

## Exploiting the potentials of interactive live worksheets in French online classes in Jamaica

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### Abstract

*The incorporation of interactive live worksheets at universities in Jamaica gained traction during the COVID-19 pandemic when educational institutions worldwide were plunged into online teaching to lessen the spread of the virus. Foreign language (L2) instructors needed to find creative and innovative ways to engage and motivate students in online settings. However, even beyond the pandemic, L2 instructors still have a responsibility to stimulate students' interest, which can be done through integrating live worksheets. Presently, only one recent study speaks to teachers' and students' perceptions of live worksheets in L2 classes in Jamaica (Madden et al., 2023). This current study hopes to broaden the literature. The authors sought to garner students' perceptions of live worksheets in online French classes. Nine undergraduate students at the University of Technology, Jamaica, who participated in a 13-week beginning-level French class, responded to a questionnaire. The qualitative approach was used to analyse the data. Major findings revealed that students perceive live worksheets to be effective in promoting recall and application of knowledge, as they enrich vocabulary and syntactic development. Live worksheets are also appreciated because of their user-friendly nature, instant feedback and appealing designs. However, the absence of a keyboard in the target language can cause problems with the responses.*

**Keywords:** live worksheet; French as a foreign language; higher education institution; online learning; Jamaica.

### 1. Introduction

Globally, Higher Education Institutions (HEIs) are at an important juncture in terms of their modality of course offerings and assessments (Simmons, 2023). Due to the novel coronavirus (COVID-19), many colleges and universities underwent significant shifts, forcing them to adapt to virtual learning in an unprecedentedly rapid period. During this time, many lecturers had to explore creative and innovative ways to engage and motivate their learners in an online context (Ali & Khoza, 2023). Subsequent to the pandemic, several HEIs have started to offer their programmes in a hybrid format – that is combining traditional face-to-face learning with online learning. This format is particularly beneficial in the Jamaican context, as many students appreciate the flexibility to earn and study simultaneously, especially as tertiary-level tuition fees are not easily affordable by the average student. But whether teaching is done in-person or virtually, lecturers have a responsibility to cater to their students' learning in an interesting and engaging way without losing academic integrity. Foreign language (L2) teachers have an even greater responsibility to ensure constant interaction and engagement in their classes so that learners can have

fun while learning actively. Fuertes et al. (2023) cite a correlation between student engagement and academic success, noting that “engagement is a good predictor of academic performance” (p. 133). Pham (2022) echoes similar thoughts, affirming that “a high level of student engagement should be a priority because the more students are engaged, the more they learn and the more they achieve” (p.2).

Given the technological era in which we live, L2 teachers now rely more on computer/mobile/technology-assisted language learning (CALL/MALL/TALL), technology-enhanced language learning (TELL), and the utilisation of several web-based materials to foster L2 teaching and learning (Khan & Tufail, 2020; Nuraeni, 2021). Additionally, researchers and instructors in the language science discipline have incorporated new and varied forms of assessments, including Kahoot!, Quizlet, and live interactive worksheets (Le & Prabjandee, 2023; Sadeghi et al., 2023; Madden, 2022) – all of which fall under the broad concept of gamification – a promising feature of CALL/MALL, “which refers to the use of game design elements to engage learners or improve academic performance” (Luo, 2023, p. 1).

Accessible via *Liveworksheets.com*, live interactive worksheets are web-based educational resources that allow educators to create or select already-designed or customised ones shared by communities of teachers and pedagogical engineers worldwide. They have been used a lot across countries and disciplines, including mathematics (Roswahyuliani et al., 2024), English as a second/foreign language (Hidayah & Asari, 2022), and even at the primary school level (Pulungan et al., 2022). In L2 specifically, Ryabchikova et al. (2020) note that live worksheets are beneficial in the development of the “linguistic-cultural personality and formation of foreign language communication: activation of interaction; supporting the independence of cognitive activity; individualisation of the educational process; ensuring the practical orientation of classes; creation of conditions for the development of oral and written speech” (p.195). Notwithstanding, research is still limited in terms of their impact on L2 engagement and development. In Jamaica, documented experiences are still scarce on the use of live interactive worksheets in L2 education. An initial study conducted by Madden et al. (2023) sought to provide perceptions of students and teachers on their usage of live worksheets in online learning. Findings indicate that both students and teachers in Jamaica appreciate the inclusion of live worksheets in online L2 classes, given their positive “impact on making a class more interactive and fun, which boosts students’ participation and motivation” (p. 14). The purpose of this study is to further bridge the data gap in Jamaica and more broadly in the applied linguistics domain, with the inclusion of another HEI and a separate target group. The study, which adopts a qualitative approach, is guided by the following research questions:

1. What are non-specialist L2 students’ perceptions of interactive live worksheets in French online classes?
2. To what extent do interactive live worksheets help to develop students’ cognitive and L2 linguistic skills?

## **2. Literature Review**

Martinez and Smith (2023) and Chen and Lee (2021) explain that live worksheets are internet-based tools that convert conventional paper-based worksheets into interactive digital worksheets, which allow students to complete exercises online and obtain immediate feedback. Therefore, they enable teachers to provide instant feedback and track students’ progress in real-time. They support interaction through different types of questions and automatic scoring capabilities, which enhance learning by enabling learners to receive immediate responses to their answers. These educational activities can be enriched with a variety of interactive elements including drag-and-drop tasks, multiple-choice queries, or short answer boxes for making the process more involving or personalised. The aim is also to include multimedia and interactive aspects into learning materials so as to improve learner’s comprehension and recall of information. In the context of L2, there are numerous live worksheets that cover exercises in different languages that assess the different language skills at varying levels of Bloom’s taxonomy.

### **2.1 Advantages of live worksheets in L2 teaching/learning**

Le and Prabjandee (2023) indicate that live worksheets bring numerous benefits to both students and instructors, such as saving time on evaluating or providing feedback, giving instructors insights into learners’ continuous

formative performance and progress in a timely manner, to include their strengths and weaknesses in both content area and language development (Montalvo-Balbed, 2012), which would subsequently inform didactic interventions and reduce instructors' workload. Instructors can monitor students' progress via live worksheets relatively easily, as the information collected from students' responses can highlight areas of success and struggle. This makes teaching more effective as it raises the standards in L2 learning. Students equally benefit from instant feedback. A student can see whether their answer is right or wrong immediately, which may prompt them to learn from their mistakes and correct any errors on time, where applicable. The importance of an immediate feedback loop in language learning lies in recognising quickly the mistakes made by students in grammar, vocabulary, and usage (Martínez & Smith, 2023). In addition, live worksheets promote self-directed learning. Teachers can provide self-paced activities such as interactive live worksheets, which promote independent learning. Live interactive worksheets encourage students to take ownership of their learning process (Nuraeni, 2021); thus, "it develops autonomy, but the teachers' guidance is welcome, primarily before and after an exercise" (Madden et al., 2023, p. 14). This autonomy fosters deeper understanding and retention of language skills, empowering learners to develop language proficiency independently.

Le and Prabjandee (2023) also note that live worksheets are user-friendly and environmentally friendly, and there is a great level of flexibility and accessibility, as they can be used in both online and in-person classes. Being digital means that live worksheets can be accessed from any device, as long as there is internet connection. Therefore, whether learning is remote or hybrid, learners can complete the worksheets from anywhere. In this way, the continuity of education is ensured outside traditional classrooms (Chen & Lee, 2021).

## **2.2 Limitations/challenges associated with live worksheets**

Despite their many benefits for students and teachers, live worksheets still present some limitations. Le and Prabjandee (2023) indicate that live worksheets may not be an extensive assessment in that they can evaluate learners' pronunciation at a segmental level but fall short of assessing language fluency in various contexts. Madden et al. (2023) note that the absence of a foreign language keyboard may render correct answers incorrect due to missing accents or other issues due to the algorithm, which may produce faulty responses. Therefore, instructors have to be prepared for these eventualities. Another drawback concerns internet connectivity. Effective use of interactive live worksheets relies heavily on a stable internet connection and access to appropriate devices. Students without reliable technology or internet access in Jamaica or elsewhere may face barriers to participating fully in online L2 classes (Sadeghi et al., 2023).

Another drawback to live interactive worksheets is limited interpersonal interaction. Language learning thrives on interpersonal communication and cultural immersion. Interactive live worksheets, while enhancing individual learning, may not fully replicate the immersive environment of face-to-face language classes offered by teachers (Le & Prabjandee, 2023). Consequently, instructors may consider discussing the answers collectively to have students participate and exchange ideas. Furthermore, live worksheets or technology in general could be a potential distraction. Educators recount that while multimedia elements can enhance engagement, they also have the potential to distract students if not carefully integrated into lesson plans. Maintaining focus and managing screen time are ongoing challenges in virtual learning environments (Madden, 2022).

## **3. Method**

The current study was conducted in semester two of the 2023/2024 academic year with students who took the course Basic French (FREN3001), offered entirely online at the University of Technology, Jamaica, to investigate their perceptions of the integration of live interactive worksheets in L2 online French classes. The course was offered for 13 weeks (3 hours weekly), during which live worksheets were incorporated at various intervals in different lessons to evaluate students' formative learning and to keep them engaged.

The class consisted of 16 students; however, there were nine participants in this study (6F, 3M) who were between the ages of 17 and 28 years. All of them are undergraduate students from different majors – computer science (N=3), engineering (N=2), medical technology (N=1), business administration (N=1), architectural studies (N=1),

and nursing (N=1) – who chose the French course as an elective. Four students had prior exposure to French - three in middle school and one at primary school. The other five had no experience at all.

A Google Forms questionnaire containing both open- and closed-ended questions was given to the students to complete in week 10 to collect qualitative data and, to a lesser extent, quantitative data. Primary questions concerned students' knowledge and usage of live worksheets, the effectiveness of live worksheets in online French classes, advantages and limitations associated with live worksheets, the relationship between live worksheets and the development of French language skills, and the effect of live worksheets on students' motivation. The instructor's class observation notes also served as a data collection tool.

The qualitative research design is the primary approach employed in this study. The research design is chosen because qualitative research gathers participants' experiences, perceptions, and behaviours on a particular phenomenon. Qualitative research, at its core, asks open-ended questions whose answers are not easily translated into numbers such as 'how' and 'why' (Cleland, 2017). Given the open-ended nature of the research questions at hand, qualitative research design is often not linear in the same way quantitative design is (Cleland, 2017). Qualitative content analysis was used to analyse the data. With this approach, data are presented in words and themes, which makes it possible to draw some interpretation of the results (Bengtsson, 2016).

## 4. Results

### 4.1 Learners' perceptions of interactive live worksheets

Of all the respondents (N=9), 44.4% were familiar with live worksheets, while 55.6% had no prior experience. However, everyone had a positive perception of the worksheets in online French classes, with 55.6% noting that the worksheets are "highly effective" and 44.4% stating that they are "effective". As noted in the Table 1 below, learners provided various reasons concerning the effectiveness of the worksheets, including their ability to help them better understand the topics being taught through practice and recall activities.

**Table 1.** Excerpts of learners' declared perceptions of live worksheets in online French classes

|                      |                                                                                                                                                                          |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Participant 1</b> | "I am able to get more practice in an exercise to better solidify the knowledge I am learning."                                                                          |
| <b>Participant 2</b> | "The interactive worksheet exercise is a bit fun and challenges me to practice outside class to be successfully engaged through the session."                            |
| <b>Participant 3</b> | "It helps us to put in[to] practice what we've just learnt."                                                                                                             |
| <b>Participant 4</b> | "It actually helps me to remember what I just learned just by doing the worksheet and also a better understanding."                                                      |
| <b>Participant 5</b> | "I found the worksheet to be effective because when I answer the worksheet it gives me feedback on what I did wrong or right."                                           |
| <b>Participant 6</b> | "It's highly effective since you can practice the contents that you have learned already and the worksheet highlights incorrect answers."                                |
| <b>Participant 7</b> | "Basically I think it helps me to understand the topic more, especially if I don't get something."                                                                       |
| <b>Participant 8</b> | "This worksheet allows me to test my knowledge gained during the lesson in real time."                                                                                   |
| <b>Participant 9</b> | "It helps me to get a better understanding of the language because I can actually attempt to answer the questions instead of just being lectured on the language. I find |

|  |                                                                                                   |
|--|---------------------------------------------------------------------------------------------------|
|  | that doing questions and activities helps me to grasp the concepts of the language a bit better.” |
|--|---------------------------------------------------------------------------------------------------|

Concerning the advantages, as selected by the respondents (see Figure 1), they unanimously appreciate that live worksheets provide immediate grade/feedback (100%), are real time (77.7%), and user-friendly (66.6%), while 44.4% acknowledged that they are colourful and well-designed.

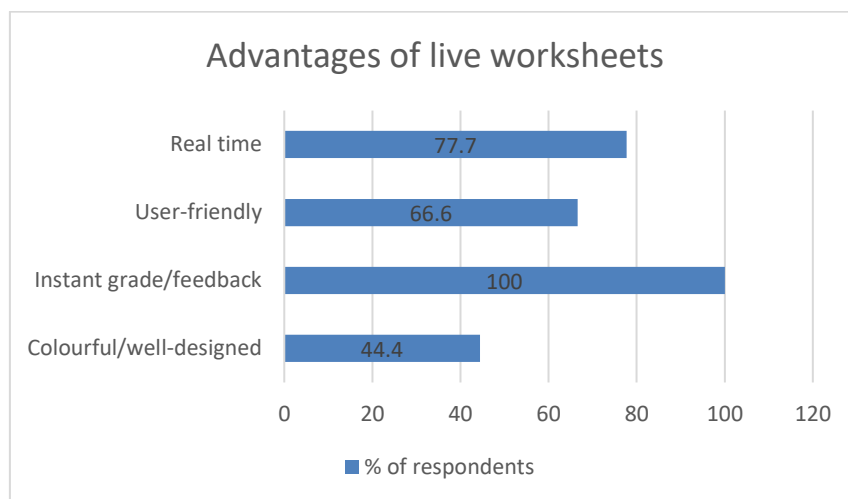


Figure 1. Learners’ perceived advantages of live worksheets in online French classes

#### 4.2 Cognitive benefits of live worksheets

In terms of the cognitive benefits of live worksheets on students’ French learning, 88.8% indicated that the worksheets help with the recall and reinforcement of knowledge, 77.7% noted that they help with the application of knowledge, while 33.3% highlighted word-image association. Table 2 provides examples of students’ self-reported impact of live worksheets on their cognitive development.

**Table 2.** Excerpts of learners’ self-reported cognitive impact of live worksheets

|                      |                                                                                                                                                                                                                |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Participant 1</b> | “It helps in recall as the lesson would be fresh in the mind.”                                                                                                                                                 |
| <b>Participant 2</b> | “It helps me to recall the things I learnt to apply what I learnt in a quiz-like situation, aka the live worksheets.”                                                                                          |
| <b>Participant 3</b> | “The activities on the live worksheets help me to grasp the concepts of the language better because I am applying the knowledge I have gained and seeing where I’m actually good and where I’m falling short.” |
| <b>Participant 4</b> | “I tend to recall the information that is associated with each session and the images tend to help in matching the words when uncertain of one answers.”                                                       |
| <b>Participant 5</b> | “It gives us feedback on what we do wrong and what we do right, so it extends our basic knowledge.”                                                                                                            |
| <b>Participant 6</b> | “The instant recall of whatever I learnt being utilised in the completion of the worksheet helps with memorising and learning.”                                                                                |

### 4.3 Language skill development

On a scale of 1-3, with 3 being the highest, students ranked the impact of the live worksheets on their French linguistic skills. As seen in Table 3 below, vocabulary development was ranked the highest, followed by grammar development/reinforcement, and then reading skills.

**Table 3.** Impact of live worksheets on learners' French linguistic skills

| Language skill/component             | Number of learner responses on a scale of 1-3 |   |   |
|--------------------------------------|-----------------------------------------------|---|---|
|                                      | 1                                             | 2 | 3 |
| Vocabulary development/reinforcement | 2                                             | 3 | 7 |
| Grammar development/reinforcement    | 3                                             | 4 | 1 |
| Reading skills                       | 4                                             | 2 | 1 |

The above findings are consistent with the instructor's observation notes. The instructor noted that most students experienced an improvement in vocabulary development gradually throughout the course and were able to recall and reinforce words at different intervals during the semester.

### 4.4 Live worksheets and learner motivation

All the respondents (N=9) shared a positive perception concerning the correlation between live worksheets and their motivation to learn French, noting that they make learning "fun" and "interesting" (see Table 4 below). This supports their call for live worksheets to be used in each class (N=7) or after each unit (N=2). Simultaneously, the majority of the learners (N=8) indicated that they felt "engaged/curious" when doing the live worksheets, while the remaining one (N=1) said they felt "autonomous".

**Table 4.** Correlation between live worksheets and learner motivation

|               |                                                                                                                                                                                                    |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Participant 1 | "I surprisingly look forward to them every class without even realizing. It makes learning a new language feel more interesting than it already is."                                               |
| Participant 2 | "Yes, I enjoy the live worksheets they are fun activities to do. So it's like having fun but learning at the same time."                                                                           |
| Participant 3 | "Yes, It measures where I am and then pushes me to practice to maintain or increase my grade for each exercise."                                                                                   |
| Participant 4 | "Yes, the opportunity to test what I have learnt before exiting the class helps to cement what was taught as well as encourages me to do further work after class making corrections and reading." |
| Participant 5 | "Yes it makes me recall the content easily after practicing."                                                                                                                                      |
| Participant 6 | "Yes... I get to apply what has been learnt."                                                                                                                                                      |

#### 4.5 Limitations of live worksheets

With regard to the disadvantages of live worksheets, 66.7% of the respondents highlighted issues with the absence of accents or a French keyboard, 22.2% noted that some worksheets do not load immediately, while 11.1% indicated that sometimes it is difficult to navigate them. Another setback is “sometimes live worksheets incorrectly represent correct answers to be wrong and wrong answers to be correct”.

### 5. Discussion

The findings, which are consistent with a study conducted by Madden et al. (2023), show that all of the respondents have a positive perception of the incorporation of live interactive worksheets in French online classes, as they found them to be effective. Learners cited different benefits of integrating live worksheets in L2 online classes, including their ability to enhance learning, by shifting from a traditional classroom to a more fun and interesting ambiance. The worksheets come in different formats and with a variety of exercises, which appeal to students’ learning styles, thus helping them to be engaged and motivated to learn (Nurhidayati, 2019; Kopniak, 2018). Other notable benefits of using live worksheets are that they provide immediate grading/feedback and are user-friendly and appealing (Le & Prabjandee, 2023; Madden et al., 2023). Additionally, live worksheets present cognitive advantages (Ryabchikova et al., 2020), such as their ability to allow learners to recall and reinforce knowledge, apply new knowledge, and associate words and images. This is grounded in cognition theories, which purport that cognition refers to capacities including “memory, thinking and reasoning, special processing, problem solving, language, and perception” (Richland et al., 2006, p. 1). Furthermore, live worksheets promote vocabulary development, grammar reinforcement, and reading skills (Martínez & Smith, 2023; Wang, 2014). However, as Le and Prabjandee (2023) underscored, live worksheets are limited in evaluating certain language components such as fluency; therefore, instructors may need to find other web-based resources to help students develop certain competencies.

On the downside, as mentioned by Madden et al. (2023), the absence of accents or an appropriate keyboard (depending on the language being studied), can render a correct response otherwise incorrect. To prevent this occurrence, instructors could provide a link to a site to access the accents of the target language being studied or inform the learners on how to use the control (ctrl) function on their personal computers to obtain the accents. Notwithstanding, this may prove difficult for students who are using another device such as a smartphone to complete an exercise. Instructors need to be prepared and adaptable to different scenarios, including the algorithms producing faulting responses. Consequently, giving feedback collectively to the class is important so that misunderstandings can be clarified.

### 6. Conclusions

The study assessed L2 students’ perceptions of live worksheets in online French classes and the correlation between live worksheets and the development of students’ cognitive and linguistic skills. Major findings found that Jamaican students welcome the incorporation of live worksheets in L2 classes, as they are fun and interesting and help to enhance students’ engagement and motivation. Students have great appreciation for the different features of live worksheets, including user-friendliness, instantaneous grade/feedback, variety of exercise types, and the appealing designs of the visuals. Additionally, live worksheets help with the development of learners’ cognitive and linguistic skills, as they assist with recall and reinforcement of vocabulary and syntactic structures. However, the absence of a keyboard specific to the language being studied can cause correct answers to be incorrect. As a result, instructors have to do their due diligence before administering these worksheets and be prepared for any eventualities. Equally important is that instructors should discuss the responses collectively to ensure that there is clarity for each learner.

Although the study indicated several benefits, the authors acknowledge that the sample size is limited, which should be a caution against any generalisation of the findings. Nevertheless, it would be interesting for L2 instructors across different levels of the education system to explore the use of live worksheets with larger sample sizes and different target languages, such as Spanish and Mandarin, which are two other L2s taught in Jamaica.

As HEIs continue to experience a paradigm shift, L2 instruction has to maintain a deep level of creativity and innovation. Live interactive worksheets are practical pedagogical tools that can be used not only to engage and motivate students but also as a source of formative assessment for both the instructor and students to know how students are progressing.

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