaluate and suggest ways of improving effective online communication. The results revealed that the majority of students prefer classroom classes over online classes due to many problems they face when taking online classes, such as lack of motivation, understanding of the material, decrease in communication levels. This indicated that instructors should encourage students to participate and interact by providing new strategies.

On the other hand, Pham Ngoc Thach, (2018) addressed a research on “Learner-content interaction in an online English learning course at Vietnamese University”, Which main purpose allows to examine the learners’ perceptions about the usefulness of their interaction with the content of an online English course used at a university in Vietnam. The study revealed that learners are not confident in using the online course and it suggests promoting autonomous learning by providing continuous technical support. In view of the above, interaction plays a critical role in both traditional and online learning processes, and also that is crucial to help out students with technical support to make efficient use of technology in virtual learning.

Finally, Mohammed Saleh Alshamrani, (2019) conducted research on “An Investigation of the Advantages and Disadvantages of Online Education”, whose primary objective was to identify the advantages and disadvantages of online learning for a group of students studying in New Zealand. This study plays an important role in understanding how online learning contributes to the learning process.

1.3 Rational

This study will contribute theoretically by expanding the current understanding of blended learning, particularly in virtual settings. Moreover, through the proposal of new strategies, teachers will be benefited by helping teachers to implement new and significant teaching strategies for the purpose of improving quality and the teaching process significantly.

Furthermore, it has a social projection to benefit both; teachers and students, by creating active settings in virtual classrooms, especially when it comes to online classes by engaging students in interactive environments. Besides, it will benefit students with learning activities that will engage them which could increase their interest in the online class and especially their speaking skills.

Moreover, the findings will convey valuable information and a new understanding related to the effectiveness of interactive content implemented in online classes, and how it influences learners’ interaction and benefits students to engage in active learning.

1.4 Problem statement

In the last few years, the importance of active participation in the learning process rather than passive observation has been growing. Considering that learner's interaction in the classroom enhances students' speaking skills. Interaction is significant in the learning process.

In Nicaragua, the European Academy has been applying IALS (Interactive Language System) as an effective, natural, and interactive way to speak English and improve it in record time, either in virtual or face-to-face classes at all levels for a long time. The IALS system is based on "learning by doing" and when teachers act, repeat, attack and interact with their students by using National Geographic Learning material.

However, online learning material is not interactive at all. As a result, students do not feel attracted and get disappointed by the use of the online learning material, students feel that there is no interaction and there is not enough exposure to the target language.

At last, students will not be more engaged and enthusiastic in the learning process. They will not grow from being passive to active. With the above said in mind, this research states the following problem: How does online interaction improve English speaking skills in EFL classes?

1.5 Research questions

The research questions for this proposal are:

1. How effective and interactive is the content implemented in online EFL classes at European Academy?
2. What online interactive strategies can be applied to improve English speaking skills of students at European Academy?

1.5 Structure of the project

The Structure of the project is structured in the following way: chapter one, introduction which includes previous research, indicates the researcher's opinions about the project, and also explains the importance of this research, context explains and justifies the project's need, background states learning theories that can be connected to this research. Secondly, rationale describes the research relevant, problem statement explains the problem that this research is being addressed and research questions are questions that a project aims to answer. In chapter two, the literature review relates to the problem in the study, where theories and concepts of the variable are demonstrated. Chapter Three, the method presents methodology implemented. It also describes, context and participants, subject selection, population, sample sampling, data collection method, and instruments. Chapter four, a body of the project details description of the project, objectives of the project, and implementation procedures. Finally, chapter five summarizes the main findings and the major implications of the project and also gives suggestions for future research.

Chapter Two: Literature review

This chapter presents theories and concepts that will be taken as a reference to develop this research; throughout this chapter, we define essential terms such as; blended learning approach, classroom learning, online learning, online Interactive learning, the importance of interactive learning approach, principles of interactive online learning, online interactive learning strategies the definition of these terms will provide readers a clear understanding about the title.

2.1. Blended Learning approach

Previous research indicates that blended learning increases students' learning skills, allows better access to online information, students' online interaction, and opportunities to learn a foreign language easily. Oxford Advanced Learner's Dictionary (2010) describes “a way of studying a subject that combines being taught in class with the use of the different technologies, including learning over the internet: blended learning is a cost-effective way of delivering training.” Bernatek , B. , Cohen , J. , Hanlon , J. , & Wilka , M. (2012) defines “blended learning enables more individualized instruction through multiple learning modalities and customized learning plans.”

Aida Mohammad Ali Bakeer (2018) claims “blended learning is a flexible approach that offers a fully online course and enriches face to face teaching interaction.” It improves learning by giving another chance for students to stay in touch with their teachers and classmates. On the other hand, Siew-Enga & Muuk, (2015) states that the experiences of Face-to-face interaction improve online learning by developing an atmosphere that fosters engagement and improves target language speaking skills.

Blended learning is defined as “the interdependent combination of face-to-face and online education. It involves combining the best of these two modes of learning in such a way that they complement and supplement each other” (Lincoln University, 2021).

2.2. Pedagogical principles for blended learning

John Anderson and Robert McCormick (2005) describe the following pedagogical principles for blended learning:

Match to the curriculum: The pedagogy should be matched with and aligned to the appropriate curriculum by clarifying objectives based on student's levels, observing new technologies and education, content covered, student's activities and assessments.

Inclusion: The pedagogy should support inclusive practice seen in terms of different types and ranges of achievement, physical disabilities, different social and ethnic groups; gender.

Learner engagement: This principle emphasizes that teachers should apply approaches to learning and not just be used to entertain learners and how important is the class atmosphere through educational games.

Innovative approaches: The design and implementation of the online content or environment may be innovative, in the sense teachers might take a new approach that has not been taken either by previous non-technological or by digital content of the curriculum.

Effective learning: This principle provides students authentic learning and encourages learner autonomy.

Formative assessment: It provides feedback that helps students to see how they can improve and what they must do to improve based on self-assessment and peer assessment.

2.3. Online learning

In the last decade, online learning has been growing because blended learning has been an important approach in the world. Due to this, blended learning practices, which present a combination of both face-to-face education and online learning opportunities, have become more popular nowadays.

Bielawski and Metcalf (2003) reported: "blended learning practices offer an effective teaching method for learners with different learning styles and self-regulation skills." Besides, online learning provides a world-class education to anyone, anywhere, and anytime as long as they have access to the Internet.

2.4. Online interactive learning

In educational technology, the term 'interactive' refers to flexible content that encourages active learning. Incorporating interactive learning content into online learning allows teachers and

students to manage multimedia content for easy access. When teachers ask for feedback any chance the students have to leave feedback is a good opportunity for interaction.

In online education, students interact not only with classmates and teachers, but also with the content provided. According to Kuo, Walker, Belland & Schroder (2013) learner-content interaction and internet self-efficacy are good predictors of student satisfaction.

2.5. Importance of interactive learning approach

Transforming online learning into an interactive environment creates more learner-centered experiences. The interactive learning approach allows students to become more engaged in their learning experience, and web conferencing tools allow for real-time discussion and feedback in class settings.

Pravin Khandve (2016) expressed “students often lose interest during lecture-style teaching, interactive teaching styles promote an atmosphere of attention and participation.” Studying in a relaxed, informal, and friendly environment is more exciting from a student's point of view. Interactive learning activities provide enjoyment for students as well as numerous benefits in terms of developing learning.

2.6. Principles of interactive online learning

Addison Wesley Longman (2001) considered the following interactive principles:

First, automaticity is human interaction best accomplished when focal attention is on meanings and messages and not on grammar and other linguistic forms. Second, intrinsic motivation as students become engaged with each other in speech acts of fulfillment and self-actualization.

Third, strategic investment requires language competence to make certain decisions on how to say or write or interpret language. Fourth, risk-taking requires the risk of failing to produce intended meaning, of being laughed at, of being shunned.

Next, the language-culture connection requires that interlocutors be thoroughly versed in the cultural nuances of language. Interlanguage entails a long development process of acquisition.

Therefore, teacher feedback is crucial to the developmental process. Last, communicative competence, grammatical, discourse, sociolinguistic, pragmatic, and strategic are involved in human interaction. All aspects must work together for successful communication.

2.7. Online interactive learning strategies

In EFL interactive classes, students can express their ideas by themselves. The teacher's role, therefore, is to enhance classroom interaction and guide students to become more reciprocal in their interaction. Moreover, interaction develops students' ability to engage socially outside of the classroom. Interaction can also help teachers to measure student progress and development but today online classes are a new environment that requires technical skills and communication strategies that are not the same as teachers applied in traditional classrooms. To solve this, many researchers have proposed various strategies to enhance students' online interaction.

2.7.1. Educational games and competitions

Educational games are designed to help people understand concepts, learn vocabulary and develop problem-solving skills as they play games. In education, technology has transformed the teaching style, and it has allowed students to learn in a different way engaging students into active learning.

Quizzes are fun and helpful for learning. Quizzes are also good for your brain and your mental fitness. Research now proves that people who keep learning and keep their brains exercised tend to stay mentally fit and healthy longer than people who do not exercise their minds.

Competition evaluates the position of people in various tasks. Dettmer (2005) stated that if the purpose is selecting the one who carries out the task more efficiently, then it can really prove to be useful since it is needed in everyday life.

The following are examples of educational games, quizzes, and competitions:

Kahoot is a free digital game that allows teachers to run game-like quizzes and build presentations with embedded quizzes. Teachers can also create their own quizzes. Kahoots can be presented live or assigned for self-paced learning. During live Kahoots, questions with answer choices get projected onto a classroom screen while students submit responses using an internet-connected device (computer, tablet, or phone). For live Kahoots, teachers can choose between Classic mode and Team mode. The Team mode allows groups of students to cooperate with each other and compete against other teams.

Playing Kahoot doesn't involve student accounts, only a game PIN from the main screen, a name and nickname for each student. With a free account, teachers create quizzes that can be multiple choice or true and false and also adjust the time limit and point value for each question.

ESL games is a free website that offers interactive online games and a YouTube Channel for learning and teaching English as a Second Language. There are activities for teaching and practicing English grammar, vocabulary, listening and pronunciation skills. Teachers or Students can check out ESL lesson materials including, Flashcards, Board Games, Worksheets, Lesson Plans, and PowerPoint Games.

Nearpod is an interactive digital tool in which students interact and receive immediate feedback by drawing on a map or diagram, answering multiple-choice quizzes, posting a note or image on a digital board. Nearpod lessons also take students on a virtual field trip to a national park or a different country that helps students review lessons or vocabulary by incorporating interactive google slides, videos, and activities.

Baamboozle creates fun educational games. Baamboozle lets you customize your game to exactly match what you're trying to teach or practice. Students have to reproduce the answers, not just recognize them. Learning is in context, in a highly engaging and competitive environment.

2.7.2. Storytelling

Storytelling is a term that has been used to describe “the art, in which a teller conveys a message, truths, information, knowledge, or wisdom to an audience – often subliminally – in an entertaining way, using whatever skills, (musical, artistic, creative) or props he chooses; to

enhance the audience's enjoyment, retention and understanding of the message conveyed. Stories are sometimes told purely for joy and delight" (Mckay, 2021)

Studies suggest that there are positive effects in the intellectual, social, and emotional development of students who are encouraged to use storytelling. Michi Farida Abdul Halim & Sharifah Zurina Syed Kamarulzaman (2010), defined storytelling as an effective strategy and also emphasized that "storytelling has beneficial effects on speaking skills by students being able to associate."

2.7.3. Riddles

Riddles is defined as "a mystifying, misleading, or puzzling question posed as a problem to be solved or guessed" (Merriam Webster's, 2022). Elly Syhadati, Finny Anita & Maria Peeva Mahseya Ngsurukh (2021), state that students are happy and more active involved themselves to play riddle games and break up the clues, statements, even the harder questions they never give up. Students' performance improves, they become more confident to present their task through a riddle, and express their thinking about a certain topic when learning.

According to Nachtigal (2010) states riddles are excellent EFL strategy because they require students to practice a variety of language skills in order to find a solution. Riddles also help both teacher and students in creating a more interactive classroom atmosphere in which they will generate active responses.

The previous literature review reveals that the use of online interactive strategies such as educational games, quizzes, competitions and storytelling are effective at the moment to teach English as a foreign language. Learning in a fun and dynamic way the English language fosters students' interaction. Furthermore, these strategies can be applied to any content that the teachers teach in online classes.

Chapter Three: Method

This third chapter presents the methodology implemented. Here it states the types of research design, subject selections and it also describes the research site and information about the context and participants; especially the population, sample, and sampling. Besides, the data collection method is included. This project follows a qualitative research design. Creswell (2014) describes qualitative research design as “an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (p.32). This means that qualitative researchers study things attempting to make sense of them and to interpret a phenomenon in terms of the meaning people bring to them. In summary, qualitative research emphasizes the natural promotion of viewpoints of the participants and discussions with the participants. Therefore, this research method is applicable to carry out this project due to the theories.

3.1 Context and participants

In Nicaragua, the European Academy has been teaching languages for twenty years. It offers English, French, German, Italian, Dutch, Portuguese, Spanish, and Mandarin. It has more than 70 offices in seven countries, from Mexico to Costa Rica and the Dominican Republic. Ricardo Wauthion suggests that education is an interactive process, where academies should represent present life and be centered on the experience of the children. IALS (Interactive Language System) aims at children, youth, and adults.

The didactic material used at the basic level is in a book developed by Wauthion. This didactic tool complements the IALS method because students gain knowledge and activate their listening, speaking, writing, and comprehension skills. At the higher levels, the teaching material is produced by National Geographic Learning, as part of Cengage Learning outlined with the interactive narrative approach, and is cross-mediated by the IALS throughout the program. European Academy also implements b-learning (hybrid training) and e-learning (online learning) from its website, online campus, and the digital platforms National Geographic Learning and Cengage.com.

3.2 Subject Selection

The universe of this research was of 190 students at European Academy, in the second semester 2021, in the municipality of Estelí, Department of Estelí.

3.2.1. Population

The population of this study consisted of a total amount of 10 students of level tenth from Saturday English course at European Academy.

3.2.2. Sample

The sample used in a classroom from Level tenth consisted of 6 students. There 3 boys, and 3 girls. Their ages are between 18 and 25 years old.

3.2.3. Sampling

Students of the sample are selected randomly and purely by chance. Hence, the quality of the sample is not affected as every member has an equal chance of being selected in the sample.

3.3. Data collection method

In order to gather information this project features two data collection: students interview and teachers interview gets the views, experiences, motivations and opinions about the interaction during online classes; and observation allows the researcher to gather information from the field of the investigation and gets a sense of the teaching and learning process. These instruments allow us to identify difficulties and strength in the level of effectiveness of the different strategies implemented by the teacher.

3.3.1 Instruments

Instruments required for this project are an interview and observation guide, which contain important questions about the research problems. The sample for the observation instrument

consisted of 190 students chosen by purposeful sampling from a population of total students who were the total number of students in level ninth at European Academy. From 190 students as the sample for the observation, 7 students and 2 teachers are chosen to participate in the interview, following the criterion-based sampling which includes men and women.

3.3.2. Interview

The interview is a method to explore the views, experiences, beliefs, and /or motivations of individuals in specific ways and also it is a method used in qualitative research (Cresswell, 2014). The interview with the students and teachers consist of 6 questions. The interview is focused on finding out the points of view of the teachers and students. This information is crucial to achieving the goal of this project.

3.3.2. Observation Guide

Cresswell (2014) mentions that an observation is a data collection method used in qualitative designs; it allows the researcher to get information from the field of investigation. Observations help us get a better picture of the teaching and learning process and record all the activities that the teacher uses in the class.

3.4. Data analysis

The two data collection methods used, interviews and observation guide were applied for students and teacher's online classes through an online interview application. Both had an objective to know and analyze perceptions about the interaction in EFL classes and the observation guide was analyzed for each question mentioned.

Chapter Four: Body of the project

This section presents an analysis of the strategies implemented and it describes the findings from the online interactive learning approach in order to foster student online interaction in EFL classes. At the same time, it describes how the necessary data and information were collected to address the research objective and questions, to then organize and discuss the findings according to the order of the research questions raised.

4.1 Description of the Project

Online classes will be taught for a month, including two meetings per week, forty-five minutes each meeting by zoom platform. In each meeting, teachers need to apply an interactive strategy that helps students to interact with each other. Students will decide if they want to be in the online classes because classes will be guided for students that want to improve speaking skills.

4.2 Objectives of the project

The present project consists of applying strategies that could increase teaching style based on online interactive content.

4.3 Implementation procedures

Identifying the needs in the classroom

This study applied an observation before applying any strategy. These results were very essential to analyze:

- 1. How effective and interactive is the content implemented in the online EFL classes at European Academy?**

Through the observation, it could be observed that in online classes students were not engaging enough in the class which leads to poor performance in speaking skills. It was also observed that students get bored, often, do not enroll, and take online EFL classes just as a requirement, but not because they really want to interact in pairs or groups.

The findings in the interviews were that “online classes tend not to be considered reliable, some teachers are not dynamic, the content is the same, reading is not interesting, teachers speak more than students” and some of them express that they do not interact in online classes at all, because they do not have good speaking skills.

Proposal of strategies

Based on the results obtained from the observation and the review of the literature, it was decided to apply online interactive strategies for online EFL classes due to the lack of interaction and engagement of students.

2. What online interactive strategies can be applied to improve English speaking skills of students at European Academy?

Educational games: The first game applied to review the simple past and present perfect was “Kahoot” Students were divided into red groups and blue groups in breakout rooms through zoom video call. Kahoot generates a game pin randomly, once students enter the game pin, the teacher can press the start button at the middle right of the screen to begin the quiz. After each student answers the question, the teacher can continue the quiz by pressing on Next. In the quiz applied by the teacher there were 10 questions and for each question students had 10 and 20 seconds to answer it in a group. Students expressed that they really enjoyed Kahoot because they could play and study at the same time, games were funny and it was easy to play. The results indicated that the interaction of students improved due to games.

Table 1. Details student's questions and answers

Question Number	Question	Answer 1	Answer 2	Correct Answers
1 Quiz	Choose the correct sentence	I have never been to Vienna.	I never was to Vienna.	I have never been to Vienna.
2 Quiz	Choose the correct sentence	My great great grandfather has had five sisters.	My great great grandfather had five sisters.	My great great grandfather had five sisters.
3 Quiz	Choose the correct sentence	He lived in Manila for a year when he was a student.	He has lived in Manila for a year when he was a student.	He lived in Manila for a year when he was a student.
4 Quiz	Choose the correct sentence	Oh no! I lost my wallet!	Oh no! I have lost my wallet!	Oh no! I have lost my wallet!
5 Quiz	Choose the correct sentence	Did you see Julie today?	Have you seen Julie today?	Have you seen Julie today?
6 Quiz	Choose the correct sentence	Last Friday they played rugby, then they have gone to a pub.	Last Friday they played football, then they went to a pub.	Last Friday they played football, then they went to a pub.
7 Quiz	Choose the correct sentence	I read six books this week.	I have read six books this week.	I have read six books this week.
8 Quiz	Choose the correct sentence	She did visit her grandmother last month	She have visited her grandmother last month	She visited her grandmother last month
9 Quiz	Choose the correct sentence	The Vandals have invaded Rome in the year 455.	The Vandals has invaded Rome in the year 455.	The Vandals invaded Rome in the year 455.
10 Quiz	Choose the correct sentence	Did you see 'The King's Speech'?	Have you seen 'The King's Speech'?	Have you seen 'The King's Speech'?

Table 2. Indicates students final scores.

Present Perfect vs Simple Past				
Final Scores				
Rank	Player	Total Score (points)	Correct Answers	Incorrect Answers
1	Student 1	4821	6	4
2	Student 2	4246	6	4
3	Student 3	4005	5	5
4	Student 4	3120	4	6
5	Student 5	2206	3	7
6	Student 6	1879	3	7

Riddles: with the aim of reviewing vocabulary that students have been struggling with, an online class was planned to provide students additional strength for concrete where it is needed. This time, this online class included a new strategy which is called “Riddles” in this strategy, they were selected 10 easy and fun questions for each question’s students had 5 seconds to answer it individual. Students expressed that they really like the activity because they could interact with their classmates, and also some of them described that they learn more when they are playing through different strategies. The results indicated that students had a better performing and that interactive strategies are significant in EFL class, not only because they have learned the vocabulary through riddles, but also because they practice their speaking skills. It was also found that the participation and speaking skills of students improved due to collaborative learning.

Questions

1. A woman and 9 friends are under ONE umbrella. But nobody gets wet. Why?
2. What are the next two letters in this? J, F, M, A, M, J, __, __
3. How many months have 28 days?
4. What kind of tree can you carry in your hand?
5. What are the next letters in this and why? W, A, T, N, L, I, T, __, __
6. You enter a dark room. There is a candle and a lantern. You only have ONE match. Which one do you light first?
7. An electric train is travelling east to west at a speed of 100kph. The wind is blowing west to east at a speed of 80kph. Which direction does the smoke blow?
8. What is the next number? 25, 24, 22, 19, 15, ...
9. What does this say? HIGH HIGH HIGH HIGH HIGH
10. As a man was going to the zoo, he met a man that he knew. This man had seven wives. Every wife had seven sacks. Every sack had seven cats, and every cat had seven kittens. How many people, animals, and things are going to the zoo?

Answers

1. Because it wasn’t raining.
2. J, A (The letters are the first letters of the months – January, February, March, April, May, June, July, August)
3. All months have 28 days (some have more than 28).
4. A palm tree.
5. A, W (The answer is in the question – What are the next letters in this and why?)

6. Light the match first.
7. There is no smoke. It's an electric train.
8. 10
9. High Five
10. One (The other man, wives, sacks, cats, and kittens are not going to the zoo – As a man was going to the zoo...)

<https://games4esl.com/easy-riddles-for-esl-students/>

4.4 Possible constraints of the project

Some of the possible constraints are fear of computers and technology, lack of online software skills, unfamiliarity with online learning tools, students' negative perceptions about virtual education, students' stress and pressure, no face-to-face communication, and digital distraction. Finally, teachers and student's communication in online teaching, lesson plan, new teaching styles, new content, new multimedia tools (Videos, PPT, and Animation), checking, assignments, and feedback from students.

Chapter Five: Conclusions

This research aimed at studying the online strategies that can improve speaking skills in tenth-level students at European Academy, Estelí. Before collecting and analyzing data through interviews and observation, it was found many strategies that could be an effective pedagogical tool in fostering students' interaction in EFL classes.

The results obtained show that the online strategies are not suitable for promoting and fostering students' interaction in EFL classes because most of them are strategies from traditional methods focused on grammar structure and therefore do not contribute to the development of communicative language competencies of students. Therefore, based on the results from the research that has been carried out it is possible to suggest that English teachers should implement online interactive strategies that could make students take part in the online classes and maximize students talking time by giving them opportunities to have interaction with others.

Recommendations

In the information gathered through the students' and teacher's interview and observation guide to the class of level tenth who belong to the European Academy, I could identify that online strategies applied by the teacher are not interactive as they should be, which means that classes are not interactive at all. Students who can interact freely in online classes can interact with confidence in English outside the classroom. For this reason, the following section presents some recommendations for teachers that teach online EFL classes at European Academy:

1. Teachers should foster online interaction in EFL classes.
2. Teachers should implement new online strategies to improve students' speaking skills.
3. To reduce teacher talking time in order to give students opportunities to interact with others in online EFL classes.
4. To join pair and group work to allow students' online interaction in EFL classes.
5. To motivate students constantly to make them interact in online EFL classes.
6. To support students by giving them some time to think and provide ideas before starting a task.

Bibliography

A systematic review of the effect in using riddle game.pdf. (s. f.).

Al-Zahrani, M. Y., & Al-Bargi, A. (2017). The Impact of Teacher Questioning on Creating Interaction in EFL: A Discourse Analysis. *English Language Teaching*, 10(6), 135.

<https://doi.org/10.5539/elt.v10n6p135>

Anderson, J., & McCormick, R. (2005). *Ten pedagogic principles for E-learning*.

Apriandari, T. (s. f.). *FACULTY OF EDUCATION AND TEACHER TRAINING AR-RANIRY STATE ISLAMIC UNIVERSITY BANDA ACEH 2019 M/1440 H. 82.*

Apriandari—FACULTY OF EDUCATION AND TEACHER TRAINING AR-RANIR.pdf.

(s. f.). Recuperado 27 de enero de 2022, de [https://repository.ar-](https://repository.ar-raniry.ac.id/id/eprint/8576/1/SKRIPSI%20FULL%20WORD.pdf)

[raniry.ac.id/id/eprint/8576/1/SKRIPSI%20FULL%20WORD.pdf](https://repository.ar-raniry.ac.id/id/eprint/8576/1/SKRIPSI%20FULL%20WORD.pdf)

Brown, D. (s. f.). *Teaching by principles and interactive approach to language pedagogy* (Second).

Cohen, D., & Sasson, I. (s. f.). *Online Quizzes in a Virtual Learning Environment as a Tool for Formative Assessment.* 21.

Cresswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (Fourth).

Dailey-Hebert, A. (2018a). Maximizing Interactivity in Online Learning: Moving Beyond

Discussion Boards. *Journal of Educators Online*, 15(3).

<https://doi.org/10.9743/jeo.2018.15.3.8>

Definition of RIDDLE. (s. f.). Recuperado 27 de enero de 2022, de <https://www.merriam-webster.com/dictionary/riddle>

El-Hallim, N., & Abdalla, M. (2019). The Impact of a Competitive Learning Strategy on Developing EFL Students' Translation Skills at the Faculty of Specific Education. *Journal of Research in Curriculum Instruction and Educational Technology*, 5(1), 11-44. <https://doi.org/10.21608/jrciet.2019.31975>

ESL Games / Games4esl. (s. f.). Recuperado 22 de enero de 2022, de <https://games4esl.com/esl-classroom-games/>

Gotthardt, K., Krämer, B. J., Magenheimer, J., & Neugebauer, J. (s. f.). *On Benefits of Interactive Online Learning in Higher Distance Education*. 15.

Hashemi, A. (2020a). *The Effects of Using Blended Learning in Teaching and Learning English: A Review of Literature*. 7.

Hashemi, A. (2020b). *The Effects of Using Blended Learning in Teaching and Learning English: A Review of Literature*. 7.

Interactive Learning Content: How Effective is it in E-learning? - CAE. (s. f.). Recuperado 4 de diciembre de 2021, de <https://www.cae.net/interactive-learning-content-elearning/>

Interactive Learning Online at Public Universities: Evidence from a Six-Campus Randomized

Trial. (s. f.). Recuperado 4 de diciembre de 2021, de

<https://onlinelibrary.wiley.com/doi/epdf/10.1002/pam.21728>

Isti'anah, A. (2017). The Effect of Blended Learning to the Students' Achievement in Grammar Class. *IJEE (Indonesian Journal of English Education)*, 4(1), 16-30.

<https://doi.org/10.15408/ijee.v4i1.5697>

Johns, E. M. (2015). *Interactive Options in Online Learning*. 6.

Kahoot! (s. f.). <https://create.kahoot.it/discover>

Kahoot! Review for Teachers | Common Sense Education. (s. f.). Recuperado 4 de diciembre de 2021, de <https://www.commonsense.org/education/website/kahoot>

Keskin, S., & Yurdugül, H. (2020a). Factors Affecting Students' Preferences for Online and Blended Learning: Motivational Vs. Cognitive. *European Journal of Open, Distance and E-Learning*, 22(2), 72-86. <https://doi.org/10.2478/eurodl-2019-0011>

Krämer, B., Gotthardt, K., Magenheimer, J., & Neugebauer, J. (2014). On Benefits of Interactive Online Learning in Higher Distance Education: Repeating a Learning Analytics Project in the Context of Programming Education. *International Journal on Advances in Life Sciences*, 6, 350-363.

Lalima, Dr., & Lata Dangwal, K. (2017b). Blended Learning: An Innovative Approach. *Universal Journal of Educational Research*, 5(1), 129-136.

<https://doi.org/10.13189/ujer.2017.050116>

MacKenzie, D. L. (2015). *Can Using Individual Online Interactive Activities Enhance Exam Results?* 11(2), 5.

Mokhtar, N. H., Halim, M. F. A., & Kamarulzaman, S. Z. S. (2011b). The Effectiveness of Storytelling in Enhancing Communicative Skills. *Procedia - Social and Behavioral Sciences*, 18, 163-169. <https://doi.org/10.1016/j.sbspro.2011.05.024>

Nearpod: You'll wonder how you taught without it. (s. f.). Recuperado 4 de diciembre de 2021, de <https://nearpod.com/teach-b>

Ngсурukh, M. P. M., Anita, F., & Syahadati, E. (2021). *A SYSTEMATIC REVIEW OF THE EFFECT IN USING RIDDLE GAME TECHNIQUE ON STUDENTS' VOCABULARY MASTERY.* 13.

Oxford University. (2010). *Advanced Learners Dictionary.* En *Oxford Advanced Learners Dictionary of Current English* (Eight, p. 1796).

Pearson. (s. f.). *9 strategies for effective online teaching.* Recuperado 2 de diciembre de 2021, de <https://www.pearson.com/ped-blogs/blogs/2020/03/9-strategies-for-effective-online-teaching.html>

Tasya—THE APPLICATION OF RIDDLE GAME IN INCREASING STUDE.pdf. (s. f.).

Recuperado 27 de enero de 2022, de

<https://repository.metrouniv.ac.id/id/eprint/3481/1/1501070274%20-%20Skripsi%20MARINA%20TASYA.pdf>

Tegen, A. (2020). *Approaches to Interactive Online Machine Learning* [Malmö University].

<https://doi.org/10.24834/isbn.9789178770854>

Ten pedagogic principles for E-learning.pdf. (s. f.).

Tips and Tricks for Teachers Educating on Zoom.pdf. (s. f.). Recuperado 27 de enero de 2022, de

<https://explore.zoom.us/docs/doc/Tips%20and%20Tricks%20for%20Teachers%20Educating%20on%20Zoom.pdf>

Videoconferencia, teléfono en la nube, seminarios web, chat, eventos virtuales / Zoom. (s. f.-

b). Recuperado 27 de enero de 2022, de <https://zoom.us/>

Weber, N. (s. f.). *Tanya Joosten, Ph.D., DETA*. 43.

What is Storytelling 1—Helen McKay—Australian author. (2010, abril 19).

<https://www.helenmckay.com.au/articles/what-is-storytelling-1>

Annexes

Annexe 1. Observation guide

Date _____

Grade _____

Number of observation _____

Information	Comments
Online Teaching-Learning	
Students' interaction in EFL classes	
Teacher talking time and students talking Time	
Strategies implemented by the teacher in EFL classes	
Effect of the strategies implemented in online classes	

Annexe 2. Interview to the teacher

Date: _____

Shift: _____

Level taught: _____

The objective of this questionnaire is to gather information about the content implemented in online classes at European Academy by the English teacher and his/her opinion about the students' interaction in online classes and gathering online strategies to improve students' speaking skills in online EFL classes.

1. How is the interaction of the students in online classes?
2. Which content do you implement in online classes at European Academy?
3. What online strategies do you apply to improve students' speaking skills in EFL classes?
3. What benefits have you gotten by implementing these strategies?
4. How do you think you can foster students' interaction in online classes?
5. What educational games and competitions have you implemented in online classes?
6. Do you think the implementation of riddles could foster students' online interaction in EFL classes? Why?

https://docs.google.com/forms/d/1ZNJSXF-msyZKGzEjRsRGKUuG_OUUtDUWtvZTbIUVOw/edit

Annexe 3. Interview to the students

The objective of this questionnaire is to gather information about students' perception about online strategies in EFL (English as a Foreign Language) classes.

1. Why do students rarely enroll in online EFL classes at European Academy?
2. What strategies do teachers apply to foster online interaction in EFL classes at European Academy?
3. Do you think that the content implemented by the teacher improves students' interaction in online classes at European Academy? Why?
4. How do you think the teacher can foster students' interaction in online EFL classes?
5. Do you think that the implementation of new interactive strategies could improve students' speaking skills in EFL classes? Why?
6. What advantages do you think students get through good speaking skills in Online EFL classes?

<https://docs.google.com/forms/d/1r8CyqKEogS69YdE9hFFN5gVXpZjNC7ccCEGr6j9BHYM/edit>



Figure 1. Students downloading and registering in the kahoot app.

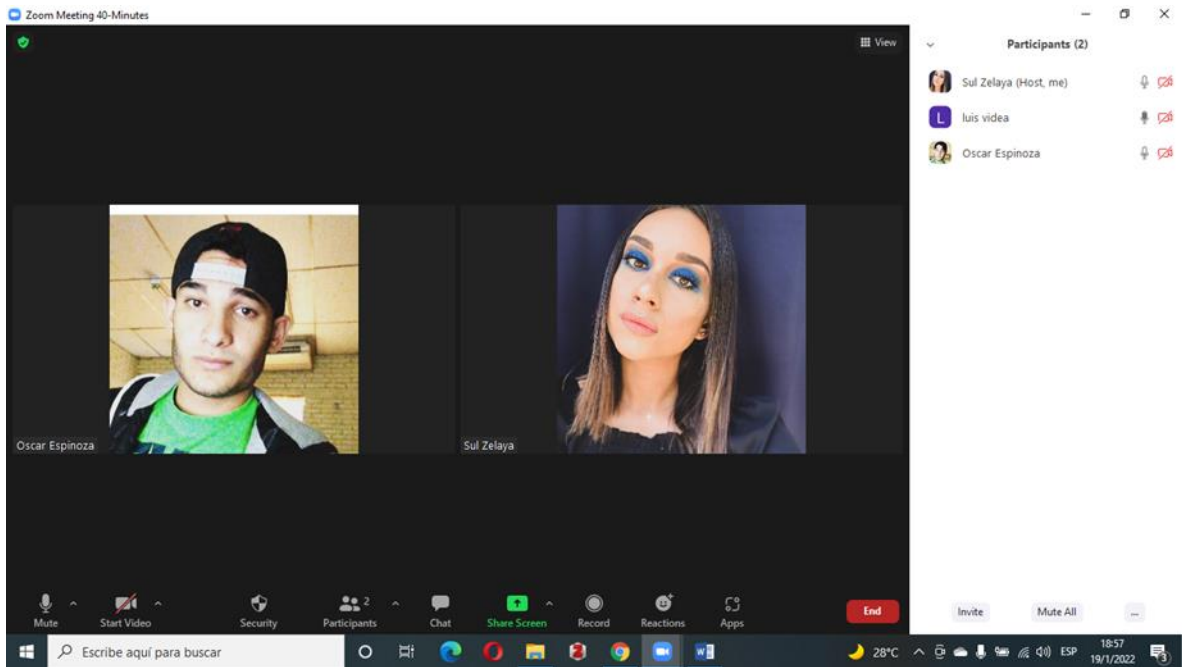


Figure 2. First online interactive EFL class by zoom platform.

Lesson Plan

Aim of the session:

- To foster interaction in online EFL classes.
- To improve speaking skills through online interactive strategies.

Activity	Time (45 minutes)	Resources
Pre-session: <ul style="list-style-type: none"> • Ask students emails or phone numbers • Download zoom platform • Information (links) on how to access the Zoom meeting • Ask students to prepare any questions they have about the uses of zoom platform 	2 days prior	Email Zoom link details Cellphones Computer Internet
Pre-session: 1. Preparation Create Zoom activity under Virtual Classroom tab of course page. Title the activity Virtual Classroom: Contextualizing Studio Practice Introduction includes Zoom technical requirements video for first time Zoom users, check Zoom meeting set-up by accessing Zoom meeting via Zoom profile (not via course page), check setting for webcam, microphone, screen sharing options.	15 minutes prior to start	Sign Phone Webcam Microphone Help links Audio
Initial activity 1. Welcome students <ul style="list-style-type: none"> • introduce myself • encourage students to introduce themselves via Chat • outline the aim / objective for lesson: • encourage students to add questions to the chat • ask students to mute microphone when not speaking to reduce feedback • share music during initial activities that helps students feel comfortable 	10 minutes	Recording button Chat
Methodological strategies (PPP) 1.Practice <ul style="list-style-type: none"> • Share power point through screen sharing • Show the 10 riddles • Give an examples • Ask students • Students answers and participations 	15 minutes	Screen sharing Recording button
Feedback Summary of strategy	5 minutes	Recording button