

Exploring the Use of Live Interactive Worksheets in Foreign Language Classes: Perceptions of Students and Teachers

Oneil N. Madden^{1*}, Ryan Sweeney¹, Alexious Gonzales¹

¹ Northern Caribbean University, Jamaica

*Corresponding author's email: oneil.madden@ncu.edu.jm

*  <https://orcid.org/0000-0002-9816-7444>

 <https://doi.org/10.54855/ijli.23241>

© Copyright (c) 2023 Oneil N. Madden, Ryan Sweeney, Alexious Gonzales

Received: 02/08/2023

Revision: 13/11/2023

Accepted: 22/11/2023

Online: 11/12/2023

ABSTRACT

Keywords:

Live worksheet,
Covid-19,
foreign language,
perception,
Jamaica

Live interactive worksheets started to become known in the Jamaican foreign language (L2) circle after the COVID-19 pandemic plunged schools worldwide into online teaching. Educators needed to find creative ways to engage and motivate learners. Currently, there are no studies on live worksheets in Jamaica; therefore, this research aims to bridge this gap. The authors sought to ascertain both teachers' and students' perspectives on incorporating live worksheets in L2 classes. Sixteen undergraduate students at Northern Caribbean University (NCU) and seven L2 high school teachers responded to questionnaires and semi-structured interviews. The qualitative approach was used to analyze the data. Major findings show that live worksheets effectively engage students, promote autonomy, and aid in the recall and application of information. In this article, the authors have highlighted perceptions relating to both the benefits and challenges of using live worksheets, as well as how to overcome possible obstacles.

Introduction

The advent and subsequent rapid spread of the novel coronavirus (COVID-19) pandemic “changed many aspects of daily life” (Vo & Le, 2023, p. 1) and caused many countries around the world to close schools, colleges, and universities in an attempt to halt the spread of the virus (OECD, 2020). Jamaica was no exception, as the government ordered the closure of all public schools in March 2020 as part of the country's efforts to mitigate against the spread of the virus. As a result, many educational institutions adopted virtual learning, and both students and instructors were required to adapt rapidly to new pedagogical approaches and learning dynamics, unprecedented in scale and speed, primarily through the exploitation of technological devices and the Internet. Madden (2021) posited that, in some cases, teachers had to personally invest in digital devices and equipment to ensure that their learners received the best experience possible, as “wherever and whenever there is a constraint, teachers are asked to be creative” (pp. 14-15). However, despite the subsequent return to in-person classes across most secondary and tertiary institutions globally, many Jamaican higher education institutions (HEIs) have

maintained online classes, whether fully or partially. Given this reality that may become the new normal in many HEIs, it is incumbent on educators, including second/foreign language (L2) instructors, to find creative and innovative ways to diversify their classes so that students can be motivated to learn (Madden, 2022a). Pham (2022) agrees 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). Nowadays, students cannot be taught using the same methods that were used in former years, especially as Prensky (2001) described them as digital natives.

Given the need to adjust to virtual learning, the Covid-19 pandemic gave rise to the use of computer/mobile/technology-assisted language learning (CALL/MALL/TALL), technology-enhanced language learning (TELL), and the utilization of several online materials to foster L2 teaching and learning (Khan & Tufail, 2020; Nuraeni, 2021). Additionally, researchers and instructors have incorporated new forms of assessments, such as quizzes via Google Forms and Kahoot! games and interactive worksheets (Le & Prabjandee, 2023; Madden, 2022b; Sadeghi et al., 2023), which could all fall under the broad concept of gamification – the application of game-like features and operations to non-game contexts to boost learner engagement and participation while interfacing with teaching content for both reinforcement and application of new knowledge.

Interactive live worksheets are educational tools that allow teachers to create interactive worksheets or select already-created or customized ones shared by communities of teachers around the globe. They have been used a lot across countries and disciplines, including physics (Ariskasari & Sulisworo, 2021), mathematics (Indriani et al., 2021), English as a second/foreign language (Hidayah & Asari, 2022), and even at the primary school level (Pulungan et al., 2022). However, there is limited research done with regard to their usage in modern foreign languages, and their exploration is certainly at a preliminary stage in the Jamaican L2 context.

Given that the Covid-19 pandemic forced educators to respond quickly to the constraints of online teaching, the researchers sought to garner perceptions from both teachers and students on the use of live worksheets in L2 classes in Jamaican classrooms. This will provide insights into the benefits and challenges of using these worksheets in an online context. Importantly, this paper will also serve as a pioneering scientific resource on which further and extensive research can be conducted. The following questions are used to guide the study:

1. What are students’ and teachers’ perceptions of live interactive worksheets in foreign language teaching and learning?
2. To what extent do live worksheets help to develop cognitive and language skills?

Literature review

Live worksheets are an innovative and interactive way to engage students during online teaching and learning. This live online student-based worksheet found at *Liveworksheets.com* is included in one of the electronic media, which contains images, animations, texts, and videos that are more interactive and effective so that students will not feel bored (Khikmiyah, 2021). The platform offers multiple worksheets for different levels and topics, which are designed to

cover simple to complex tasks and exercises such as matching, gap fills, reading and listening comprehension, writing composition, and puzzles (see examples in Figure 1 below). Both teachers and students can benefit from this interactive worksheet as it saves time for teachers and motivates students at the same time. According to Nurhidayati (2019), technology-based live worksheets aim to provide convenience for teachers and students. This new application also causes students to be more active in their learning and enthusiastic about participating in online activities.

Figure 1. Examples of French interactive worksheets

Benefits of live worksheets

Le and Prabjandee (2023) underscored that live worksheets brought numerous benefits to both students and teachers. These include saving time on assessing or giving feedback, giving teachers insights into students' ongoing formative performance in a timely manner, to include their strengths and weaknesses, which would later inform pedagogical interventions, and reducing teachers' workload.

In the context of distance learning, interactive worksheets have helped to lessen teachers' workload by organizing students' learning activities with the assistance of cloud-based services and other online resources, activating acquired knowledge, framing information processing skills, and increasing motivation to study (Kopniak, 2018). Moreover, the website is an effective and credible platform for obtaining or creating exercises for formative assessment. Montalvo-Balbed (2012) suggested that the data from formative assessments allows teachers to evaluate students' strengths and weaknesses in both content area and language development. Nevertheless, there remains a challenge in terms of conducting formative assessments in overcrowded classes in a limited time (Kilickaya, 2017). To mitigate against these factors, live worksheets provide a practical solution that allows teachers to use a variety of online resources that are automatically graded. Live worksheets can be used in the educational process because interactive worksheets have the most significant impact on the development of the linguistic-

cultural personality and formation of foreign language communication: activation of interaction; supporting the independence of cognitive activity; individualization of the educational process; ensuring the practical orientation of classes; creation of conditions for the development of oral and written speech (Ryabchikova et al., 2020, p. 195).

Findings from studies done involving live worksheets

In a study conducted by Yusuf and Ali (2022) about using live worksheets as part of self-directed learning in an English as a foreign language class in an Indonesian university to enhance listening skills, findings revealed that web-based learning was able to further improve English listening skills by using a "liveworksheets" activity. However, the authors noted major difficulties in their experiment, such as issues with automatic scoring, accessing the website, vocabulary mastery, learner autonomy, and technological skills. The primary challenge highlighted was that of poor internet connectivity, which posed difficulty with loading the network or gaining access to the network signal.

Findings from a study conducted by Wang (2014) on the use of web-based exercises on English as a foreign language learners in a Taiwanese college context revealed that participants perceived the interactive web-based exercises to be interesting, albeit at a modest rate. This suggests that content developers and language instructors should be strategic in creating CALL materials. Notwithstanding, participants noted positives such as easy access, instant feedback, the possibility of multiple attempts, and self-paced learning when engaging in these exercises. In addition, students acknowledged the educational advantages of exposure to interactive web-based activities, such as improvements in their reading comprehension and vocabulary development. The findings further indicated that students achieved better scores in their final language assessment (Wang, 2014).

In addition, these worksheets have an effect on students' mental activity. In a study conducted by Andriyani et al. (2020), students' mental activity increased from 71.91% in the first cycle to 86.27% in the second cycle. This also indicates that the utilization of live worksheets in the classroom can have a positive effect on students' learning outcomes.

Le and Prabjandee (2023) cited other benefits of live worksheets, such as being user-friendly and environmentally friendly. There is also a great level of flexibility as the worksheets can be used in both online and on-site classes. Furthermore, these live worksheets can be employed at different stages of a lesson to include the activation of basic and prior knowledge, presentation of new content, consolidation, and reinforcement of new material, and evaluation and application of new knowledge. Moreover, the immediate feedback feature enables learners to track their progress and identify areas for improvement. Besides, live worksheets foster differentiated instruction, and their distinctive features help to increase students' engagement and motivation by making the learning experience more interactive and entertaining (Le & Prabjandee, 2023).

Limitations of live worksheets

Despite their many advantages for users, live worksheets still present some shortcomings concerning audio and video insertion. For example, only 5Mb of audio files can be uploaded at once. Concerning pronunciation and speaking exercises, the quality of the voice recording will

be better if it is used with headphones, including a microphone, which may lead to better scores marked by the system. As it relates to video insertion, this can only be conducted via YouTube; that is to say, the users have to upload videos onto YouTube before embedding the video link into the Liveworksheets platform. In addition, live worksheets may not be a comprehensive language assessment in that they can assess students' pronunciation at a segmental level but fall short of evaluating language fluency in diverse contexts (Le & Prabjandee, 2023).

In summary, live worksheets are a form of web-based exercises that are used in different subject disciplines to make learning more fun and interactive. Although there are not many studies conducted on their use in L2 teaching and learning, there are notable benefits that have been recorded, such as the vast stock of customized activities available in different formats to test different language skills, which can be used as both formative and summative assessments; the numerous features such as instant grading and feedback, which help both the teacher and student to assess the students' strengths and weaknesses; the potential of the worksheets to assess different levels of cognitive abilities; and the fact that access to already-prepared exercises lessen the workload of teachers. However, challenges may arise, such as technical and connectivity issues, as well as students' lack of mastery, vocabulary, or technological skills to complete the worksheets. More studies are needed across different foreign languages and geographical locations to add to the dearth of literature.

Research Questions

To achieve the purpose of this study, the following research questions are used to guide:

1. What are students' and teachers' perceptions of live interactive worksheets in foreign language teaching and learning?
2. To what extent do live worksheets help to develop cognitive and language skills?

Research Methodology

The study employs the qualitative research approach to ascertain the experiences of foreign language students and teachers from their interaction with live interactive worksheets. Questionnaires, observations, and semi-structured interviews were used to collect data to obtain authentic results. According to Wong (2008), qualitative data is usually subjective, rich, and consists of comprehensive information that is normally presented in the form of words. Analyzing qualitative data involves reading and examining large amounts of transcripts, looking for similarities or differences, and subsequently creating themes and developing categories.

Pedagogical Setting & Participants

Since the arrival of the COVID-19 pandemic in Jamaica, Northern Caribbean University – a private Seventh-day Adventist institution – transferred all its courses online. Despite a gradual hybrid approach, all the French classes remain fully virtual. The current study was conducted during the first semester of the 2022/2023 academic year to investigate foreign language

teachers' and students' perceptions of the incorporation of live interactive worksheets in foreign language classes.

The participants in the study are 16 undergraduate students (12F, 4M) who took a beginner or intermediate French course as part of their requirements to complete their respective degree programs. The respondents included students between the ages of 17 and 42 from Jamaica, Grenada, and Turks and Caicos Islands. They are from different majors, such as communication studies, religion and theology, biochemistry, medical technology, information technology, psychology, marketing, and criminal justice.

The study also included seven high school teachers (4F, 3M) who all teach in Jamaica. All these teachers teach both French and Spanish at different levels in the secondary school system (middle school, high school, and sixth form). Five of them teach in urban schools, one in a rural city school, and another in a deep rural school.

Purposeful sampling was used to determine the participants for the study. According to Patton (2002), purposeful sampling is a technique widely used in qualitative research to identify and select information-rich participants for the most effective use of limited resources. Cresswell and Plano Clark (2011) posit that this sampling entails identifying and selecting individuals or groups of individuals that are particularly knowledgeable about or experienced with a phenomenon of interest. Bernard (2002) and Spradley (1979) underscore the importance of the availability of willingness of individuals to participate and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner.

Design of the Study

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 behaviors through various data collection formats. Qualitative research answers the hows and whys, as opposed to the how many and how much. It could be structured as a stand-alone study, purely relying on qualitative data, or it could involve some quantitative data (Tenny et al., 2022). 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). Foley and Timonen (2015) stated that one of the strengths of qualitative research is its ability to explain processes and patterns of human behavior that can be difficult to quantify.

Two online questionnaires, class notes, and semi-structured interviews were used to collect qualitative data and, to a lesser extent, quantitative data. The research aims to gather accurate and valid data on both students' and teachers' perceptions of the use of live worksheets in L2 online classes, particularly during the covid-19 pandemic.

Data collection & analysis

The data was collected over a 15-week period using Google Forms-based online questionnaires, class notes, and semi-structured interviews. The two separately designed questionnaires, completed by both the students and teachers, consisted of both open- and closed-ended

questions and were administered via WhatsApp groups. Google Forms helps to format and synthesize the data collected, which makes it easier to analyze. The questions sought to ascertain their familiarity with, usage of, benefits and disadvantages, and perceptions of live interactive worksheets. The semi-structured interviews were used to corroborate responses given on the questionnaires and to seek further clarification, where necessary, while the class notes recorded students' expressions and reactions while engaging in the life worksheets.

All the data was treated confidentially throughout the analysis process, which was done through thematic analysis. Thematic analysis in qualitative research is used to analyze data relating to opinions, thoughts, feelings, and other descriptive information. It is a search for themes that can capture the narratives available in the account of data sets. It involves the identification of themes through careful reading and re-reading of the transcribed data (Dawadi, 2020).

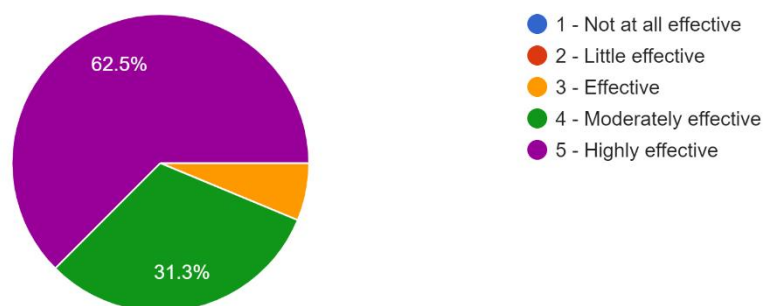
Results/Findings

Research question 1: What are students' and teachers' perceptions of live interactive worksheets in foreign language teaching and learning?

Students were asked about their familiarity with doing interactive live worksheets prior to taking the French course that they did. Of the 16 respondents, 11 students (68.8%) did not have any knowledge of it, while five students (31.3%) had previous exposure. Of the teachers, six (85.7%) said they learned of live worksheets during the Covid-19 pandemic, while one (14.3%) had pre-covid-19 exposure. Therefore, the majority of respondents did not know live worksheets before the COVID-19 pandemic. However, all the teachers used live worksheets during the pandemic, but only five (71.4%) continued using them after the return to face-to-face instructions.

In terms of their perceptions regarding its effectiveness in French online classes, as illustrated in Figure 2 below, the majority of the respondents (62.5%) believe live worksheets are highly effective, followed by 31.3% who indicated that they are moderately effective, while 6.3% selected that the worksheets are effective.

Figure 2. Students' perceptions of the effectiveness of live worksheets in online French classes



The students provided different justifications for their rating of live interactive worksheets (see examples of reported declarations in Table 1 below). These include learning in a fun and

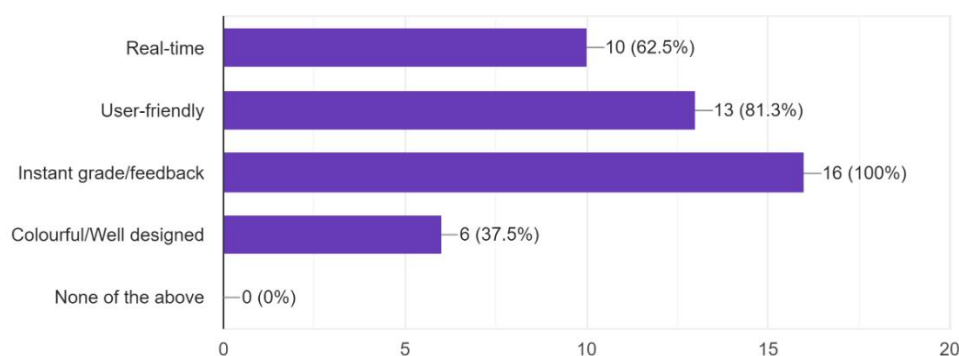
different way, providing adequate practice, appealing to specific learning styles, being engaged and motivated, helping to retain more information, and assessing strengths and weaknesses. These perceptions are also echoed in the semi-structured interviews as well as the class observation notes taken by the instructor.

Table 1. Excerpts of students’ declared perceptions of live worksheets in French online classes

<p>“It gives me additional practice; it demands me to remember what was taught and to apply it in everyday life. Furthermore, it gives you an idea of what is your strengths and weaknesses.”</p>
<p>“As is known, the norm to show that students have an understanding of the topic that was lectured is through sectionals [exams), but the worksheets allow for me to apply the knowledge; it is stimulating. I feel interactive with the work, and even though it might be trivial to others, the colors and versatility of the worksheet allow me to feel as if my work matters and I should do my best.”</p>
<p>“The live worksheets give us, the students, an opportunity to put what was just learned into practice, and that in and of itself deepens impression and helps with the remembrance of the subject.”</p>
<p>“I think I understand the instructions on the worksheets because we are taught the topic beforehand. So, I think the worksheets are effective when coupled with tutoring to reiterate the content and give students practice.”</p>
<p>“It makes the lessons seem more simple. It appeals to my specific learning style, which is learning by sight and real-world experience.”</p>

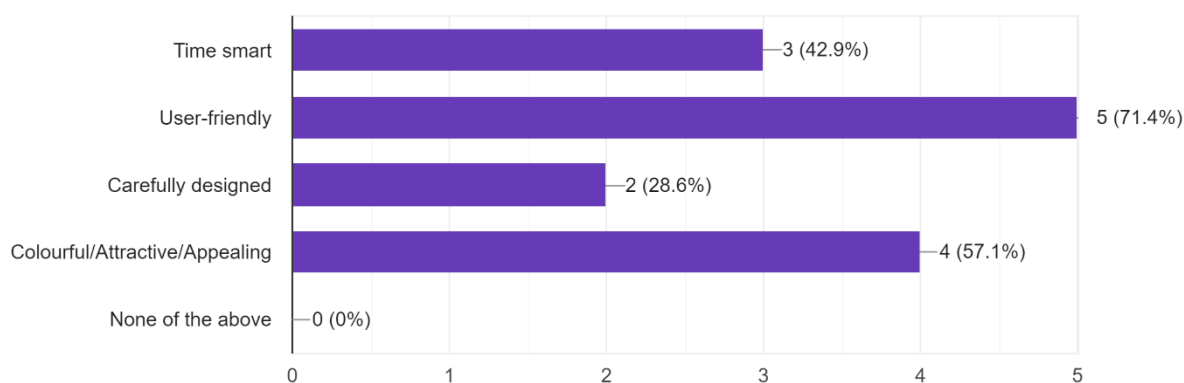
In terms of the advantages of live worksheets as selected by the students (see Figure 3), they unanimously appreciate the fact that they provide instant grade/feedback (100%), are user-friendly (81.3%), and are real-time (62.5%), while a few (37.5%) acknowledged that they are colorful and well designed. Other benefits noted are "it relaxes the environment and causes your brain to view a concept simpler, which helps us to eliminate simple mistakes." Additionally, it is an “efficient revision tool (both students and teachers can see errors made and discuss why the answer chosen was incorrect),” as declared by some students.

Figure 3. Students’ perceived advantages of live worksheets in French online classes



From the perspectives of the teachers (see Figure 4), the user-friendliness of the live worksheets tops the list of advantages (71.4%), followed by their attractiveness (57.1%), time smartness (42.9%), and carefully designed (28.6%). Other advantages indicated by teachers are that live worksheets are “easy to record grades,” they “assist with autonomous learning and provide instantaneous feedback,” and they “add fun to the learning process, which retains the students’ attention more than the usual way.”

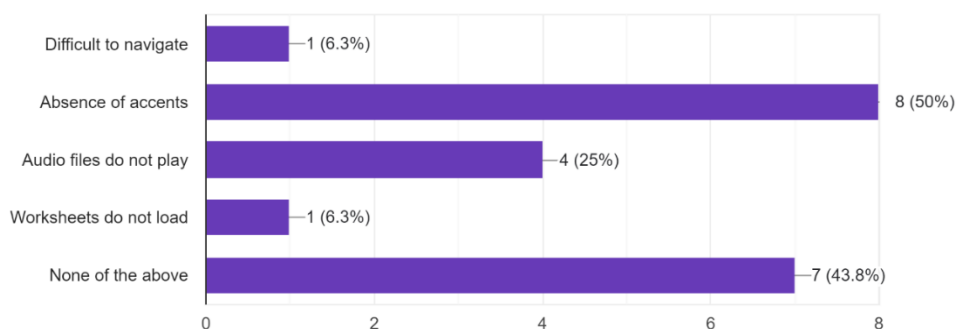
Figure 4. Teachers’ perceived advantages of live worksheets in French online classes



The teachers further highlighted in the semi-structured interviews that the benefits of live worksheets also include the raft of pre-created activities that are readily available to use, which saves time from creating worksheets from scratch. In the same vein, the worksheets provide an alternate form of assessment and practice, which “the students find very interactive and fun, especially when considering certain topics such as grammar.” Learning is, therefore, stimulated.

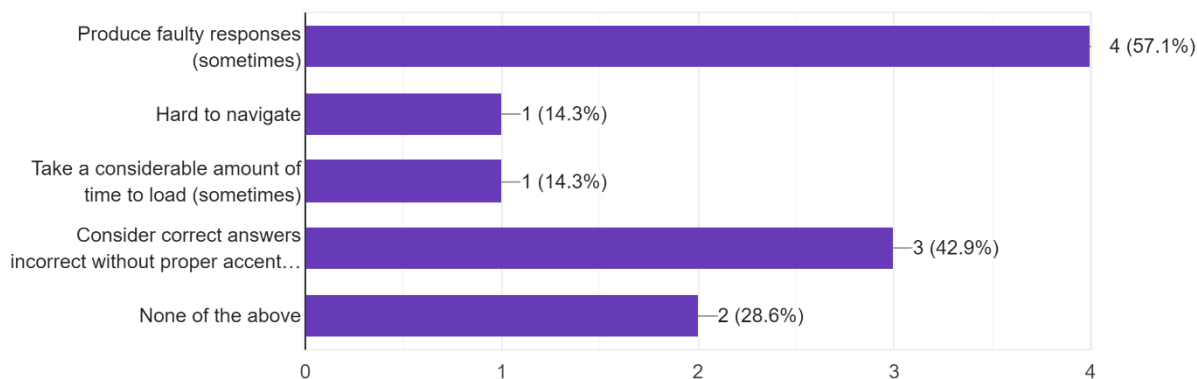
Concerning the drawbacks of using live interactive worksheets in French online classes (see Figure 5), half of the respondents (50%) highlighted problems with the absence of accents or a French keyboard, 25% noted issues with playing audio files, while 6.3% pointed to difficulties navigating the worksheet space as sometimes they do not load. Another setback indicated is that “it is sometimes hard to see the images.” Notwithstanding, 43.8% of the respondents did not highlight any weaknesses.

Figure 5. Students' perceptions of the drawbacks of live worksheets in online French classes



From the teachers’ point of view (see Figure 6), the greatest setback is that live worksheets sometimes produce faulty responses (57.1%), followed by the fact that some correct answers are deemed incorrect due to missing accents (42.9%), while 14.3% believe they are hard to navigate, and another 14.3% find they sometimes take a considerable amount of time to load. Another limitation raised by a teacher is that “they can’t be used asynchronously”. Notwithstanding, 28.6% did not highlight any issues with using live worksheets.

Figure 6. Teachers’ perceptions of some limitations of live worksheets



Research question 2: To what extent do live worksheets help to develop cognitive and language skills?

In terms of the cognitive impact of live worksheets on students’ French learning (see Table 2 below), 93.8% indicated that the worksheets help to recall or reinforce knowledge, and the same number of respondents noted that the worksheets help with the application of knowledge, while 56.3% highlighted the word-image association.

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

“For a visual learner like myself, seeing the images and associating the appropriate words helps with the learning and retention of concepts.”
“Live worksheets allow me to work with pictures and words to help recall the French.”
“It helps me to reinforce what I have learned by applying the knowledge.”
“1) It keeps me on my toes. 2) It shows us what we learned and how it can be used in everyday life. 3) It allows me to relate to real-life situations, and since I am a visual and audio learner, it gives me a better understanding.”
“I remember one live worksheet where a video of a common French scenario was presented. Though I was on the other side of the computer screen, I felt as if I was a part of that French scene where the interaction was rich.”

The teachers shared identical responses. Eighty-five point seven percent (85.7%) believe that the worksheets help with the recall of vocabulary, 71.4% indicate the application of vocabulary

or knowledge, 57.1% note the recall of grammatical structures, and 71.4% attribute the application of grammatical structures.

Language skill development

On a scale of 1-4, students were asked to rank, with 4 being the highest, their French linguistic skills that the live worksheets impacted. As seen in Table 3 below, vocabulary development was ranked the highest (7 students or 43.7%), followed by grammar development (10 students or 62.5%), reinforcement, and then reading skills (7 students or 43.7%). Listening skills were the least affected (9 students or 56.2%).

Table 3. Impact of live worksheets on students' linguistic skills

Language skill/component	Number of student responses on a scale of 1-4			
	1	2	3	4
Vocabulary development/reinforcement	2	2	3	7
Grammar development/reinforcement	2	1	10	3
Reading skills	3	7	1	2
Listening skills	9	6	2	4

The above findings are consistent with the teachers' perceptions of live worksheets' impact on the development of students' foreign language skills. They believe students receive the most significant impact in vocabulary development/reinforcement, followed by grammar reinforcement/application, and then the development of listening. However, reading was the least affected.

Role of the teacher

Both students and teachers overwhelmingly agreed that the live worksheets help students to be autonomous. However, at the same time, a few students may still feel confused or lost when left to work alone. Consequently, the role of the teacher is critical in the process. According to the students, the teacher's role is to teach and explain the concepts before giving students the worksheets. Once the students complete the worksheets, the teacher must provide feedback and reinforcement. This is important because sometimes the worksheets provide faulty responses. One student noted, "Since there are a few instances where the answers are inaccurate, the teacher should provide clarity. They should also use it as a measure to indicate progress and areas their students may need assistance with." Additionally, the teacher should provide encouragement and motivation, especially when students do well. As one student stated, "The teacher does have a role to play prior to and after the live worksheets. It is the teacher that must provide the necessary information to go into the worksheet, and it is always an A+ for me to receive encouragement from the teacher after sharing a good grade."

The teachers used words such as "guide," "assessor," and "facilitator" to describe their role, as "for some of the activities, the teacher is required to be a guide to students, and for others, students can work independently." Teachers can "guide students in recalling vocabulary or grammar structures already taught as well as ensuring that the information from a live worksheet, for example, the answers given, are correct."

Live worksheets and learner motivation in a foreign language

The majority of the students (87.5%) stated that the live worksheets played a crucial role in their motivation to learn French. This is because "it shows if I actually understood what was taught by my lecturer" and "it brings confidence; even if the answer is wrong, you'll be able to learn from the mistakes made." Interestingly, the worksheets "give me the necessary interaction needed, though it is all electronic. It is as if I am immersed into the French culture when partaking in the live worksheets". It appears that the "French culture is marketed well on the live worksheets". The live worksheets also help students to use their newly acquired knowledge – "...while we are learning in class, it's easier to forget things and not practice, but the live worksheets give the opportunity to test my French skills." The live worksheets also help to develop important linguistic skills and the instantaneous nature of receiving the results/feedback helps students to understand the extent to which they have grasped a concept. As one respondent said:

Learning a foreign language can easily become frustrating for me, as I feel I am learning in a vacuum sometimes. The worksheets help to develop my grammar and vocabulary and give me a fun way to interact with the language in a manner that is manageable. The ability to immediately check results motivates me to try again until I have corrected all my mistakes.

Most of the teachers (71%) also see a correlation between the use of live worksheets and students' motivation to learn a foreign language. This is because live worksheets "offer a variety of activities that make learning fun". Additionally, students enjoy working on their smart devices, and "they tend to compete to see who can finish first, and this creates excitement among them." Moreover, the attractiveness and user-friendly nature of live worksheets serve as a motivating factor for students. This shows that "learning a foreign language isn't just writing notes and studying them, but that they can also learn through fun and interactive games."

On the other hand, the remaining 29% of teachers do not think live worksheets motivate students in foreign language learning. Instead, "students just view them as reinforcement, but they would never use them autonomously." In addition, "assessment does not always motivate students, especially if they aren't doing well; they'll feel demotivated."

Discussion

The findings show that the majority of the participants in the study – both students and teachers – have a positive perception with regard to the use of live interactive worksheets in foreign language online classes as they find them to be effective. Both groups of respondents cited different benefits of the integration of live worksheets in foreign language classes. These

include shifting from the traditional classroom to a more fun and diverse ambiance, which incorporates the integration of technology/technological devices. The worksheets come with a variety of exercises, which are formatted in different manners. This structure appeals to students' learning styles, which helps them to be more engaged and motivated. Other notable positives of using live worksheets are that they provide instant grading/feedback and are user-friendly and attractive. They also lessen teachers' workload by creating their own worksheets from scratch and manually correcting each student's work.

These findings are consistent with studies conducted by Madden (2022b), Sadeghi et al. (2023), and Le and Prabjandee (2023), that foreign language instructors have found innovative ways to incorporate new forms of assessments in their classrooms, especially during the Covid-19 pandemic. Madden's study focused on the integration of Kahoot! as an assessment tool in French L2 classes at the university level. Sadeghi et al. explored how the pandemic affected teachers worldwide and how foreign language educators have incorporated technology to respond to the crisis, while Le and Prabjandee did a review on live worksheets and concluded that they were beneficial, particularly during the COVID-19 pandemic, for both students and teachers.

As stated by Nuraeni (2021) and Khan and Tufail (2020), there are numerous online materials – including live worksheets – that can be used in technology-enhanced language learning (TELL). The data obtained also supports Khikmiyah's (2021) position that *Liveworksheets.com* offers a variety of media and resources that will not cause students to feel bored. Instead, students acquire new knowledge, gain increased motivation to study (Kopniak, 2018), are more active in their learning, and are enthusiastic about participating in online web-based activities (Nurhidayati, 2019). In addition, the user-friendliness of the live worksheets highlighted by both teachers and students is in line with the benefits established by Le and Prabjandee (2023), who stated that live worksheets are user-friendly and environmentally friendly.

On the downside, the absence of accents renders a correct response otherwise incorrect. To mitigate against this, teachers can provide a link to a site to access the accents of the target language or a reference document that informs the students how to use the control (ctrl) function on their laptops or computers to obtain the accents. However, this may prove more challenging if the students are using another smart device, such as a cell phone, to complete an exercise. Nonetheless, teachers can award additional points for correct answers that are marked incorrectly by the automated system due to missing accents. This will help to boost students' morale.

In the cases where the audio files do not play, an alternate solution may be to go directly to the source – often times YouTube – and get a direct link to share with the students. Also, in the context of face-to-face instruction, it would be useful to have some hard copies of the worksheets being used in the event there are any eventualities, such as poor internet connectivity or challenging loading worksheets online.

Concerning the impact of live worksheets on students' cognitive and linguistic skills, they help to increase learners' mental activity, as suggested by Andriyani et al. (2020), and develop and reinforce components such as vocabulary, grammar and reading skills, as found by Wang

(2014). As indicated in the findings, live worksheets are a good source to strengthen vocabulary and syntactic development. Therefore, whenever teachers want students to have immediate practice in these areas, giving them live worksheet exercises could be a good source to recall and apply the knowledge that has just been learned. However, not all skills get the same priority treatment, which is why Le and Prabjandee (2023) underscored that live worksheets fall short of evaluating language fluency in diverse contexts. Consequently, L2 teachers may need to find other technology-based sources to help students develop fluency.

Based on this study, it can be said that live worksheets favor the development primarily of vocabulary and grammatical acquisition and reinforcement. This is strengthened by word-image association. Therefore, learners are most likely to improve their writing and speaking skills by doing these activities. Speaking refers to students employing the new vocabulary and grammar rules learned to engage in conversations at their individual levels on the Common European Framework of Reference for Languages (CEFR). Even so, as there are many exercises, it depends on the topic being taught and the teacher's objective.

The teacher also plays an important role in guiding the students, even though the process makes them autonomous. Feedback is of great significance after the students have completed the worksheets. This will clarify any misunderstanding and correct any wrong answers.

Conclusion

The study has found that both students and teachers in Jamaica welcome the inclusion of live interactive worksheets in online foreign language classes. Live worksheets have numerous benefits, such as their impact on making a class more interactive and fun, which boosts students' participation and motivation. The different features of live worksheets also add to the benefits enjoyed by both students and teachers, such as user-friendliness, instant grade/feedback, variety of activity types, and colorfulness of the visuals. Teachers also appreciate that the live worksheets are pre-created, which helps reduce their workload. They can use them for formative or summative assessments, which can later inform pedagogical interventions. In addition, live worksheets help students to develop autonomy, but the teachers' guidance is welcome, primarily before and after an exercise. Furthermore, live worksheets assist with the development of cognitive and linguistic skills. Students noted gains in vocabulary and grammar development and reinforcement, strengthening writing and speaking skills. However, with the absence of a French keyboard (or any other foreign language), correct answers may be considered incorrect by the system. Consequently, teachers have to be prepared for these eventualities.

Despite the gains highlighted in this study, the authors acknowledged that the sample sizes for both students and teachers were small, which should be a caution against any generalization of the findings. Therefore, it would be interesting in the future to explore a larger sample and conduct experiments with high school students. Additionally, this study was conducted during the peak of the COVID-19 pandemic. Consideration could now be given to the incorporation of live worksheets in face-to-face instruction and their effectiveness in targeting learner motivation and the development of cognitive and linguistic skills. Moreover, it would be

welcome to conduct experiments on live worksheets in other language areas, such as Spanish, English, and English as a second/foreign language in the Jamaican context.

The COVID-19 pandemic has caused a revolutionary shift in the education system in Jamaica and worldwide. Foreign language instruction has to maintain a high level of creativity and innovation. This can be achieved by incorporating live interactive worksheets and other online resources. Technological incorporation plays an integral role and has been utilized to better engage students with content information. Though technology and its applications have a myriad of challenges and pitfalls, one cannot undermine the benefits of its usage in the classroom and the positive impacts that it can have on student learning.

Acknowledgments

Special thanks to all the students and teachers who participated in this study.

References

- Andriyani, N., Hanafi, Y., Safitri, I. Y. B., & Hartini, S. (2020). Penerapan Model Problem Based Learning Berbantuan Lkpd Live Worksheet Untuk Meningkatkan Keaktifan Mental Siswa Pada Pembelajaran Tematik Kelas Va. *Prosiding Pendidikan Profesi Guru*, September, 122–130. <http://eprints.uad.ac.id/21216/1/12>.
- Ariskasari, V., & Sulisworo, D (2021). Developing the interactive worksheet supported by simulation and live worksheet on physics learning. *International Conference on Education and New Learning Technologies*. Xiamen.
- Bernard, H. R. (2002). *Research methods in anthropology: Qualitative and quantitative approaches*. 3rd Alta Mira Press; Walnut Creek, CA.
- Cleland, J. A. (2017). The qualitative orientation in medical education research. *Korean J Med Educ*, 29(2), 61-71. doi: [10.3946/kjme.2017.53](https://doi.org/10.3946/kjme.2017.53)
- Cresswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed method research*. 2nd Sage Publication; Thousand Oaks, CA.
- Dawadi, S. (2020). Thematic Analysis Approach: A Step by Step Guide for ELT Research Practitioners. *Journal of NELTA*, Vol 25 (1-2). <https://files.eric.ed.gov/fulltext/ED612353.pdf>
- Foley, G., & Timonen, V. (2015). Using Grounded Theory Method to Capture and Analyze Health Care Experiences. *Health Serv Res*, 50(4), 1195-210. doi: [10.1111/1475-6773.12275](https://doi.org/10.1111/1475-6773.12275)
- Indriani, S., Nuryadi, N., & Marhaeni, N. H. (2021). Student's Worksheet Design Assisted with Live worksheets to Improve Student's Concept Understanding Skills on Quadrilaterals and Triangles. *MULTIDISCIPLINE - International Conference 2021*, 462-469.
- Hidayah, N., & Asari, S. (2022). Investigating Students' Listening Skill Using Live worksheet as an Outline Teaching Platform. *J-SHMIC: Journal of English for Academic*, Vol 9 (1),

- 51-59. [https://doi.org/10.25299/jshmic.2022.vol9\(1\).8611](https://doi.org/10.25299/jshmic.2022.vol9(1).8611)
- Khan, M. Y., & Tufail, H. (2020). An Investigation into the Effectiveness of MALL during COVID-19 at the Higher Education in Pakistani EFL Classrooms. *Global Language Review*, V(I), 175-185. [https://doi.org/10.31703/glr.2020\(V-I\).19](https://doi.org/10.31703/glr.2020(V-I).19)
- Khikmiyah, F. (2021). Implementasi Web Live Worksheet Berbasis Problem Based Learning Dalam Pembelajaran Matematika. *Pedagogy: Jurnal Pendidikan Matematika*, 6(1), 1– 12. <https://doi.org/10.30605/pedagogy.v6i1.1193>
- Kilickaya, F. (2017). Improving formative assessment in language classrooms using Gradecam Go! *Teaching English with Technology*, 17(4), 78-92. <https://eric.ed.gov/?id=EJ1159096>
- Kopniak, N. B. (2018). The use of interactive multimedia worksheets at higher education institutions. *Information Technologies and Learning Tools*, 63(1), 116–129. <https://doi.org/10.33407/itlt.v63i1.1887>
- Le, V. H. H., & Prabjandee, D. (2023). A Review of the Website Liveworksheets.com. *Computer Assisted Language Learning Electronic Journal (CALL-EJ)*, 24(1), 269-279. <http://callej.org/journal/24-1/Le-Prabjandee2023.pdf>
- Madden, O. (2022a, January 6). Bridging the learning gap in higher education. *The Jamaica Observer*, p. 15. <https://www.jamaicaobserver.com/columns/bridging-the-learning-gap-in-higher-education/>
- Madden, O. N. (2022b). Edutainment: assessing students' perceptions of Kahoot! as a review tool in French L2 classes. In B. Arnbjörnsdóttir, B. Bédi, L. Bradley, K. Friðriksdóttir, H. Garðarsdóttir, S. Thouëсны, & M. J. Whelpton (Eds), *Intelligent CALL, granular systems, and learner data: short papers from EUROCALL 2022* (pp. 240-245). Research-publishing.net. <https://doi.org/10.14705/rpnet.2022.61.1465>
- Madden, O. (2021, March 18). Connected...but disconnected: COVID-19 and online teaching. *The Jamaica Observer*, pp. 14-15. <https://www.jamaicaobserver.com/columns/connected-but-disconnected/>
- Montalvo-Balbed, M. (2012). Using formative assessment to help English language learners. ASCD. https://pdo.ascd.org/lmscourses/PD13OC002/media/ELL_CC_M4_Reading_Using_Formative01.pdf
- Nuraeni, C. (2021). Maximising Mobile-Assisted Language Learning (MALL) amid Covid-19 Pandemic: Teachers' Perception. *Metathesis: Journal of English Language, Literature, and Teaching*, Vol 5(1), pp 11-18. DOI: <http://dx.doi.org/10.31002/metathesis.v5i1.3336>
- Nurhidayati, S. (2019). Integrating Local Potential in Character Education Courses to Improve Learning Outcomes and Student Respect for the Environment. *Journal of Mandala Education*, 4(4), 257-260. [10.36312/jupe.v4i4.995](https://doi.org/10.36312/jupe.v4i4.995)
- OECD. (2020). Strengthening online learning when schools are closed: the role of families and teachers in supporting students during the COVID-19 crisis. *Tackling Coronavirus (COVID-19): Contributing to a global effort* (p. 2).

<https://www.oecd.org/coronavirus/policy-responses/strengthening-online-learning-when-schools-are-closed-the-role-of-families-and-teachers-in-supporting-students-during-the-covid-19-crisis-c4ecba6c/>

- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. 3rd Sage Publications; Thousand Oaks, CA.
- Pham, T. C. (2022). Effects of Using Technology to Engage Students in Learning English at a Secondary school. *International Journal of Language Instruction*, 1(1), 86-98. DOI: <https://doi.org/10.54855/ijli.22118>
- Prensky, M. (2001). Digital Natives, Digital Immigrants. *On the Horizon*, 9, 1-6.
<http://dx.doi.org/10.1108/10748120110424816>
- Pulungan, M., Maharani, S. D., Waty, E. R. K., Safitri, M. L. O., Suganda, V. A., & Husni, F. T. (2022). Development of E-Student Worksheets in the form of Picture Stories Using Live Worksheets in Primary Schools. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 7(2), 157-167. <https://doi.org/10.25217/ji.v7i2.1759>
- Ryabchikova, V.G., Rubleva, O.S., Sergeeva, N.A., & Yakovleva, N.A. (2020). Using interactive worksheets when teaching foreign languages by the 'Flipped class' technology. *Perspectives of Science & Education*, 45(3), 195-206. [doi: 10.32744/pse.2020.3.15](https://doi.org/10.32744/pse.2020.3.15)
- Sadeghi, K., Thomas, M., & Ghaderi, F. (2023). *Technology-Enhanced Language Teaching and Learning: Lessons from the Covid-19 Pandemic*. Bloomsbury Publishing. London, England.
- Spradley, J. P. (1979). *The ethnographic interview*. Holt, Rinehart & Winston; New York.
- Vo, T. T. S., & Le, T. M. N. (2023). An Investigation into Perception of Online Teaching and the Challenges of Online Teaching Faced by English Lecturers at Quang Trung University during COVID-19 Outbreak. *International Journal of Language Instruction*, 2(3), 63-79. DOI: <https://doi.org/10.54855/ijli.23233>
- Wang, Y. W. (2014). Use of interactive web-based exercises for English as a foreign language learning: learners' perceptions. *Teaching English with Technology*, 14(3), 16-29. <https://files.eric.ed.gov/fulltext/EJ1143471.pdf>
- Wong, L. P. (2008). Data Analysis in Qualitative Research: A Brief Guide to Using Nvivo. *Malays Fam Physician*, 3(1), 14-20. PMID: 25606106; PMCID: PMC4267019.
- Yusuf, F., & Ali, A. (2022). Exploring Students' Perception on using Live worksheet as Self-directed Learning of Listening Skills in Online Education. *Journal of Ultimate Research and Trends in Education*, 4(3), 255-266. <https://doi.org/10.31849/utamax.v4i3.11449>

Biodata

Oneil Madden has served as French Language Coordinator and interim Chair of the Department of Humanities at Northern Caribbean University in Jamaica. He has been working in higher education for almost a decade and has also taught English and Spanish courses. He is a linguist and doctoral candidate in language sciences at the Laboratoire de Recherche sur le Langage (LRL) attached to the Clermont Auvergne University in France. His research interests include telecollaboration, multimodal instruction, online pedagogical scenarios, gamification in language education and foreign language teacher training.

Ryan Sweeney is currently an adjunct lecturer at Northern Caribbean University in Jamaica, where he lectures the certificate course Teaching English as a Second Language. He has been teaching Spanish for almost a decade in Jamaica and the United States of America at both the primary and secondary levels. He has also taught English as a second language in Colombia. His research interests include foreign language learning and instruction and education technology in foreign language learning.

Alexious Gonzales is a sophomore student at Northern Caribbean University in Jamaica. He is pursuing a Bachelor of Arts degree in Education. As an English major, his goal is to become a professor in linguistics. He enjoys reading and researching linguistic theories, and tutoring students in Spanish and French. He has research interests in culture, interculturality, and technology integration in foreign language learning.