



**UNIVERSIDAD HISPANOAMERICANA**

**FACULTY OF EDUCATION**

**School of English Language Teaching**

**Thesis Submitted to Obtain the Licentiate Degree in  
English Language Teaching**

The Effectiveness of using The Communicative Approach with The Genially Tool in Enhancing  
English Fluency in an eighth-grade class at Instituto Superior Julio Acosta Garcia High School in

2025

Author:

SUSANA MARÍA CHAVERRI HERNÁNDEZ

Tutor:

YANORY ARGUEDAS CARBALLO

May 2025

## Content

Sworn Declaration.....	vi
Tutor’s Letter .....	vii
.....	vii
Reader’s Letter.....	viii
Dedicatory.....	ix
Acknowledgments.....	x
Abstract.....	xi
Resumen .....	xii
Chapter I.....	1
1.1. Introduction.....	2
1.1.1 Background of the Problem.....	3
1.1.2 Problematization.....	6
1.1.3 Justification.....	7
1.2 Research Problem .....	11
1.2.2 Research Question.....	11
1.2.3 Hypothesis.....	11
1.3 Objectives.....	11
1.3.1 General Objective.....	11
1.3.2 Specific Objectives.....	12
1.4 Scope and Limitations.....	12
1.4.1 Scope.....	12
1.4.2 Limitations.....	12
Chapter II .....	14
Theoretical Framework.....	14

2.1 Historical Context.....	15
2.1.1 <i>Colegio Instituto Superior Julio Acosta García</i> .....	15
2.2 Theoretical-Conceptual Context .....	15
2.3 The Communicative Language Teaching Approach (CLT) and its effectiveness on students' motivation and Engagement .....	16
2.3.1 <i>Definition and Characteristics of CLT</i> .....	16
2.3.2 <i>Benefits of Using CLT and its Effects on student's motivation and Engagement</i> .....	17
2.3.3 <i>Previous studies on the effectiveness of CLT in various educational contexts</i> .....	18
2.4 Advantages of using technological tools in language teaching.....	19
2.4.1 <i>Examples of other tools used in language teaching</i> .....	20
2.4.2 <i>Genially as an Educational Tool</i> .....	20
2.4.3 <i>Previous studies on the effectiveness of Genially in education</i> .....	22
2.5 Fluency in English Language Learning .....	23
2.5.1 <i>Factors influencing fluency</i> .....	25
2.5.2 <i>Methods, activities in the classroom, and tools for evaluating fluency</i> .....	27
2.6 Focus on Eighth-grade Students.....	29
2.6.1 <i>Characteristics of eighth-grade learners</i> .....	29
2.6.2 <i>Engagement techniques and motivational strategies focused on eighth-grade learners</i> ...	30
Chapter III.....	34
Methodological Framework .....	34
3.1 Type of research .....	35
3.1.1 <i>Purpose: Applied</i> .....	35
3.1.2 <i>Temporal dimension: Transversal</i> .....	35
3.1.3 <i>Framework: Mega-macro-micro</i> .....	36
3.1.4 Hypothesis.....	36
3.1.5 <i>Nature: Qualitative</i> .....	37
3.1.6 <i>Character</i> .....	37
3.2 Subjects and sources of information .....	39
3.2.1 <i>Subjects</i> .....	39
3.2.2 <i>Sources of information</i> .....	40
3.3 Sampling and Type.....	41
3.3.1 <i>Non-probabilistic</i> .....	41

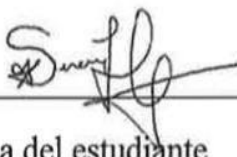
3.4 Techniques and Instruments .....	41
3.5 Variables (all the chart operational and theoretical definitions).....	43
Chapter IV .....	51
<b>Analysis and Interpretation of Data .....</b>	<b>51</b>
<b>4.1 Diagnostic of the Current Situation .....</b>	<b>52</b>
4.1.1 Observational Assessment .....	53
4.1.2 Teacher Interview.....	60
4.1.3 Pre-Test .....	67
4.1.4 Checklist 1.....	69
4.1.5 Post-Test.....	78
4.1.6 Checklist 3.....	80
4.1.7 Anecdotal Journal .....	90
4.1.8 Checklist 2.....	97
Chapter V.....	100
<b>Conclusions and Recommendations.....</b>	<b>100</b>
5.2 Conclusions .....	101
5.3 Recommendations.....	106
Chapter VI.....	109
<b>The Proposal.....</b>	<b>109</b>
6.1 Name of Proposal .....	110
6.2 Description .....	110
6.3 Place to be Developed.....	111
6.4 Organization .....	111
6.5 Involved Population .....	111
6.6 Objectives of the Proposal .....	111
6.6.1 General Objective.....	111
6.6.2 Specific Objectives.....	112
6.7 Chronogram of Activities.....	112
6.8 Budget for its Implementation.....	115

	v
<b>6.9 Suggested Bibliography</b> .....	115
<b>Reference List</b> .....	117
<b>Annexes</b> .....	122

### Sworn Declaration

Yo Susana María Chaverri Hernández, mayor de edad, portador de la cedula de identidad número uno quince sesenta cero dos cincuenta (1-1560-0250) egresado de la carrera de Enseñanza del Inglés de la Universidad de Costa Rica, hago constar por medio de este acto y debidamente apercebido y entendido de las penas y consecuencias con las que se castiga con el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en Enseñanza del Inglés, juro solemnemente que mi trabajo de investigación titulado: “The Effectiveness of using The Communicative Approach with the Genially Tool in Enhancing English Fluency in an eighth-grade class at Instituto Superior Julio Acosta Garcia High School in 2025”, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que estos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público.

En fe de lo anterior, firmo en la ciudad de San José, a los 16 días del mes de mayo del año dos mil veinticinco.



Firma del estudiante

Cedula: 11560-0250

## Tutor's Letter

### CARTA DEL TUTOR

San José, 17 de mayo , 2026

Universidad Hispanoamericana  
Licenciatura en la Enseñanza del Inglés

Estimados señores:

La estudiante SUSANA MARÍA CHAVERRI HERNÁNDEZ, portador de la cédula de identidad número 115600250, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado *The Effectiveness of using The Communicative Approach with The Genially Tool in Enhancing English Fluency in an eighth-grade class at Instituto Superior Julio Acosta Garcia High School in 2025*. El cual ha elaborado para obtener su grado de Licenciatura en la enseñanza del Inglés.

En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación, antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos, conclusiones y recomendaciones.

De los resultados obtenidos por el postulante se obtienen la siguiente calificación:

	<i>Descripción</i>	<i>%</i>	<i>% Obt</i>
a	Originalidad del tema	10%	10%
b	Cumplimiento de entrega de avances	20%	20%
c	Coherencia entre los objetivos, instrumentos aplicados y los resultados de la investigación	30%	30%
d	Relevancia de las conclusiones y recomendaciones	20%	20%
e	Calidad detalle del marco teórico	20%	20%
	Total	100%	100%

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura

Yanory Arguedas Carballo  
108710072

Yanory  
Arguedas  
Carballo

Firmado digitalmente  
por Yanory Arguedas  
Carballo  
Fecha: 2025.05.17  
20:08:48 -06'00'

**Reader`s Letter****CARTA DE LECTOR**

San José, 16 de julio del 2025

Universidad Hispanoamericana  
Sede Llorente  
Estimado señor

La estudiante Susana Chaverri Hernández , cédula de identidad 1-15600250, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado " The Effectiveness of using The Communicative Approach with The Genially Tool in Enhancing English Fluency in an eighth-grade class at Instituto Superior Julio Acosta Garcia High School in 2025.", el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

Firma

**Jeffrey  
Monter  
o Nuñez** Firmado  
digitalmente por  
Jeffrey Montero  
Nuñez  
Fecha: 2025.07.16  
10:21:14 -06'00'

Nombre Jeffry Montero Nuñez  
Cédula 116160408  
Carné 71002

## CENIT Authorization

**UNIVERSIDAD HISPANOAMERICANA  
CENTRO DE INFORMACION TECNOLOGICO (CENIT)  
CARTA DE AUTORIZACIÓN DE LOS AUTORES PARA LA CONSULTA, LA  
REPRODUCCION PARCIAL O TOTAL Y PUBLICACIÓN ELECTRÓNICA  
DE LOS TRABAJOS FINALES DE GRADUACION**

San José, viernes 18 de julio del 2025

Señores:  
Universidad Hispanoamericana  
Centro de Información Tecnológico (CENIT)

Estimados Señores:

El suscrito (a) Susana Maria Chaveri Hernandez con número de identificación 115600250 autor (a) del trabajo de graduación titulado The Effectiveness of using The Communicative Approach with The Genially Tool in Enhancing English Fluency in an eighth-grade class at Instituto Superior Julio Acosta Garcia High School in 2025 presentado y aprobado en el año 2025 como requisito para optar por el título de Licenciatura en la Enseñanza del Inglés;  SI /  NO autorizo al Centro de Información Tecnológico (CENIT) para que con fines académicos, muestre a la comunidad universitaria la producción intelectual contenida en este documento.

De conformidad con lo establecido en la Ley sobre Derechos de Autor y Derechos Conexos N° 6683, Asamblea Legislativa de la República de Costa Rica.

Cordialmente,

  
Firma y Documento de Identidad

**ANEXO 1 (Versión en línea dentro del Repositorio)  
LICENCIA Y AUTORIZACIÓN DE LOS AUTORES PARA PUBLICAR Y  
PERMITIR LA CONSULTA Y USO**

**Parte 1. Términos de la licencia general para publicación de obras en el repositorio institucional**

Como titular del derecho de autor, confiero al Centro de Información Tecnológico (CENIT) una licencia no exclusiva, limitada y gratuita sobre la obra que se integrará en el Repositorio Institucional, que se ajusta a las siguientes características:

- a) Estará vigente a partir de la fecha de inclusión en el repositorio, el autor podrá dar por terminada la licencia solicitándolo a la Universidad por escrito.
- b) Autoriza al Centro de Información Tecnológico (CENIT) a publicar la obra en digital, los usuarios puedan consultar el contenido de su Trabajo Final de Graduación en la página Web de la Biblioteca Digital de la Universidad Hispanoamericana
- c) Los autores aceptan que la autorización se hace a título gratuito, por lo tanto, renuncian a recibir beneficio alguno por la publicación, distribución, comunicación pública y cualquier otro uso que se haga en los términos de la presente licencia y de la licencia de uso con que se publica.
- d) Los autores manifiestan que se trata de una obra original sobre la que tienen los derechos que autorizan y que son ellos quienes asumen total responsabilidad por el contenido de su obra ante el Centro de Información Tecnológico (CENIT) y ante terceros. En todo caso el Centro de Información Tecnológico (CENIT) se compromete a indicar siempre la autoría incluyendo el nombre del autor y la fecha de publicación.
- e) Autorizo al Centro de Información Tecnológica (CENIT) para incluir la obra en los índices y buscadores que estimen necesarios para promover su difusión.
- f) Acepto que el Centro de Información Tecnológico (CENIT) pueda convertir el documento a cualquier medio o formato para propósitos de preservación digital.
- g) Autorizo que la obra sea puesta a disposición de la comunidad universitaria en los términos autorizados en los literales anteriores bajo los límites definidos por la universidad en las "Condiciones de uso de estricto cumplimiento" de los recursos publicados en Repositorio Institucional.

SI EL DOCUMENTO SE BASA EN UN TRABAJO QUE HA SIDO PATROCINADO O APOYADO POR UNA AGENCIA O UNA ORGANIZACIÓN, CON EXCEPCIÓN DEL CENTRO DE INFORMACIÓN TECNOLÓGICO (CENIT), EL AUTOR GARANTIZA QUE SE HA CUMPLIDO CON LOS DERECHOS Y OBLIGACIONES REQUERIDOS POR EL RESPECTIVO CONTRATO O ACUERDO.

 REPÚBLICA DE COSTA RICA  
Tribunal Supremo de Elecciones  
Cédula de Identidad

**1 1560 0250**



  
1 1560 0250



Nombre: **SUSANA MARIA**  
1º Apellido: **CHAVERRI**  
2º Apellido: **HERNANDEZ**  
C.C:



Número de Cédula: **1 1560 0250**

Fecha de Nacimiento: **21 01 1994**

Lugar de Nacimiento: **HOSPITAL CENTRAL SAN JOSE**

Nombre del Padre: **JOSE LUIS CHAVERRI CESPEDES**

Nombre de la Madre: **MARTA EUGENIA HERNANDEZ HIDALGO**

Domicilio Electoral: **SAN RAFAEL SAN RAMON ALAJUELA**

Vencimiento: **07 01 2031**





003274456

## **Dedictory**

First, I want to dedicate this to God, whose help and support got me through the tough times; his light has guided my path and grant me resilience to overcome every obstacle. I also dedicate this work to my family especially my mother and aunt, who have always been by my side, offering words of encouragement to continue growing professionally.

To my partner and my son Samuel, who are the light of my life and my greatest motivation, your love, support and belief in me have been a source of strength.

## **Acknowledgments**

I am truly grateful to my thesis advisor, Yanory Arguedas, who continuously offered me guidance, kindness and constant encouragement. Her comprehensive and professional advice has significantly contributed to the growth of my academic journey.

I want to extend my appreciation to all my professors who have been part of my academic process and have shared their knowledge with me, which has enriched my academic skills. Especially, to Professor Yorleny Gonzalez, whose dedication and professionalism have left a lasting impact on my education.

## Abstract

The main objective of this research is to determine the effectiveness of using The Communicative Language Teaching approach with the Genially tool in enhancing English fluency in an eighth-grade class at Instituto Superior Julio Acosta Garcia High School in 2025. This study's addresses the low level of English fluency among high schoolers by creating engaging activities based on games in an interactive learning environment. The study follows a research design where an observational assessment and teacher interview are first applied to obtain general information of the group and students in order to address them. Then, a pre-test along with a checklist is developed to identify student's initial challenges in fluency, and after the first stage of the research, six sessions using the Genially tool based on a CLT approach are carried out. After applying the Genially activities, a post-test along with a checklist is applied to measure the student's level of fluency after the use of the tool. Finally, a third checklist is carried out to analyze the features of the tool in terms of how well Genially influences students' engagement and interest in learning English. The activities developed in class are game-based using genially templates encouraging students to speak through interactive tasks. Results showed significant improvement in student's English fluency, with an increased willingness to participate in oral activities. The study concludes that integrating the CLT approach with the Genially tool effectively enhances English-speaking fluency.

**Keywords: Genially, CLT approach, gamed-based activities, fluency.**

## Resumen

El objetivo principal de esta investigación es determinar la efectividad del uso del enfoque de Enseñanza Comunicativa del Lenguaje junto con la herramienta Genially para mejorar la fluidez en inglés en una clase de octavo grado en el Instituto Superior Julio Acosta García en el 2025. Este estudio aborda el bajo nivel de fluidez entre los estudiantes de secundaria mediante la creación de actividades atractivas basadas en el juego en un ambiente de aprendizaje interactivo. El diseño de la investigación sigue una secuencia donde primero se aplica una evaluación observacional y una entrevista al docente para obtener información general acerca del grupo y de los estudiantes, lo que permite dirigir adecuadamente las actividades. Luego, se desarrolla un pretest junto con una herramienta de evaluación identificar los desafíos iniciales de los estudiantes respecto a fluidez. Después de esta primera etapa de la investigación, se llevan a cabo seis sesiones utilizando la herramienta Genially basada en el enfoque de Enseñanza Comunicativa del Lenguaje. Posteriormente, se aplica un post-test acompañado de una herramienta de evaluación para medir el nivel de fluidez de los estudiantes después del uso de la herramienta. Finalmente, se lleva a cabo una tercera herramienta de evaluación para analizar las características de la herramienta en términos de como Genially influye en el compromiso e interés de los estudiantes por aprender inglés. Las actividades desarrolladas en clase son basadas en juegos utilizando plantillas de Genially que fomentan a los estudiantes a hablar más a través de las tareas interactivas y el juego. Los resultados mostraron una mejora significativa en la fluidez del inglés de los estudiantes, con un aumento en su disposición para participar en actividades orales en el habla inglés.

**Palabras clave: Genially, Metodología CLT, Actividades basadas en juegos, fluidez.**

## **Chapter I**

### **Problem Statement**

## 1.1. Introduction

Speaking holds great significance in the acquisition of a second language. According to Leon and Ahmadi (2017) “Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation” (p. 35). English proficiency requires mastering several aspects such as pronunciation, grammar, vocabulary, fluency, and understanding. To communicate well with others, learners need to speak English proficiently.

Despite its importance, speaking often receives inadequate attention in educational institutions, primarily due to a focus on grammar and imbalanced teacher-student proportions. In addition, teachers often face several challenges in helping students develop their speaking skills in the classroom. These challenges include inhibition, low participation, use of the mother tongue, and lack of motivation. (Leong & Ahmadi, 2017).

As stated above, motivation plays another important role in this matter; motivation is crucial for learners because it helps them succeed and learn faster; it acts as the driving force, enabling students to thrive when encountering obstacles and challenging paths when acquiring a new language. Some researchers have found information that exemplifies the idea that second language learners who have higher motivation have more chances to be successful and achieve better results. In the same way, second language learners with higher motivation learn, comprehend and do better than L2 learners with low motivation. (Dong et al. 2022).

Speaking skills are essential language skills to master in the digital era specifically in high schools. Consequently, teachers worldwide face the challenge of creating methods and materials that align with students' development in this era.

One effective strategy that English language teachers can use to enhance engagement and effectiveness is gamification. This study aims to delve deeper into this approach and the research problem, which involves determining the effectiveness of the Genially tool in enhancing English speaking fluency. Additionally, this research emphasizes the importance of addressing the need for innovative and engaging language learning methods and discussing the potential benefits for students, teachers, and the educational system.

According to Saleem, Noori and Ozdamli (2022), “Gamification methods are strategies, procedures, and mechanisms that help consumers consistently determine how to incorporate game basics in an exact non-game setting” (p. 141). As a result, the variety of gamification styles has expanded and attracted attention due to its positive outcomes, and growing interest in games, particularly for educational purposes. Additionally, in education, by examining the historical context and reasoning behind the use of gamification, we can better understand its impact on language learning, its role in language acquisition, and its potential to transform traditional language learning methods.

### **1.1.1 Background of the Problem**

This study aims to emphasize the potential impact of our findings on language education, benefiting both educators and students. Therefore, several research sources related to the impact of gamification, digital games associated with second language acquisition, and websites used as support tools for learning English, were studied, among others.

Firstly, one research conducted by Wening Patmi Rahayu, Dede Rusmana, and Cyndy Novi Octavia in 2024, explores the effectiveness of Genially interactive media in enhancing students’ engagement and activity during classroom learning in Indonesia. The instruments used

are observations and interviews with teachers, questionnaires for collecting data from students, and analysis among others.

The investigation aimed to create innovative and interactive digital teaching tools using Genially to improve students' activeness and engagement during learning activities. Furthermore, the findings of the investigation showed that Genially interactive media effectively improved students' engagement and activity, while students found the platform visually appealing, through interactive features which drove classroom focus and motivation. Moreover, as Rahayu et al (2024) explain, the study's findings are revealed in Table 3. Data Analysis Results of Large Group Trial that students rated the quality, display, information presentation, and advantages of the tool highly with an average total score for usability of 88.29% (p. 9).

Secondly, similarly, Jacqueline Maridueña Macancela in 2019, addresses in her research a significant issue faced by students at the State University of Milagro. These students demonstrate a disinterest and withdrawal from learning English, leading to poor performance in the subject. According to Maridueña, (2019), this problem is largely attributed to the use of traditional teaching methods that fail to engage students effectively, resulting in a lack of motivation and inadequate language acquisition.

To explore solutions to this problem, the study utilized a sample of 144 students from the English 1, 2, 3, and 4 modules at the State University of Milagro. The primary research instrument involved integrating websites as a teaching strategy and collecting data on student performance and engagement. The aim was to determine the importance of incorporating technological interactive resources within English language teaching and to assess the impact of using websites as a primary tool on student motivation and language skills acquisition (Maridueña, 2019).

The study's findings revealed that the integration of websites significantly increased student motivation and engagement. Students were able to engage in various activities such as grammar and vocabulary exercises, pronunciation practices, and other interactive activities that supported their autonomous learning and enhanced their language skills. This positive impact highlighted the potential of technological tools in improving educational outcomes.

In conclusion, the research demonstrated that incorporating websites into English language teaching positively affects student engagement and learning outcomes. It provides diverse and interactive resources that support the learning process and help students develop better language skills. Based on these findings, the study recommends that English language instructors should integrate websites and other interactive technological resources into their teaching strategies to enhance student engagement and learning outcomes. Additionally, it suggests that continuous professional development for teachers is necessary to effectively implement these tools. Furthermore, the research encourages further investigation into the long-term effects of using technological resources in language learning and the identification of best practices for their implementation. (Maridueña Macancela, 2019).

Thirdly, after revising the study conducted by Yunarni Siregar, Ifan Iskandar, and Ratna Dewanti, we can identify that the problem of the investigation was that the use of traditional methods of teaching speaking skills in Indonesia is less effective. Students often feel unmotivated and passive, which negatively impacts their learning outcomes.

According to Siregar et al, the researchers used the game "Yuk Sama-Sama Skilled Talk (YS-Tc)" as part of the instruments, which included dice, command cards similar to a monopoly game, and prizes in the form of colored medals (p.1). The objectives of the study included the need to investigate the impact of gamification on students' speaking skills, to evaluate students'

perceptions of the gamification approach, and to determine whether gamification can make learning more engaging and effective. (Siregar et al, 2022)

Among some of the study's main findings, students reported feeling more relaxed, happy, and involved in the learning process when gamification was implemented. Also, students showed a significant improvement in their speaking skills, and the competitive nature of the games motivated students to demonstrate their abilities more confidently. (Siregar et al, 2022)

Consequently, as stated by Siregar et al (2022) in some of the conclusions and recommendations of the previous research, it is important to continue studying and exploring the implementation of gamification in the curriculum to make it more interactive and student-centered. In the case of this present research, we will implement Genially as the gamification tool to determine how effective it is in terms of improving speaking skills in young learners (p.369).

### **1.1.2 Problematization**

During the first quarter of 2024, as part of the Licenciatura program, the researcher participated in a T.E.S.O.L. course that included a teaching practicum with eighth-grade students at Instituto Superior Julio Acosta Garcia. Throughout this process, the researcher observed that traditional methods were predominantly used to develop speaking activities, often limiting student's opportunities for active oral participation. Therefore, the researcher delved deeper and observed that the implementation of games as a basis for evaluating or teaching topics in class was almost nonexistent. As Leon and Ahmadi (2017) explain, despite teachers being very updated on certain topics, they still do not give the required attention to develop their classes using innovative methods to capture the students' attention. (p.34)

According to Tuan & Mai, the level of student participation in speaking activities is very low, and some of the reasons, aside from the traditional use of teaching methods, might be the following. Some other factors can contribute to this issue of not feeling motivated to participate in class, such as embarrassment when speaking in public, fear of making mistakes, being laughed at by peers, and anxiety of not knowing the correct answer, and being corrected publicly, among others. (as cited by Leon and Ahmadi 2017).

Therefore, this leads to students not being able to practice their English well, consequently affecting fluency in their speech too. Leon and Ahmadi (2017) explain this idea in their research; that prior research confirms that humans cannot learn a language without extensive repetition. Effective interactions are those that allow people to repeatedly use the same stimuli and responses. Speaking, listening, and engaging in meaningful, communication-based tasks require explicit practice to ensure full mastery of the language, specifically fluency.

This problem is well-known among educational researchers and remains significant, as it continues to be a common challenge in classrooms. In many cases, teachers find it difficult to know how to approach this problem. Thus, there is a need for further research on this subject as this will help in offering more information and possible ways to address this issue correctly. For example, “Many techniques can be applied to teach students English speaking. Using interesting material, media, and techniques in teaching English is the first thing that can motivate the students to learn English” (Pratiwi & Ayu p.39, 2020).

### **1.1.3 Justification**

Learning a new language has become an essential part of human development and as cited by Pratiwi & Ayu (2020) it is also difficult to acquire “Teaching a foreign language is

considered to be one of the most challenging teaching practices” (p.38). Therefore, as a future teacher, I consider that it is imperative to provide the curriculum with valuable insights into the potential impact of integrating technology in language learning, more specifically online game-based tools.

Following the COVID-19 outbreak, the involvement of students has emerged as a fundamental aspect of today’s educational scenery. Sustaining students' interest and involvement in language courses conducted online or through a blend of virtual and traditional methods presents a challenge. According to Hernández (2022), students might experience a sense of disconnection from their teacher and their peers, leading to struggles with maintaining concentration and enthusiasm within a traditional or digital environment. (p. 854)

On the other hand, since motivation can both impact and be impacted by various elements of language learning, researchers suggest a positive and inclusive attitude towards speaking the language that enhances learners' sensitivity to audio-lingual aspects, such as pronunciation and accent. According to Leong & Ahmadi (2017) “Without positive attitudes towards the speaking performance, the aim of speaking will not be obtainable for learners.” (p.38). Thus, this research is essential to delve deep to determine if game-based activities in the classroom promote a positive attitude in learners towards English speaking skills.

Furthermore, since motivation is a big part of language learning success, everyone involved in language education, from researchers to teachers, needs to understand how complex the relationship is between how students feel about the tasks they do and the materials they use.

On the other hand, technology enhances involvement and interaction in English teaching by providing a dynamic learning environment through online games. According to Oktaviani &

Mandasari, (2020), “Learning media in the learning process gives advantages to make learning more attractive, the material of learning more clearly, learning methods more have variation. Using media in teaching can improve students’ motivation in learning English” (as cited by Pratiwi & Ayu, p.38, 2020).

Thus, as a future teacher, I would like to base my thesis on raising awareness and highlighting the wide collection of online games available to both educators and students that can make classes more interactive and engaging. This is by implementing not only creative and visually appealing games but also promoting a more relaxed environment to enhance fluency in speaking skills, we can make lessons more interesting and potentially foster greater student participation in various ways.

Moreover, in the current society, it becomes essential that every individual is in a position to communicate in English with individuals across the globe. Communication is the primary objective of acquiring more than one language as an individual or as an institution. However, it seems that EFL learners face challenges when it comes to speaking English fluently even when they have adequate grammatical knowledge of the language.

Consequently, Namaziandos et al (2020) explain his idea about innovative teaching methods as the best way to teach a language, “To help students learn English effectively, teachers can adapt their teaching methods and practices, develop techniques that will enhance the skill of the students and give students more chances to communicate and express themselves in the target language” (p.3)

Consequently, Genially is the digital tool that we will be using in this research to enhance fluency in speaking skills. Genially is an online platform that allows users to create interactive

digital content. (Yolanda et al., 2023, as cited in, Rahayu 2024), “One application that can be used to create interactive content that has interesting features, such as presentations, posters, quiz games, videos, animations, and so on is the Genially website-based application”. This platform can be also accessed online which makes it accessible to many educators to develop unique, effective, and creative innovative learning.

Rahayu (2024) states that Genially may be integrated with many other types of media, including YouTube, Google Forms, Spotify, and other web platforms to enhance media engagement. In addition, Putri et al., (2025) explain that the application made its launch in 2015 in Cordoba, Spain allowing users to create 25 different types of business projects, media projects, and teaching tools.

Although it is designed primarily for educators and students, anyone can create a set of multiple-choice questions to study any subject. When integrated into a lesson plan, teachers create questions and quizzes and conduct live games with their students. This can be modified to enhance fluency in the classroom by changing a fill-in-the-blank exercise into a short answer or Wh-questions.

Furthermore, my research will be using Communicative Language Teaching (CLT) as this approach is particularly effective for enhancing English speaking fluency as it emphasizes interaction as both the means and the ultimate goal of learning a language.

Introduced in the 1960s, Communicative Language Teaching (CLT) focuses on spoken/written English and useful communicative functions by emphasizing communication in real-life contexts. This learning theory supports students in their learning processes besides engaging students with their respective learning styles; it is therefore applicable to high school students.

CLT effectively incorporates real-life content and cases into class, thus linking learning to usage. It is usually done through cooperative tasks which are important for the building of confidence and effective use of the language. Using tools such as Genially in CLT involves developing speaking tasks, proposing role-play scenarios, and orchestrating students' interactions aimed at improving their English.

## **1.2 Research Problem**

### **1.2.1 Problem statement**

Students from an eighth-grade class at Instituto Superior Julio Acosta Garcia struggle with fluency during English classes.

### **1.2.2 Research Question**

What is the effectiveness of using The Communicative Approach with the Genially tool in enhancing English fluency in an eighth-grade class at Instituto Superior Julio Acosta Garcia High School in 2025?

## **1.3 Objectives**

### **1.3.1 General Objective**

To determine the effectiveness of using The Communicative Approach with the Genially tool in enhancing English fluency in an eighth-grade class at Instituto Superior Julio Acosta Garcia High School in 2025.

### **1.3.2 Specific Objectives**

1. To determine the specific challenges and areas for improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School before implementing the Genially tool in 2025.
2. To analyze the features of the Genially tool that support the Communicative Approach in enhancing English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School in 2025.
3. To identify the improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School following the use of the Genially tool in 2025.

## **1.4 Scope and Limitations**

### **1.4.1 Scope**

This research aims to assess the effectiveness of the Genially tool in enhancing English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School in 2025. The linguistic skills under analysis are fluency and small talk proficiency. To attain these objectives is crucial to carry out several procedures that be obtained in the form of pre- and post-test scores, in-class practices, and other classroom tasks related to Genially being incorporated intentionally into the English lesson plans. Furthermore, those who will benefit include students, educators, institutions, and researchers focused on enhancing students ' academic performance in fluency.

### **1.4.2 Limitations**

The limitations of this thesis involve factors such as the total number of participants which is 20 students from a single class; therefore, the results may not be generalized to a greater population including other eighth-grade students or students in different schools. It would be important to note that the study's time frame only covered a one-month period which might be insufficient for analyzing the effects of Genially on speaking fluency if they are long-term.

Other limitations include the lack of internet connection, access to a device that is requested, and other technology-related problems might also bring difficulties. Last but not least, considerations of an ethical nature like giving informed consent and ensuring anonymity/beta privacy will be controlled but are still a limitation in the sense that the amount of data that can be gathered on participants is limited.

**Chapter II**  
**Theoretical Framework**

## **2.1 Historical Context**

### **2.1.1 Colegio Instituto Superior Julio Acosta García**

On April 1, 1952, The Instituto Superior Julio Acosta Garcia (ISJAG) was founded in San Ramón, Alajuela, Costa Rica, and initially had 215 students enrolled. Classes were conducted initially in the Jorge Washington building.

The high school is named after Julio Acosta García, who served as the 24<sup>th</sup> President of Costa Rica from 1920 to 1924. Acosta Garcia was a well-known politician who was born in San Ramon on May 23<sup>rd</sup>, 1872, and was renowned for his progressive ideas and contributions to the nation's development.

Instituto Superior Julio Acosta Gracia has expanded dramatically throughout the years and has been a part of the nation's growth for over 70 years. The school provides several free amenities, such as a staff lounge, dining hall, computer lab, gym, transportation, and high-speed internet. Located on the southern side of the Tribunales de Justicia in San Rafael, San Ramon, ISJAG is an important part of the local educational scene.

## **2.2 Theoretical-Conceptual Context**

The following chapter aims to explain key concepts, important ideas, and theories that were observed throughout the research to provide a better understanding of the process and results. Such key terms, ideas, and theories include a general definition of The Communicative Teaching Approach, and ways it assists students by enhancing motivation to learn. Moreover, this chapter explains also the benefits linked to the incorporation of technology in the learning of a second language and some tools like Genially that enhance learning in the classroom. The definition of fluency, some factors that impact it, and ways to measure it will be covered too.

This will help us understand the goal of using CLT and Genially in this study. Finally, it will discuss some characteristics of eighth graders and strategies that work well for this age group, helping us tailor our approach to the student's needs.

## **2.3 The Communicative Language Teaching Approach (CLT) and its effectiveness on students' motivation and Engagement**

### **2.3.1 Definition and Characteristics of CLT**

Communicative Language Teaching (CLT) according to Patricia A. Duff (2014) in the book *Teaching English as a Second or Foreign Language*, explains that the method evolved in the 1970s when the goal was the successful use of a second language; emphasizing the ability to communicate which included being able to understand preferences, routines, opinions and interests of others (p. 15). Apart from this, communication and learning cannot be possible if the parties in the communication process cannot understand one another's effort to transfer meaning. Littlewood (2011) claims that CLT's aim continues to be the improvement of the learner's communicative competence and not to accumulate language pieces and bits, as cited by Duff (2014). Therefore, in our globalized world, it is crucial for people and students in every country can communicate efficiently and not only memorize single sentences to transmit small ideas.

Richards (2006) argues that Communicative Language Teaching aims to teach how to communicate, despite the grammatical competence that addresses the ability to use language rules to construct sentences. However, even when it comes to grammar and language, general knowledge to form predictions does not mean successful communication. Nevertheless, communicative competence is the ability to use language to convey meaning fully and appropriately.

Furthermore, some characteristics of CLT are related to the usage of authentic materials. “It is considered desirable to allow students to develop strategies for understanding language as it is used” (Tekliuk, 2020, p. 216). In the same vein, activities in CLT are carried out following a process where there are small groups of students to ensure as much attention and optimized time spent with each student so that students can use appropriate and correct communicative practices as is normal in their daily lives.

Additionally, as Tekliuk (2020), concludes in his article, Communicative Language Teaching involves not only features such as prioritizing meaning over memorization, fostering authentic communication, and ensuring clear pronunciation, but also techniques like practicing dialogues, discussions, group activities, and written exercises.

### **2.3.2 Benefits of Using CLT and its Effects on student's motivation and Engagement**

According to Tekliuk, “One of the basic beliefs of CLT is that by learning to communicate students will be more motivated to study another language because they will feel they are learning to something which they can apply in real life” (2020, p.216). In this way, students can express themselves by saying what they like or do not like, their ideas and opinions about things, therefore, this creates confidence in students because they have more opportunities to develop and give feedback since they are with their peers working in small groups.

Moreover, Le (2021) explains several advantages of CLT in teaching and learning English as a second language, these benefits involve that this approach offers numerous chances for students to engage in English conversations transforming their communication opportunities into valuable experiences for future interactions. Consequently, students actively participate in

classroom activities because their learning is not merely completing exercises but actively improving their language ability.

Also, Rezalou & Oktay (2021) found in their research that learning through communicative activities has changed how students view some activities and exercises in the classroom because they find them very useful in improving their speaking skills, self-confidence, and classroom participation. Their findings are consistent with Park's (2005), where students believed these activities that involved communication in a relaxed environment encouraged them to engage fully in classroom activities.

### **2.3.3 Previous studies on the effectiveness of CLT in various educational contexts**

The central idea of Communicative Language Teaching is to motivate teachers and students to acquire educational materials and resources from their community, environment, and society to promote effective learning. Dos Santos (2020) provides examples of recent studies carried out to exemplify how contemporary strategies used in the classroom benefit students in their learning. The studies showed that educators can use the material from the communities where students live such as school buildings, shopping centers, city halls, and more, using a visual-based approach to help students enhance their learning by sharing aspects of their daily lives with peers.

Dos Santos (2020) suggests that teachers should create group discussions using social media and chat platforms to enhance students' reading, speaking, and writing skills, particularly in East Asian educational settings. Moreover, the researcher found that students are encouraged to communicate predominantly in English during these activities, minimizing the use of their native language to foster a more immersive learning environment.

On the other hand, The CLT approach is commonly known to focus on students-centered as Dos Santos (2020) states. On top of that, it is advised that teachers design activities that relate to familiar contexts to ensure comprehension so that they are more inclined to share their thoughts with peers. As well as when Dos Santos explains that today's students prefer technological-assisted tools because it allows both teachers and students to compare, share, and provide feedback using an innovative learning environment.

#### **2.4 Advantages of using technological tools in language teaching**

Technology, particularly advanced information and communication technology has the potential to greatly enhance the learning of a second language. Zhao (2005) states the reasons and ways in which technology can be used to create an optimal language learning environment. First, technology provides high-quality input. For example, “technology could also simplify input through complementing it with translations, textual or visual annotations, and elaborated information through hyperlinks” (Zhao, 2005, p.13).

Additionally, technology contributes to methodological resources in the way that it is attractive to different learning styles in the classroom by offering more individualized attention to each student. Zhao (2005) discusses also how multimedia helps to lower affective filters in the learning process because it allows flexibility and control for the learner to create meaningful input at their own pace.

In his paper, Zhao (2005) not only mentions how technology enhances authenticity by using video and the internet but also how it provides meaningful and authentic communication opportunities. Weyers (1999) as cited by Zhao, refers to a study conducted by him in which he

implemented having students watch television as part of his curriculum and he obtained positive results for better understanding of the target culture the students were learning.

#### **2.4.1 Examples of other tools used in language teaching**

In recent years, there has been a notable focus on integrating game elements into non-gaming contexts. The application of gamification in education provides significant benefits for motivation, engagement, and social outcomes. Saleem et al (2022) illustrate this previous idea by providing examples of platforms, Socrative, Edmodo, Kahoot Quizizz, Mentimeter, Padlet, Flubaroo, Google Forms, Edpuzzle. The results obtained by Saleem et al research conclude that gamification in e-learning enhances communication and also an enjoyable atmosphere.

On the other hand, Hernandez (2023) provides other tools used in language teaching, such as Gimkit, Nearpod, H5P, Jamboard, and Flip. Certain tools have proved to be more effective than others, but this depends on the learning objectives of the class and the students' needs. Additionally, it is crucial to recognize that the efficacy of different tools and apps can vary among students due to different reasons.

#### **2.4.2 Genially as an Educational Tool**

Genially is an online platform that allows users to create interactive digital content. (Yolanda et al., 2023, as cited in, Rahayu 2024, "One application that can be used to create interactive content that has interesting features, such as presentations, posters, quiz games, videos, animations, and so on is the Genially website-based application"). This platform can be also accessed online which makes it accessible to many educators to develop unique, effective, and creative innovative learning.

Rahayu (2024) states that Genially may be integrated with many other types of media, including YouTube, Google Forms, Spotify, and other web platforms to enhance media engagement. In addition, Putri et al., (2025) explain that the application made its launch in 2015 in Cordoba, Spain allowing users to create 25 different types of business projects, media projects, and teaching tools. According to Putri (2025) “Genially received the Global Edtech Startup Award (GESA) for the technology and education category at the London BETT Show.” (p.199). Genially is well recognized globally, and very accessible, so, not only teachers can access it but also students by using their computer devices, laptops, and smartphones.

Putri (2025) affirms Genially gives tutorial information about how to use the platform by using video tutorials. This can assist educators in comprehending Genially more quickly and producing more effective Genially learning materials. Additionally, users are authorized to edit existing content through various features available on the menu, allowing teachers to work together with students, educators, or other Genially users to produce dynamic, interesting, and engaging materials.

Rahayu (2024), explains that Genially comes with pros and cons. Some of them are the following, benefits of using Genially are that any media can be made based on the material you want to teach, and the Genially platform can input media from sites that are supporting or complementary media such as YouTube, and finally, media can be accessed online through a link using a smartphone or laptop so that no need to set up the presentation manual data.

On the other hand, the benefits provided by Genially have some drawbacks, as follows, people must subscribe or pay for templates or features that are offered in full; the Genially platform is an online platform, and therefore the internet is needed to access it.

### 2.4.3 Previous studies on the effectiveness of Genially in education

Cabrera is the author of the article, “Game-Based Learning in Higher Education: The Pedagogical Effect of Genially Games in English as a Foreign Language Instruction”. In 2022, the author investigated the effectiveness of Genially in education in Ecuador. Throughout the investigation, the article discusses several other studies highlighting the effectiveness of using Genially and similar gamified tools in the classroom. Studies indicate that gamified resources including Genially improve learning through increased engagement, motivation, and performance. With tools such as Quizizz, Kahoot, Educaplay, and Genially we see good results in grammar and vocabulary.

Additionally, Pérez in the “Implementation of Genially as a strategy in the teaching-learning process of Natural Sciences” article, mentions essential investigations that prove the important role of Genially in education.

1. Mejía et al. (2020, as cited in Perez Barrera, 2024), Genially makes it easier to create visually appealing content through the use of interactive elements, videos, and animations. It is widely recognized for its capacity to create an engaging and interactive learning environment.
2. Sunkel, et al. (2023, as cited in Perez Barrera, 2024), student involvement and participation are increased via the use of technologies like Genially. Positive impacts include better comprehension of concepts and creativity.
3. Castro & Ochoa (2021, as cited in Perez Barrera, 2024), using Genially improves comprehension of biological ideas and academic achievement. They also highlight how gamification might help people feel less stressed and more motivated.

4. National Institute of Teacher Training (2020, as cited in Perez Barrera, 2024), explains that during the COVID-19 pandemic, Genially was a popular option for facilitating interactive and remote learning.

These studies demonstrate how Genially's dynamic, gamified, and creative material enhances motivation, engagement, and academic results.

## **2.5 Fluency in English Language Learning**

One of the main features of speaking is fluency, which is one of the teachers' focus when teaching speaking skills. For many researchers, both fluency and accuracy are key elements of the communication process, to achieve speaking skills competence. Hughes (2002, as cited in Leong & Ahmadi, 2017) states that fluency is when a learner dominates the ability to speak clearly and coherently, preventing communication from breaking down and the ability to keep listeners engaged.

To ensure that communication remains smooth and understandable, learners must have (Hedge 2000, as cited in Leong & Ahmadi, 2017) "the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation" (p.36). For researchers like Foster, defining fluency is not that simple, therefore, she explains that research regarding L2 fluency has been developing a wide number of variables involved in this matter. As Foster (2020) points out, these variables include how often and how long pauses are, the location they happen in a sentence (at the middle or end), the speed of speaking, clearness, pace, the length of phrases, and the number of times the speaker starts over (to correct themselves or reformulate ideas).

To better understand the theory, it is important to define accuracy, even though it is not directly relevant to this research. According to Leong & Ahmadi (2017) accuracy and fluency are interconnected; learners should focus not only on speaking fluently but also on using correct grammar, vocabulary, and pronunciation to effectively convey the message. Particularly, there is a relationship of how accurate a person is regarding pronunciation, grammar, and word choice and how this affects how other people judge their fluency in a second language. Foster (2020) discovered that native speakers mostly judge fluency based on how fast a person speaks (articulation rate) and how often they pause (in the middle or end of sentences.) Native speakers do not focus much on how often people correct themselves or repeat words.

On the other hand, there are some research studies about L2 fluency that Pauline Foster explains in his investigation in regard of the importance of living in the target language place. Di Silvo et al (2016, as cited in Foster, 2020) states that learners who spend more time in a community where the target language is spoken are more fluent when they return to their native place compared to their level before going abroad or to similar groups that did not study abroad. This research shows the impact of being deeply immersed in the target language to acquire a boost in fluency. Specifically, it is suggested that idiomatic expressions might play a crucial role in improving fluency. This means using familiar word combinations that are not randomly created but are commonly used within a language community. Learners typically pick up these common phrases through repeated and extended interactions with others.

Furthermore, interest in studying a second language (L2) oral fluency has grown in recent decades because it plays a crucial role in reflecting the development of communicative skills and assessing learner proficiency. Tavakoli, et al (2020) offers an example of another definition of fluency. Fluency involves speaking at a good pace with ease and minimal hesitation. When L2

learners expand their language skills and reach higher proficiency levels, their language use generally becomes more automatic, leading to speech that is more fluent, accurate, and complex.

In sum, fluency is crucial in learning English and involves speaking clearly and smoothly. Learners need to focus on both fluency and accuracy, using correct grammar and vocabulary as well as pronunciation. Factors such as pauses, speaking speed, and idiomatic expressions affect fluency. Research shows that spending time in a language-speaking environment can greatly impact the improvement of fluency, therefore their speech becomes more natural and confident, leading to effective communication.

### **2.5.1 Factors influencing fluency**

Teachers may encounter several challenges when helping students develop speaking skills in the classroom. These challenges include students' inhibition, limited knowledge of the topic, low participation, and the use of the mother tongue, according to Leong & Ahmadi (2017).

The first challenge involves students feeling inhibited when trying to speak because they worry about making mistakes and fear criticism. Additionally, Leong & Ahmadi (2017) state that they are self-conscious about drawing attention from their peers. Sometimes the fear of negative judgment can be paralyzing, preventing them from speaking up even when they have something valuable to contribute.

Moreover, students often feel self-conscious about how their peers perceive them. Learners might be embarrassed about their accent, pronunciation, or limited vocabulary, which can make them reluctant to participate in class discussions. This inhibition can significantly hinder their language learning process, as active participation and practice are crucial for developing speaking skills.

The second challenge according to Leong & Ahmadi (2017) is regarding the struggle to remember what to say and the lack of motivation to express themselves. One researcher who helped explain this matter is Rivers (1868 as cited in Leon and Ahmadi, 2017), stating that learners often have nothing to contribute during class discussions. This is often because the topics chosen by the teacher are either inappropriate for their interest or level of knowledge, or because they simply do not have enough background information on the subject.

The third problem that students face in a speaking class as referred to by Leong & Ahmadi (2017) is that there is low or non-participation at all, particularly in larger classes where each student has limited chances to speak. Often a few students dominate the conversation, leaving quieter students with little opportunities to practice.

On the other hand, to assist learners in improving their speaking abilities, teachers need to recognize the factors that affect their speaking performance. (Tuan & Mai, 2015, as cited in Leong and Ahmadi, 2017) states that “learners' speaking performance is influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks” (p. 37). The previous conditions are considered key factors that hinder students' performance in speaking activities in the classroom.

Furthermore, motivation can impact and be impacted by different parts of language learning. Leong and Ahmadi (2017) explain that having a positive and friendly attitude towards the people who speak the language helps learners become more aware of pronunciation and accents. On the other hand, if learners have a negative attitude towards the language, they will not make much progress. Therefore, without a positive attitude toward speaking, learners will not be able to achieve their speaking fluency.

### **2.5.2 Methods, activities in the classroom, and tools for evaluating fluency**

In the field of language education, The Communicative Language Teaching approach has gained prominence for its emphasis on developing practical language skills. By implementing CLT methods, teachers can offer learners valuable opportunities to enhance both accuracy and fluency in their language use. Brown (2007, as cited in Rezalou & Oktay, 2021) states that this approach prioritizes essential aspects of communication, focusing on speaking and listening skills, and writing for specific purposes. CLT is a holistic approach that aims to create a dynamic learning environment that mirrors real-world language use, thereby fostering more effective and meaningful acquisition.

One of the aims of Communicative Language Teaching is to improve fluency, which refers to the smooth and natural use of the language during meaningful conversations. Tekliuk (2020) explains that to build fluency, CLT encourages activities in the classroom where students need to figure out meaning together, use communication techniques, correct errors, and avoid interruptions in the conversation.

In language learning, fluency practice aims to reflect natural language use and effective communication. As Tekliuk (2020) points out, Fluency-focused activities emphasize the ability to use language meaningfully and adaptively, encouraging learners to engage in conversations that may not always follow predictable patterns. These activities help students develop communication strategies, relate language use to real-life contexts, and achieve effective lessons that balance both accuracy and fluency development.

However, a concern with fluency tasks is that they might sometimes prioritize fluency at the expense of accuracy. This means the emphasis is placed on getting ideas across and

maintaining the flow of conversation, rather than using perfect grammar or pronunciation.

According to Tekliuk (2020) to address this issue, teachers need to pay extra attention to prepare students for fluency tasks and provide feedback on accuracy.

Moreover, fluency is cultivated through classroom activities that require students to work together to understand each other, use communication strategies, fix misunderstandings, and prevent breakdowns in conversation. Richards (2006) offers an example of how fluency activities differ from accuracy activities. The key differences between these activities can be summarized as follows:

#### **Activities focusing on fluency**

1. Reflect natural use of language
2. Focus on achieving communication
3. Require meaningful use of language
4. Require the use of communication strategies
5. Produce language that may not be predictable
6. Seeking to link language use to context

#### **Activities focusing on accuracy**

1. Reflect classroom use of language
2. Focus on the formation of correct examples of language
3. Practice language out of context
4. Practice small samples of language
5. Do not require meaningful communication
6. Control choice of language

## **2.6 Focus on Eighth-grade Students**

### **2.6.1 Characteristics of eighth-grade learners**

Adolescence is a key developmental stage where education plays a vital role in shaping identities and futures. Understanding and supporting adolescents in education is crucial for their lifelong well-being and success. According to Choudhury et al (2006), adolescence is the stage of development between late childhood and adulthood, and the start of the reproductive period maturity in humans. On top of that, adolescents not only deal with physical changes but also an increased complexity in social interactions. Choudhury et al (2006) explain how this stage in which eight-graders are is marked by a growth in maturity in terms of hormones, social behavior, and group interactions.

Studies have shown how adolescents compared to adults, feel emotions more frequently and intensely, highlighting the importance of emotional support during this vital developmental stage. According to Sahi, et al (2023) understanding emotion regulation in teenagers is crucial for their general well-being to achieve good academic performance. In addition, peers and friendships may support students' emotional regulation. Thus, "we propose that friendships might be a particularly powerful source of regulatory support that can be leveraged to improve emotion regulation outcomes in adolescence." (Sahi, 2023, p.1).

Concerning the characteristics of eighth-grade students, it is well understood that they are considered adolescents. Therefore, aspects such as emotional control and strategies for regulating these emotions are vital for maximizing their potential in the classroom. On the other hand, regarding the consequences of these friendships Sahi (2023), states that even though peer influence has long been a subject of concern for researchers because of its negative effects on the

lives of adolescents, there is a growing attempt to study the positive outcomes. Particularly on peer pressure, which can enhance learning and motivation in adolescence.

In summary, eighth graders experience substantial emotional and social transformations that have an impact on their development as teenagers. Identifying strategies for effective emotional regulation and support can help teachers create activities in the classroom that are appropriate for their developmental stage, which will improve their learning outcomes and general excellence.

### **2.6.2 Engagement techniques and motivational strategies focused on eighth-grade learners**

In general terms, every teacher aims to have their students engage with the learning activities. According to Romero (2017), the following principles can be applied to teaching to motivate students to actively participate:

- Use personalized warm-ups to lead into an activity.
- Make each learning activity as vivid and tangible as possible.
- Including inductive learning in the lesson.
- Provide feedback on all levels of language progress.

Students feel more engaged and prepared when they enter easily into unfamiliar activities involving new topics. When students discover things on their own, then they grasp the concepts better and even reason better.

Furthermore, Maulidar et al (2019, as cited in Tamala & Wulandari, 2021) state that a teacher's performance in accomplishing the learning objective may be determined by their use of effective teaching strategies during the learning process. This suggests that collaboration between teachers and students is crucial.

In the same line, Kayi (2006, as cited in Tamala & Wulandari, 2021) offers examples of strategies that help achieve the goals mentioned before. The first activity is group discussions; through this activity, students can interact and communicate directly with each other. Discussions provide a clear opportunity for students to share their opinions on various topics, as a result, these activities can enhance students' speaking skills. Also, storytelling helps students summarize and create stories and share them with the rest of the group. This activity encourages creative thinking and aids in remembering vocabulary.

Moreover, Tamala & Wulandari (2021) state that picture description that is commonly used in L2. This activity is creative therefore students make learning easier. Also, role play is an activity in which students play roles and get information from the teacher, thus enhancing speaking abilities. Another activity is to have a conversation in pairs using various contexts. Through this activity, students not only learn social interaction but also build their speaking skills.

On the other hand, teenagers find it difficult to feel motivated to get engaged in academic activities. Consequently, teachers have the role of giving students reasons to participate in class. (Goldberg, 2003, et al, as cited in Godzicki, 2013) states that "Innovative technological tools, programs, and software can be used to promote student engagement, motivation and ultimately enhance the quality of the learning experience for students" (p. 60). Digital media is one example of a technical instrument that has opened new opportunities such as visual aids, videos, and more.

In addition, a key factor in encouraging students to participate more in class is gamification. According to Krisbiantori (2020), through its dynamic approach, gamification

brings to learning an engaging environment for students. Some of the type of gamifications that are suggested are the following, Baamboozle, Factile, Quizalize, and others.

In the same line, The Ministry of Public Education (MEP) here in Costa Rica published a document called “Pedagogical Guidelines for Academic Recovery” to implement several actions that aimed at strengthening the learning process for students. These actions address different educational environments and contribute to the better acquisition of a second language. MEP (2023) provides some resources related to innovative technological tools such as Kahoot!, Quizlet, TED-Ed, Storybird, Khan Academy, National Geographic Kids, Lyrics Training, Quizizz, Wordwall, Gimkit, and Flip–Flip.

On the other hand, understanding that CLT applies activities in the classroom related to making real communication, and providing opportunities for learners to experiment and develop fluency and accuracy we can see how the technological tools mentioned before help teachers and students achieve this goal. Gjølringbø, (2024) argues that CLT aims to develop fluency, accuracy, and appropriacy in language use, consequently, teachers need to employ it in the classroom activities like games, particularly group games. (Harmer, 2015, as cited in Gjølringbø, 2024) “Communication games can be suitable activities in CLT because the goal of such games is to provide the learner a space to speak freely and fluently” (p. 16). These games encourage students to use the language in real-life scenarios, promoting speaking skills and confidence.

In conclusion, this chapter examined how the Communicative (CLT) approach combined with technology like Genially, can enhance eighth-graders' fluency. CLT focuses on helping students communicate effectively rather than just memorizing rules by providing strategies that simulate real-life scenarios and active participation. Language learning is enjoyable for students

when tools like Genially are developed in the classroom. With the help of these resources, students may practice their English easily which can increase motivation and engagement.

Furthermore, fluency, which involves speaking clearly, smoothly, and without too many interruptions, is crucial for effective communication. According to the researchers, spending time where the scenario provides the correct setting to practice English, and several chances of receiving feedback are key steps to follow when achieving fluency. Also, understanding eighth-graders' traits to correctly assist them in creating effective learning activities such as game-based tools might increase their speaking skills considerably.

**Chapter III**  
**Methodological Framework**

This chapter aims to describe the methodology for analyzing the effectiveness of using The Communicative Approach with the Genially tool to enhance English fluency in an eighth-grade class at Instituto Superior Julio Acosta Garcia High School in 2024.

The methodology is crucial for conducting the research, as it outlines the steps for selecting the approaches and analyzing information related to the problematization. Furthermore, this section is divided into several parts: the type of research, the subjects, and sources of information, as well as the sampling and type, followed by the variables, techniques, and instruments used to collect the data.

### **3.1 Type of research**

#### **3.1.1 Purpose: Applied**

In this research, the type of investigation selected is categorized as applied, as it focuses on solving a problem using the information gathered during the study. The purpose of this research is to provide practical solutions that meet the demands of the level of fluency of the eighth-grade class at Instituto Superior Julio Acosta Garcia High School. These solutions are developed by applying several strategies, approaches, and instruments to handle the obstacles of enhancing English fluency using the CLT approach and the Genially tool in the classroom to help students improve.

#### **3.1.2 Temporal dimension: Transversal**

The temporal dimension of the research is transversal, meaning it focuses on understanding the topic in detail within a short time, in this case during four to six weeks in the first quarter of 2025. The aim is to learn useful insights by looking closely at how the CLT approach and Genially tool help students improve their English fluency. As mentioned before,

The Communicative Language Teaching approach will help students foster authentic communication and ensure clear pronunciation. This approach aims to develop techniques like practicing dialogues, discussions, group activities, and speaking exercises that will help gather detailed information regarding the student's level of fluency, to later suggest ways to improve these teaching methods or create changes to enhance communication.

### **3.1.3 Framework: Mega-macro-micro**

According to (Simmons 2009;2016 and Wuetherick & Yu 2016 as cited in Lowe & El Hakim, 2020), refer to “the micro to individual staff, students, and courses, macro to describe institutions and mega to indicate extra-institutional contexts”. Consequently, focusing on the micro-level, this project was carried out with the students from the group 8-3.

Moreover, the macro-level represents the Instituto Superior Julio Acosta Garcia High School located in San Ramón de Alajuela, on the south side of the Justice Courts and it is part of the school Circuit 01. The school was founded on April 1<sup>st</sup>, 1952, and currently has an estimated population of 1,116 students and 95 teachers in 2024. It has various facilities such as a gymnasium, soccer and basketball courts, a library, computer labs, and a student cafeteria. Finally, the mega-level includes all the high schools in the San Ramon area such as The Instituto Superior Julio Acosta García High School, Educación Especial High School, Liceo Julian Volio Llorente, Liceo Experimental Bilingüe de San Ramón, CNVMTS Sede escuela Jorge Washington, and Técnico Profesional Calle Zamora High School.

### **3.1.4 Hypothesis**

The hypothesis of this study is that after using The Communicative Approach combined with the Genially tool students in eighth grade will significantly enhance English fluency during

the English lessons. The independent variable is the impact of using the Communicative Approach combined with the Genially tool in English classes, which serves as the method being tested. Conversely, the dependent variable is the level of English fluency of eighth-grade students, which is expected to improve as a result of this instructional approach.

### **3.1.5 Nature: (Mixed, qualitative dominant)**

When it comes to research, studies can be classified by how they gather information: quantitative, qualitative, or a combination of both (mixed methods). As McLeod (2025) points out, the main difference lies in the type of data collected and analyzed.

Quantitative research focuses on numerical data and uses statistical methods to analyze it. The goal is to produce objective, measurable data that can be expressed in numbers. On the other hand, qualitative research collects non-numerical data, delving into subjective experiences, viewpoints, and attitudes, often through observations and interviews. Its aim is to create detailed and comprehensive descriptions of a phenomenon, uncovering new insights and meanings.

In this particular case, the research uses a mixed-methods approach with a qualitative emphasis. Even though some numerical and statistical information was gathered, the results are essentially qualitative. They describe the attitudes and behaviors of the studied group, interpreted through the lens of the theoretical framework, rather than being measured on a specific numerical scale. Therefore, the analysis involves both numerical and non-numerical data.

### 3.1.6 Character

In this study, the character of the research is both correlational and experimental. The correlational character focuses on the relationship between applying the Communicative Language Teaching approach and the Genially tool and how students improve their English fluency. In other words, the research associates the variables by applying an approach to a group of students in eighth grade.

On the other hand, the experimental character involves testing this Genially tool in the classroom to identify the impact on the student's fluency. This type of character must apply different methods and approaches in a specific scenario than what is normally applied to determine if they make a difference in the learning experience. Consequently, this results in understanding if these methods or tools positively affect students.

The "experimental character" of integrating a tool like Genially into the classroom centers on a deliberate and systematic investigation to determine its effectiveness. It's not just about using a new tool; it's about measuring its impact and understanding *how* and *why* it as a positive impact, particularly concerning student fluency.

This approach requires moving beyond standard teaching practices. Instead of simply delivering content, the core idea is to introduce a novel method or tool (in this case, Genially) into a specific learning scenario and then compare the results to what would typically occur without it.

## **3.2 Subjects and sources of information**

### **3.2.1 Subjects**

In this section of the study, the researcher identifies two different ways to classify the population to be studied, the universe and the sample.

The population identified as universe involves all the students where this study was carried out, at Instituto Superior Julio Acosta Garcia located on the south side of the Justice Courts and it is part of the school Circuit 01. The high school was founded on April 1<sup>st</sup>, 1952, and currently has an estimated population of 1,116 students and 95 teachers in 2024. It is an academic and public high school and follows a curriculum aligned with the guidelines and standards set by the Ministry of Public Education (MEP). The students receive approximately four forty-minute lessons of English per week.

On the other hand, the population identified as the sample was completed with a group of twenty graders, 12 girls, and 8 boys. The participants are between the ages of fourteen and fifteen years old and live in San Ramon. Moreover, the town where these students live and the high school is located is located in the middle of a mountain landscape. San Ramón is often referred to as “the city of presidents and poets” since numerous prominent literary and political figures of the country have either been born or resided in this city. Famous poets such as Feliz Angel Salas Cabezas and Lisimaco Chavarria Palma, as well as former presidents Rodrigo Carazo and Jose Figueres Ferrer, are connected to this city. Today, many people who live in San Ramon continue to work in agriculture and farming. However, many people also hold jobs in the capitol of San José and commute there and back every day.

Furthermore, the sources of information in this investigation are divided into secondhand sources and third hand sources. The following table explains this classification.

### 3.2.2 Sources of information

**Table 1**

*Primary sources used in the research process*

<b>Author(s) Name</b>	<b>Book or Article Title</b>	<b>Year</b>
Richards, J.C.	Communicative Language Teaching Today	2006
Kumar, R	Research Methodology: A Step-by-Step Guide for Beginners	2011
Gjøringbø, F.	Eight-grade students' motivation in the English subject (Master's thesis)	2024
Romero García, J. E.	Motivation in the English language learning in eighth-grade junior high school (Diploma thesis)	2017
Godzicki, L., Godzicki, N., Krofel, M., & Michaels, R.	Increasing motivation and engagement in elementary and middle school students through technology-supported learning environments (Master's thesis)	2013

*Source:* Developed by Susana Maria Chaverri Hernández (2025)

**Table 2**

*Secondary sources used in the research process*

<b>Author(s) Name</b>	<b>Article</b>	<b>Year</b>
Leong, L.-M., & Ahmadi, S.	An analysis of factors influencing learners'	2017
M	English-Speaking Skills	

---

Saleem, A. N., Noori, N. M., & Ozdamli, F.	Gamification applications in e-learning: A literature review	2022
Rahayu, W. P., Rusmana, D., & Octavia, C. N.	Building Student Engagement with Genially Interactive Media.	2024
Dong, L., Jamal Mohammed, S., Ahmed Abdel-Al Ibrahim, K., & Rezai, A.	Fostering EFL learners' motivation, anxiety, and self-efficacy through computer-assisted language learning-and mobile-assisted language learning-based instructions	2022
Tekliuk, H.	Communicative language teaching	2020

---

*Source:* Developed by Susana Maria Chaverri Hernández (2025)

### **3.3 Sampling and Type**

#### **3.3.1 Non-probabilistic**

In this research, selecting a representative sample is critical to ensure the study's validity and reliability. For this study, twenty eighth-grade students were chosen, twelve females and eight boys, between the ages of fourteen and fifteen years old and residing in San Ramon. The approach utilized is convenience sampling, which involves selecting individuals based on their availability and desire to participate in the study. This non-probability sampling strategy is typically used when time and resources are limited, which is the case of this study. Convenience sampling may not always be appropriate for the general population, but it can provide helpful insights and is particularly effective in small research (Etikan, Musa, & Alkassim, 2016).

#### **3.4 Techniques and Instruments**

This section contains a description of the instruments used in this study. A total of five instruments were used to collect data. These instruments were developed by considering the specific objectives. The five instruments include checklists, an observational assessment, and a teacher interview.

The first two instruments are related to the specific objectives one and third correspondingly. The first checklist aims to assess and determine the level of fluency of eighth graders at I.S.J.A.G and includes aspects related to smoothness, connectors used, pronunciation, intonation, student engagement, and overall engagement and confidence during spoken communication. This first checklist will be applied along with a pre-test at the beginning of the application of the research.

The second checklist aims to identify the increase in fluency among eighth graders at I.S.J.A.G and includes aspects related to smoothness, connectors used, pronunciation, intonation, student engagement, and overall engagement and confidence during spoken communication. The second checklist is related to the third specific objective and will be applied along with a post-test at the end of the application of the research.

The third checklist is related to the second specific objective. This instrument aims to identify the features of the Genially tool as a supplementary tool in English language lessons to improve eighth-grade students' speaking fluency. It includes aspects related to enjoyment, ease of use, motivation, class participation, and overall learning experience. By evaluating these factors, we can better understand how Genially influences students' engagement and interest in learning English.

The fourth instrument is an observational assessment designed to monitor student behaviors and interactions. This aligns with the first and third specific objective which is to measure student engagement and participation in English lessons through interactive tools like Genially. The observation evaluates factors including classroom environment, the amount of student collaboration, the language use, confidence with speaking English, and the teacher's role in encouraging oral participation. In the classroom setting, the researcher will take note of student's behaviors and interactions, being as unobtrusive as possible.

The fifth instrument is a teacher interview that intends to gather insights from the English teacher as to how Communicative Approach is used, the use of Genially and other tools on student's speaking fluency. Aspects of the work that are to be explored in the interview include teaching strategies, difficulties in building oral participation of students, student's reactions to the tool, and overall impression about fluency improvement. The qualitative data obtained from this study will provide useful insights into the extent the use of Genially as a supplementary learning resource is effective.

The study will collect comprehensive data on student's progress in fluency, engagement levels and the role of Genially tool to improve the English-speaking skills.

Furthermore, these instruments were validated by professionals that work as teachers in different fields. Yorleny González García at Universidad Hispanoamericana, Ronald Lobo Vargas at Universidad Hispanoamericana, Yanory Arguedas Carballo at Universidad Hispanoamericana, Noelia Mora Jara at SEP International School, Carlos Varela Méndez at MEP and Fred Rosales at MEP in 2025.

### **3.5 Variables (all the chart operational and theoretical definitions)**

The following chart for the operational variables presents how the researcher analyzes the different variables, and the instruments used to validate them.

The operational variables chart is an indispensable component of a well-designed research study. It translates the theoretical framework and research questions into concrete, measurable actions. This systematic approach enhances the consistency and reproducibility of the research, allowing others to understand exactly how each variable was defined, measured, and validated. The chart explains the process of identifying the specific objectives, the corresponding variable for each objective, and the conceptual definition. Additionally, it includes an instrumental definition outlining the tools and techniques used to collect data. Lastly, the operational definition details how the validity of the variable is determined.

### Table 3

**Title: Exploring the effectiveness of using the communicative approach with the genially tool to enhance English speaking fluency in an eighth-grade class at Instituto superior Julio Acosta Garcia High School in 2025.**

### VARIABLES CHART

- **General Objective:** To determine the effectiveness of using The Communicative Approach with the Genially tool to enhance English fluency in an eighth-grade class at Instituto Superior Julio Acosta Garcia High School in 2025.

Specific Objectives	Variable	Conceptual Definition	Instrumental Definition	Operational Definition
To determine the specific challenges and areas for	Challenges and areas for improvement in English-	The specific difficulties and limitations that eighth grade	Instruments: Checklist 1 and a pre-test.	In the Checklist 1, the variable is valid if the researcher

<p>improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School before implementing the Genially tool in 2025.</p>	<p>speaking fluency before using the Genially tool.</p>	<p>students present include hesitation, grammatical errors, pronunciation issues, lack of confidence and engagement in oral communications among others.</p>	<p><b>Checklist 1:</b> aims to analyze and evaluate the difficulties and aspects for improvement of English-speaking fluency of eight grade students at Instituto Superior Julio Acosta Garcia High School before using the tool Genially. The instrument measures important aspects like smoothness, pronunciation, intonation, use of connectors, confidence, and speech coherence.</p> <p><b>Pre-test:</b> a task assigned using contents that the students are</p>	<p>observes that 70% or more of students can achieve the objectives of the instrument.</p>
---	---	--	--	--

			<p>studying in class. It is carried out along with the checklist 1 to help the objective being tested.</p> <p><b>Observational Assessment 1.</b> Observational assessment 1: aims to examine the classroom environment, behavior of students, talking patterns, and use of interactive tools like Genially. This instrument also tries to identify what factors affect student participation, their confidence in talking to their classmates and in using the</p>	<p>In the Observational assessment, the variable is valid if the researcher observes that at least 70% of the criteria if achieved regarding the objectives of the instrument.</p>
--	--	--	--	--

			<p>language they had learned in class. Secondly, it also looks at the role of the teacher in encouraging fluency in English and providing feedback.</p> <p><b>Teacher Interview</b></p> <p>The teacher interview aims to study the use of digital tools, strategies to promote English fluency and challenges of oral participations by the teacher, Additionally, it evaluated the usefulness of Genially to promote student</p>	<p>In the Teacher Interview, the variable is valid if the researcher obtains 70% or more positive answers regarding the objectives of the instrument.</p>
--	--	--	---	---

			engagement as well as fluency.	
To analyze the features of the Genially tool that support the Communicative Approach in enhancing English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School in 2025.	The features of the Genially tool that support the Communicative Approach in enhancing English-speaking fluency.	The specific characteristics and functionalities of the Genially tool that make it effective in enhancing students' fluency.	Instrument: <b>Checklist 2, and a test.</b> Checklist 2. Aims to identify the features of the Genially tool as a supplementary tool in English language lessons to improve eighth-grade students' speaking fluency. Test: a task assigned using contents that the students are studying in class and the Genially tool. It is carried out along with checklist 2 to help with the objective being tested.	In the Checklist 2, the variable is valid if the researcher observes that 70% or more of students can achieve the objectives of the instrument.

<p>To identify the improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School following the use of the Genially tool in 2025.</p>	<p>The improvement in fluency of eighth-grade students after using the Genially tool.</p>	<p>The measurable improvement in proficiency observed after students used the Genially tool.</p>	<p>Instrument:  <b>Checklist 3 and a post-test.</b>          Checklist 3 aims to identify the improvement in fluency among eighth graders at Instituto Superior Julio Acosta Garcia High School and includes aspects related to smoothness, pronunciation, intonation, use of connectors, confidence, and speech coherence.          Post-test: a task assigned using contents that the students are studying in class and the Genially tool. It is carried out along with checklist 3 to help the</p>	<p>In the Checklist 3, the variable is valid if the researcher observes that 70% or more of students can achieve the objectives of the instrument.</p>
--	---	--	--	--

			objective being tested.	
--	--	--	-------------------------	--

**Source:** Developed by Susana Maria Chaverri Hernández (2025).

## **Chapter IV**

### **Analysis and Interpretation of Data**

#### **4.1 Diagnostic of the Current Situation**

This chapter studies the findings of how to best use the Communicative Approach when employing the Genially tool to foster the development of English fluency of eighth grade students at Instituto Superior Julio Acosta Garcia High School. The data obtained from a variety of instruments are then analyzed in a systematic manner and interpreted to discover the effect of this teaching strategy in relation to the student's oral proficiency.

The instruments selected to gather the data are a pre-test, post-test, three checklists, an observational assessment and an interview. The information collected presents valuable insights from an eight-grade group of 20 students. Students' oral fluency was measured before and after applying the Communicative Approach along with the Genially tool by the pre-test and post-test. Qualitative data from the teacher's perception, and students' engagement and attitudes towards the use of Genially in the learning process was obtained from the observation and interview.

The chapter contains information that refers to data collected and the corresponding analysis. The Description of the Data section provides an overview of statistical results and qualitative observations about the data collected. This section identifies the performance of students in oral fluency activities, pre and post implementation of the Communicative Approach using Genially and also presents the key aspects of improvement by students.

The second section, Interpretation and Explanation of Graphics, delves into a detailed analysis of the data through graphical representations such as bar charts, and comparative graphs. They demonstrate the patterns in the students' English fluency development: improvements, challenges, and areas where further intervention is needed. These findings are interpreted in line with the research objectives and supplementing theories.

This chapter aims to offer a complete analysis of how digital tools such as Genially enable interactive communicative strategies that impact the process of learning language. The conclusions and recommendations of the study in the next chapter are based on these results.

#### 4.1.1 Observational Assessment

An observational assessment was conducted prior to the administration of the pre-test to obtain general information of the group and students. In this section, data collected in the classroom observations are presented based on their behavior, interactions, language use as well as the effect that technology has in improving the English fluency of students. The structure of the analysis is divided into several aspects such as classroom environment, student participation, the use of the interactive tools, language development and the role of the teacher. This also shows the integration of the Communicative Approach and Genially into the lesson and the social difficulty demonstrated to students 'oral fluency. See Annex 1.

- **Classroom Environment:**

Questions:

What technological devices are available in the classroom (e.g., computers, projectors, television, tablets)? / Is Wi-Fi available for educational purposes? /Are visual aids or digital tools like Genially being used? / How are students seated? (individually, in pairs, or in groups?)

Information gathered:

Among the observations collected, it can be noticed that there was one computer belonging to the professor, one projector (which the teacher was in charge of), one speaker, and one television (which was claimed to have been non-functional for over six months). The Wi-Fi

was available, however only for teachers, making the students have no access to the digital resources.

Regarding visual aids and interactive tools like Genially were not used during the lesson, students mainly relied on textbooks and the whiteboard for their learning activities. Students were seated in rows, individually, however throughout the lesson they formed groups of two or three to complete some activities.

Consequently, based on the data collected, it is evident that the absence of modern technological tools and limited access to online information limits the ability to use Genially in educational settings. The school environment also limits how students can work independently with language materials which are necessary for building speaking skills through digital interactions.

In the same line, the observation shows an old traditional approach, a teacher centered learning environment which does not correspond to a communicative and student-centered approach emphasizing language production and interaction.

Regarding seating arrangement is semi-flexible. It has a standard layout, though certain moments of collaborative learning appear. In the Communicative approach group interaction is important and it helps students to negotiate meaning and deal with authentic speaking, with little support from the teacher.

Moreover, the information gathered throughout this first observation fails to qualify to make the 70% mark as students have no access to advanced technology, digital materials like Genially that promote speaking language are not being used. However, in regard to the seating

arrangement criteria, although not optimal. Pair/group work is used occasionally to promote communicative interaction.

- **Students Demographics:**

Questions:

How many students are in class? / How many are men? / How many are women?

Information gathered:

The class was formed by 20 students, and as for gender distribution, the class has 12 females and 8 males. Furthermore, attendance anomalies were recorded with some students coming to class late and even some absent, thus affecting their learning progress.

Given the findings, the results demonstrate that the criteria are not met completely because the attendance and punctuality are affected negatively as their engagement and general progress in such activities that demand speaking participation. As a result, students for the most part do not have much opportunity to consistently practice speaking and so they are not given time to build fluency. Therefore, when designing language improvement strategies, these patterns have to be considered.

- **Students Behavior and Interaction:**

Questions:

Do students work individually, in pairs, or in groups? / Are the students talkative, occasionally talkative, or quiet? / What language do students use more often in class: English, Spanish, or both? / Do students use cellphones, textbooks, or other materials during the class?

Information gathered:

The observation recorded student`s participation and language use patterns. Students worked on their own and in pairs, but group work was not a common practice. Additionally, their level of engagement varied, some students started talkative at the beginning of the lesson but got quiet when the teacher began to speak. They regularly used Spanish to communicate among themselves and hardly use English; however, the teacher always talked to them in English, and the students used English to communicate with the teacher.

Regarding the use of cellphones, they used them a lot in class, however, it was unclear if they were being used for learning purposes. The students have an official textbook for English classes that unfortunately some students did not bring into class and that affected their learning process.

Considering the data obtained, the results demonstrate that it is clear that collaborative learning is not sustained and there is not much oral language use in English. Furthermore, A classroom culture that promotes communicative competence does not exist because interactions are limited and Spanish is the dominant language. The frequent off task behavior (cell phone use) and lack of materials is another indicator of low academic discipline, a negative impact on the development of students `oral skills.

▪ **Use of Interactive tools like Genially:**

Questions:

Do students use online tools like Genially? / What other tools do students use?

Information gathered:

Although this study is centered in the Communicative Approach with the use of Genially, during the lesson it was observed that interactive digital tools like this were not used in the classroom; instead, students depended on textbooks and the teacher presentations projected on the board.

According to the data gathered, the results indicate that the absence of digital tools presents a major gap in the achievement of the general objective. Genially and other similar tools offer visual, interactive and communicative opportunities that are particularly helpful for students with low English proficiency. Non usage of the underscores when they are needed for implementation and training to help address oral fluency and in combination enhance classroom engagement. Accordingly, the validity of the variable is not met because there are no interactive tools present.

▪ **Language Skills Development:**

Questions:

How often do students speak in English: frequently, occasionally, or rarely? / Do students seem confident when speaking English? Or do they hesitate?

Information gathered:

The observations regarding English speaking frequency and confidence of students showed that English was almost always spoken only when participations from the students was commanded. When speaking English, students did not seem confident, instead often hesitant and tried to avoid participate. Furthermore, many students were reluctant and so the teacher played a role by calling on students by name to encourage them to speak.

Accordingly, the analysis of the data indicates that this is clearly a major barrier that prevents students from becoming fluent, their lack of voluntary speaking and being afraid of making mistakes. The reluctance and lack of confidence on the part of the students directly affects their oral development and demonstrate that the present classroom environment is not suitable for spontaneous or frequent English speaking, which is the key to developing a fluent speaker under the Communicative Approach.

▪ **Teacher`s Role:**

Questions:

Does the teacher give instructions in English or Spanish? / Does the teacher encourage students to speak English? / Does the teacher provide feedback when students speak?

Information gathered:

Additionally, the teacher`s instructional strategies were also observed. The teacher gave instructions always in English and throughout the lesson they encouraged the students to speak English by using phrases such as: “You can do it, come on, it`s ok I can help you, do not be shy we are here to learn, etc.” On the other hand, the teacher provided students with corrective feedback by repeating student`s answers correctly and offering immediate corrections.

Considering the information obtained, the findings reveal that the teacher behavior fits in perfectly with the Communicative Approach. The teacher is active in modeling the language, encouraging speaking and providing scaffolding to students to make them feel more confident while speaking. Some students were reluctant to speak but the teacher employed strategies which are excellent to practice for promoting speaking fluency.

It is very important to indicate that in regard to these criteria, the validity of the variable is met because the teacher's behavior is full field and actively helps students to develop language fluency.

▪ **Additional Notes:**

Questions:

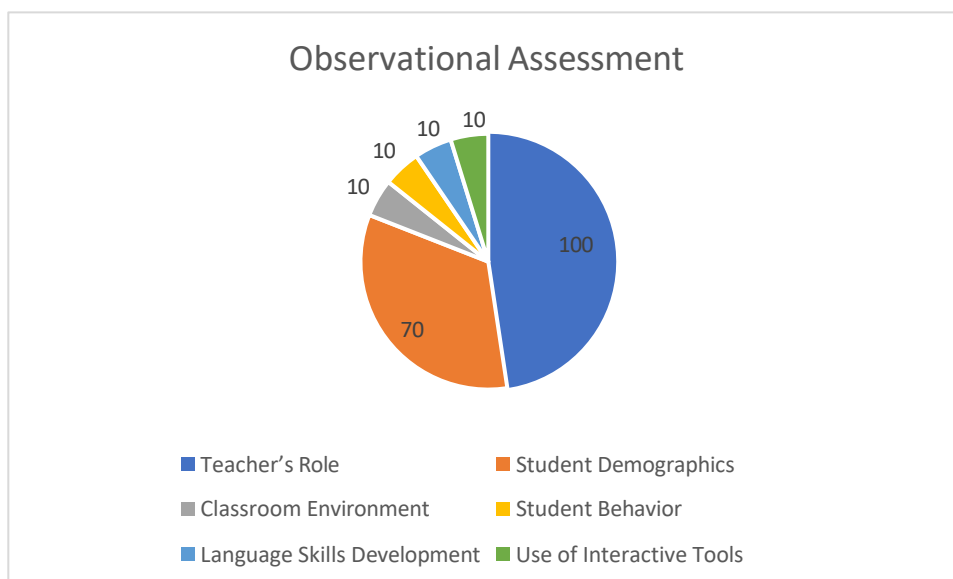
Are there any particular behaviors, challenges, or positive strategies observed during the class?

Information gathered:

Finally, some of the observations recorded included behavioral challenges like, students arriving late or not attending to classes. Moreover, the usage of cellphones is very high, potentially for non-academic purposes. Lastly, few students arrive to class eating snacks resulting in students not paying attention to the teacher's instructions and continue talking to their classmates.

Thus, drawing from the collected data, the results show that such classroom management issues do not allow the students to focus on the important aspects of successful communicative language learning such as reducing instructional time. In the case of students who are hesitant to speak in English, these challenges must be addressed to enable a learning environment conducive to oral practice, engagement and consistency.

**Figure 1. Observational Assessment.**



*Source:* Instrument applied to determine the key challenges and areas to improve on student's oral communication skills prior to using the Genially tool. Data collected by Susana Chaverri Hernández, February-March 2025.

According to Figure 1, based on the target 70%, 2 of 6 aspects (Teacher's Role and Student Demographics) meet the threshold of 70%. The other categories (Classroom Environment, Student Behavior, Language Skills Development, Use of Interactive Tools) do not qualify. Thus, the variable is not valid, and the current conditions do not sufficiently support the development of English-speaking fluency.

Overall, these findings emphasize that both the use of interactive tools such as Genially and a structured application of the Communicative Approach is essential if this is to be achieved through the more engaging and fluent language learning environment.

#### **4.1.2 Teacher Interview**

A teacher interview was conducted after applying the observational assessment. The interview aim was to gain understanding of how teachers see the use of digital tools especially Genially in English Language Teaching. Key areas of discussion for this interview included the

resources available, the perceived strengths and limitations of digital tools and the application of the Communicative Approach. See Annex 2.

▪ **General Information:**

Questions:

How many years have you been teaching?

Information gathered:

According to the interviewed teacher, he has had four years of experience working in the public education system. This information establishes the teacher's background of the institutional knowledge of the challenges and resources available for the students in the institution.

Furthermore, the findings demonstrate that the teacher would, therefore, have some basic level of institutional familiarity, which can be the key influencing factor for their ability to deal with the systemic problems of lack of resources, time constraints and training gap. Nevertheless, this has not proved to be a consequence for the incorporation of digital or communicative strategies that contribute to oral fluency; other factors are of importance too.

In other words, the teacher has enough institutional experience to understand the institutional settings, but this experience does not translate into active effort to overcome limitations for oral fluency development in terms of digital tools, this resulting into the variable validity being partially met.

▪ **Tools and Resources:**

Questions:

What online apps or tools do you use in your English classes? / How often do you use digital tools like Genially in your classes? / In what ways do you incorporate online tools into your teaching? (e.g., presentations, games, quizzes)? / What do you think are the strengths of using digital tools in the classroom? / Have you faced any challenges or limitations when using digital tools? If so, what were they?

Information gathered:

The teacher explained that regarding the use of online applications and tools in English classes, no digital tools are used due to the shortage of time and resources. In particular, they have never used Genially because they do not have the time to create materials neither the resources for such tools to put them into work effectively. PowerPoint presentations are the only digital resources used in their teaching practices, and not very often.

The teacher also stated that, in their personal opinion, digital tools can be engaging and creative for students. However, the implementation of these was reported to be very challenging caused by problems such as lack of equipment, poor internet connectivity, limited time for lesson preparation, no training on digital tools, and no access to a language computer laboratory among others.

Considering the data obtained, there is strong evidence to suggest that while the teacher is aware that digital tools have the potential to be engaging and creative, that is not what is happening in the practice. The observational assessment confirms technological barriers, such as Genially and other interactive tools that are completely absent in the classroom.

This reality is critical for the research objective since it points to a very important issue that has to be worked on before students' fluency can be improved through digital tools.

However, only less than 70% of the identified required conditions (tool availability, training, implementation, and frequency of use) were not met to support the use of digital resources in achieving fluency.

▪ **The Communicative Approach:**

Questions:

What techniques do you use to encourage students to speak English in your class? / Do you use group activities, games, or pair work to develop fluency? If yes, which ones work best? / How do you handle students who are shy or hesitant to speak in English?

Information gathered:

The teacher implements techniques to encourage students to speak English including prompting student to speak, words of encouragement, and make them work in groups. Group and pair activities were determined to be effective fluency developing techniques.

The teacher uses the words of encouragement for the students who are shy or hesitant to speak, but there are still some students who do not come up with a response or participation, and the teacher does not use other strategies to help them if they are not willing to speak.

Accordingly, the analysis of the data states that the previous information is an indicator of partial use of the Communicative Approach in the classroom, which is positive. On the other hand, student centered interaction is encouraged through pair/group work and motivational phrases, there is a lack of a more varied and consistent strategies to attract hesitant students that are already proved to be successful in engaging reluctant learners in fully applying

communicative principles. Moreover, the teachers' approach is not supported by any interactive tools that facilitate speaking activities.

Lastly, despite being partially implemented, the Communicative Approach is not fully supported even though some pair/group work is being done, because there is a lack of follow up strategies or digital engagement tools, which prevents it from being properly used, therefore, the Communicative Approach is not being correctly used to achieve speaking fluency, resulting in the variable being partially met too.

▪ **Student Fluency and Participation:**

Questions:

How would you describe your student's level of English fluency? / Do you think the use of tools like Genially helps students become more fluent? Why or why not?

Information gathered:

According to the teacher, The English fluency level of the students is around 60-70 percent of low intermediate English. Second, Genially is not an app that the teacher uses but he had an idea of the benefits that could come out of it. However, these are not given due to lack of resources and training to implementations.

Considering the data obtained, it can be concluded that the teacher recognizes the Potential of Genially usefulness in improving fluency in the learning process. Yet, awareness without application limits its impact. Students' low fluency level reinforce the demand for alternative, communicative and innovative strategies to increase oral participation.

Overall, the tool is only understood in theory, and it is not applicable so that the development or speaking fluency can happen. Therefore, the variable does not satisfy the valid criteria.

▪ **Open Feedback:**

Questions:

Do you have any suggestions for improving the use of the Communicative Approach and Genially in the classroom?

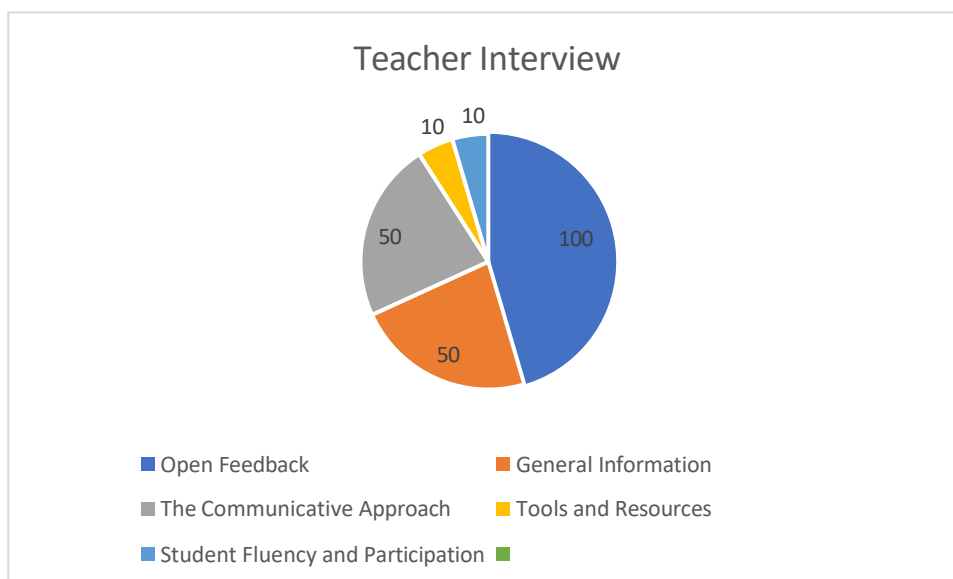
Information gathered:

Several recommendations were discussed, such as the incorporation of a language computer laboratory, receiving training on online applications, and having the required equipment to create conversation-based lessons.

The results from the observation conclude that the teachers' recommendations are very well aligned with the thesis objectives, since they addressed the systemic barriers that prevent students enhancing their fluency development. Secondly, they show that if the right support is given, the teacher is also open and ready to innovate their lessons.

Finally, the teacher provides some pragmatic and practical ways to achieve the successful application of communicative and digital strategies meant for enhancing student fluency, therefore, the validity of the variable is met.

**Figure 2. Teacher Interview.**



*Source:* Instrument applied to determine the key challenges and areas to improve on student's oral communication skills prior to using the Genially tool. Data collected by Susana Chaverri Hernández, February-March 2025.

In figure 2, only up to one of the five aspects (Open Feedback) fully reached the 70% threshold. Two aspects (General information and The Communicative Approach) were partially met, while the other two (Tools and Resources and Student Fluency) were not met. As a result, it can be concluded that the overall variable is not valid, as it does not meet the established criteria.

Results show how digital tools have not been implemented properly and there is not supported to develop the Communicative Language Teaching Approach in the classroom, which limit students 'opportunities to develop their fluency in English speaking. However, the teacher's comments along with the willingness to adapt new strategies when offered some support is promising in terms of improvement in the future when the Genially tool would be introduced alongside communicative techniques in future lessons.

### 4.1.3 Pre-Test

A pre-test lesson implementing Communicative Language Teaching (CLT) approach was used to assess the student's initial level of English fluency, using the Present Perfect Simple as the cognitive target along with the application of the Checklist 1. The lesson was designed to be interactive and student centered incorporating speaking tasks aimed at real communication. The length of the lesson was approximately 80 minutes and consisted of three oral fluency activities associated with Present Perfect structures, vocabulary and time expressions related to vacation experiences, recent events, and free time activities.

The lesson started with a warm-up structured speaking task called "Introduce Yourself", where students worked in pairs. First each student was given a "Personal information card" where they filled in with their own information:

#### **Personal Information Card**

Fill in the blanks with your information:

- My name is \_\_\_\_\_.
- I am \_\_\_\_\_ years old.
- I live in \_\_\_\_\_.

Once completed, students were expected to take turns asking and answering each other questions based on their personal information such as:

A: What's your name?

B: My name is Maria.

A: How old are you?

B: I am 13 years old.

This activity helped activate prior knowledge to set the tone of a communicative environment. Students could answer basic questions, but many could not say things in the correct structure or

even forget to use “has/have”. Several of them, however, chose to speak in Spanish or to give short answers, therefore; the teacher provided immediate feedback in order to encourage students to speak more correctly and confidently.

The lesson continued with the second activity called “Find someone who...” which is another structured speaking task where students worked in pairs asking each other questions using the Present Perfect Tense. Each student received a card with questions such as,

**Find someone who...**

- \_\_\_\_\_ has traveled to another city recently.  
*Where did you go?* \_\_\_\_\_
- \_\_\_\_\_ has played a sport this week.  
*What sport did you play?* \_\_\_\_\_

The students were expected to walk around the classroom, interacting with classmates while asking and answering questions using the Present Perfect. As a result of the activity, initially, students were hesitant to participate but the movement and the informal setting helped them get more involved, what ultimately boosted participation. While some of these questions had to be explained a bit by the professor because of vocabulary limitations, they generally proved to be helpful in allowing a relaxing environment to practice the target structure. At the end of the activity, every student had to share at least two of their findings to the whole class by reading aloud the questions and the name of the person who gave the corresponding answer.

As a closure activity, students played the game “Hot Potato”, which is another speaking activity but where fluency is developed in a more spontaneous way. Music was played while the students sat in a circle and passed around a ball. The students holding the ball when the music stopped had to say a sentence using the Present Perfect related to vacations, free time activities, hobbies. The researcher would decide if the sentences they have to say are positive, negative,

yes/no question or Wh/question. The purpose was to see how fluent the students were at generating spontaneous sentences with no written support.

The activity was engaging but some students demonstrated a lack of vocabulary, little confidence and needed encouragement from the teacher to develop the activities. There were few students who spoke fluently without any assistance or hesitation and most students depended on basic vocabulary and sentence pattern.

The Pre-test's purpose was to make a diagnostic to evaluate students' oral fluency, some results from these activities show that, some students had problems creating full sentences that followed the correct grammar structure, this affecting their smoothness and flow of speech as well as the natural speed and rhythm. Moreover, pronunciation and intonation were weak; besides students demonstrated in providing more accurate responses when they were given grammar structures in writing.

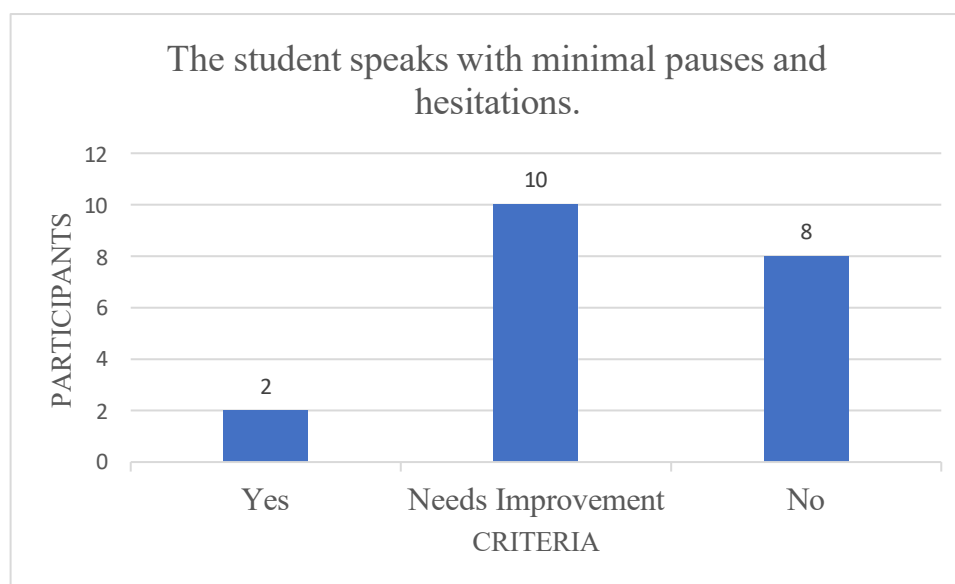
Furthermore, the activities were more interactive or game-based, therefore participation increased. Finally, these findings were an important baseline for determining progress later in the post-test phase, once the Communicative Approach was implemented along with Genially.

#### **4.1.4 Checklist 1**

To support the data collected throughout the pre-test activities, a fluency evaluation checklist was applied simultaneously to assess student proficiency in nine key areas, Smoothness and Flow of Speech, Pronunciation Clarity, Intonation and Stress, Use of Connectors and Transition Words, Engagement and Confidence, Repetition of words, Natural speed, Natural rhythm, Self-correction. See Annex 3

The results obtained from the checklist applied to analyze participants' specific challenges and areas for improvement in English-speaking fluency before implementing the Genially tool are shown in Figures 2 through 10.

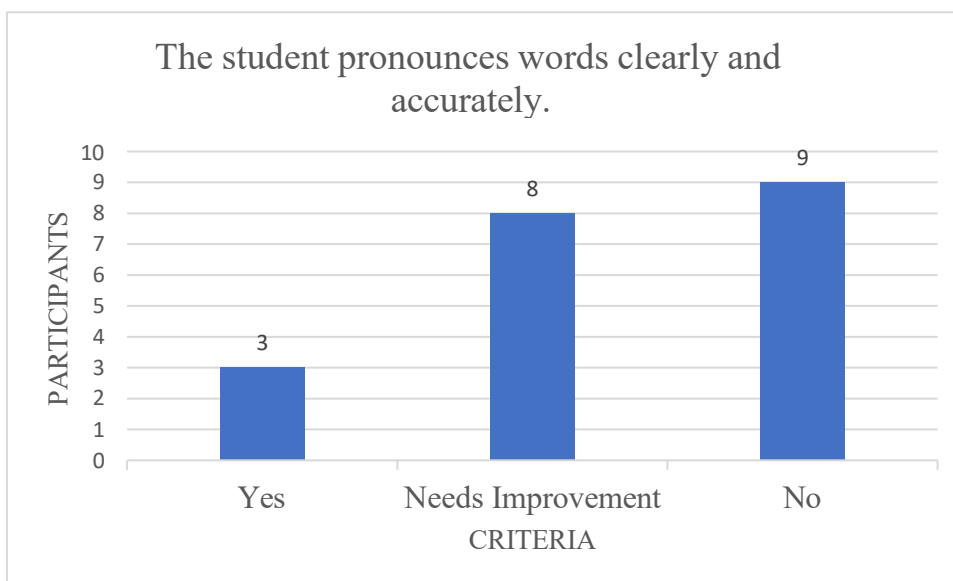
**Figure 2. Smoothness and Flow of Speech.** The student speaks with minimal pauses and hesitations.



*Source:* Instrument applied to determine the specific challenges and areas for improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School before implementing the Genially tool. Data collected by Susana Chaverri Hernández, February-March 2025.

Figure 2 illustrates the smoothness and flow of speech of each student when taking the pre-test. Only 10% of students (2 out of 20) had smooth speech with low number of pauses and hesitation, which suggests that they have basic level of fluency so they could talk with minimum interruptions. The group who needs improvement, which is half of them, or 50 % (10 students) produce speech, but they are not able to speak naturally in their productions, they do have pauses or use fillers (long words to join sounds). About 40% (8 students) were unable to meet the criteria at all, having major difficulty maintaining coherent oral production.

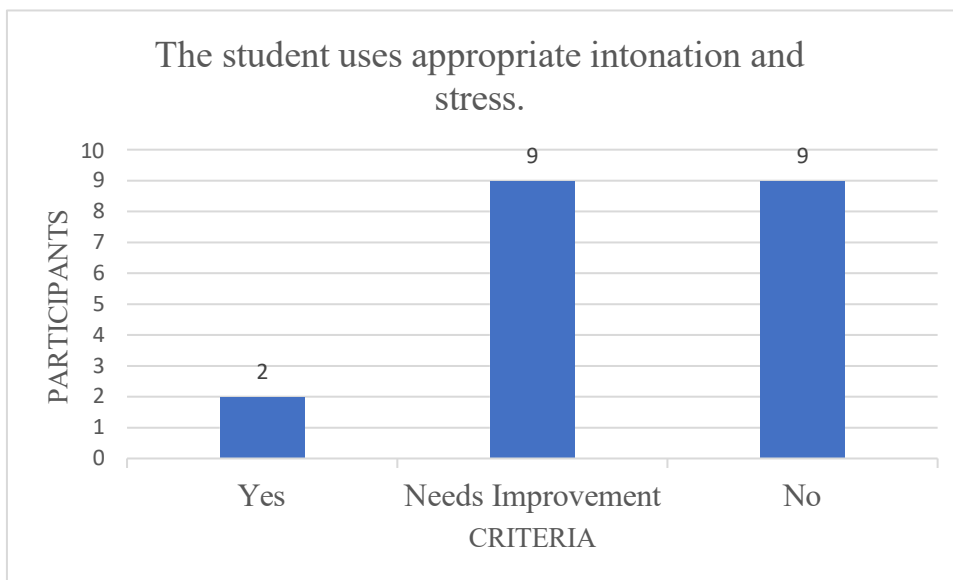
**Figure 3. Pronunciation Clarity.** The student pronounces words clearly and accurately.



*Source:* Instrument applied to determine the specific challenges and areas for improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School before implementing the Genially tool. Data collected by Susana Chaverri Hernández, February-March 2025.

Figure 3 shows the pronunciation clarity of each student when taking the pre-test. In this section, only 15% (3 out of 20) students pronounce words correctly and clearly, articulating them correctly and yet intelligibility in their speech, while 40% (8 out of 20) were partially successful in intelligibility which means they speak out clearly sometimes but mispronounce words often; therefore, they need improvement. Finally, 9 students, a 45% of the population, did not meet the criteria, which means that their pronunciation problems are significant in that they interfere with their comprehension.

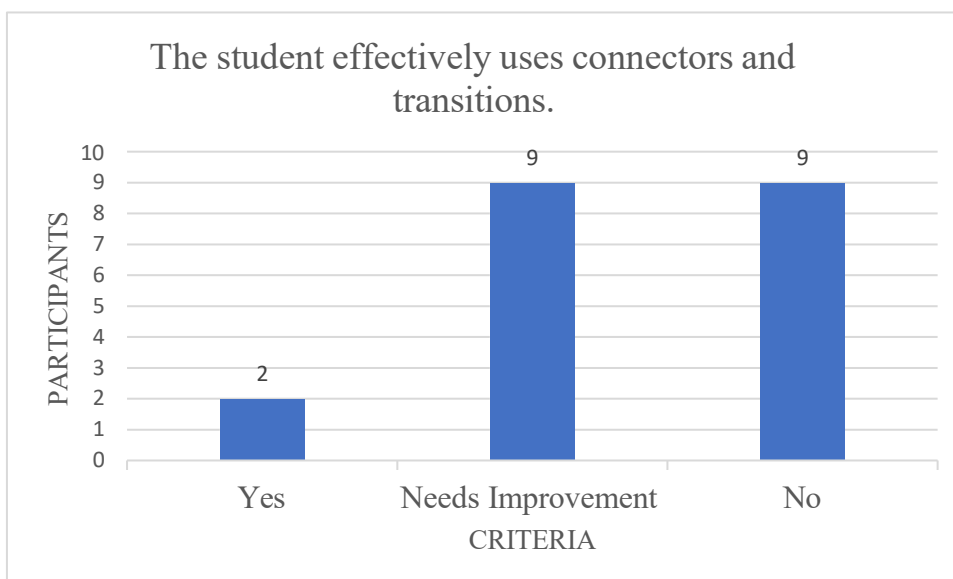
**Figure 4. Intonation and Stress.** The student uses appropriate intonation and stress.



*Source:* Instrument applied to determine the specific challenges and areas for improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School before implementing the Genially tool. Data collected by Susana Chaverri Hernández, February-March 2025.

Figure 4 illustrates the intonation and stress in speech of each student when taking the pre-test. Considering the data, 10% (2 out of 20) of the students used intonation and stress consistently to show meaning and coherence in English and 45% (9 students) used correct stress and intonation partially, inconsistently and need improvement. A further 45% (9 students) were not able to produce appropriate intonation or stress at all in their speech, therefore, their speech was monotone, stressed incorrectly on syllables and words, which sounded unnatural or confusing.

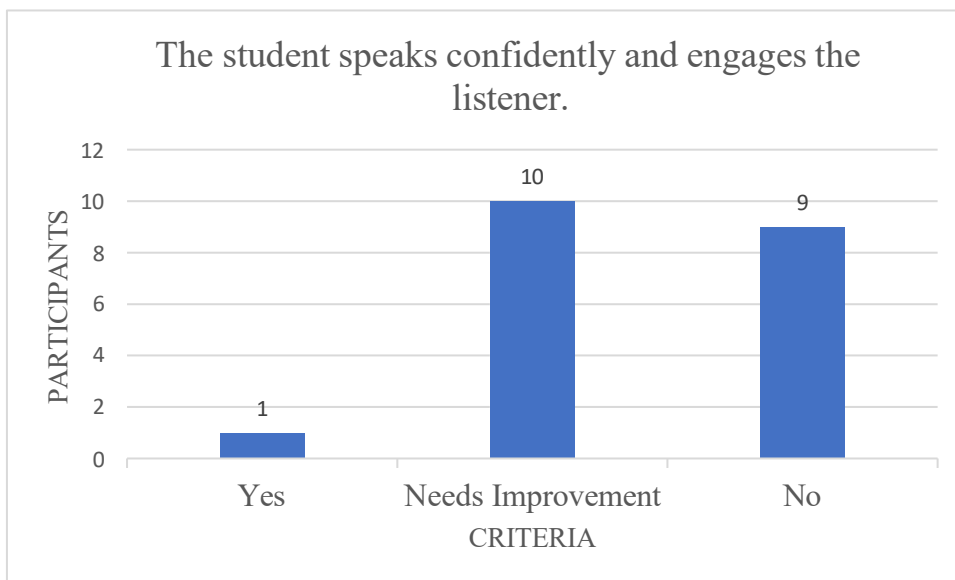
**Figure 5. Use of Connectors and Transition Words.** The student effectively uses connectors and transitions.



*Source:* Instrument applied to determine the specific challenges and areas for improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School before implementing the Genially tool. Data collected by Susana Chaverri Hernández, February-March 2025.

Figure 5 shows the use of connectors and transition words of each student when taking the pre-test. The collected data reveals that 10% (2 students) used connectors and transition words, such as, *and, because then, so, etc.* The ideas were produced in a way that linked them clearly and smoothly. On the other hand, a group of 9 students, a 45% of the group had limited use of connectors, with possibly a use of basic transition words or wrong use. Also, another 45% of the population did not use connectors correctly at all in their speech and it was disjointed or choppy speech with little logical flow.

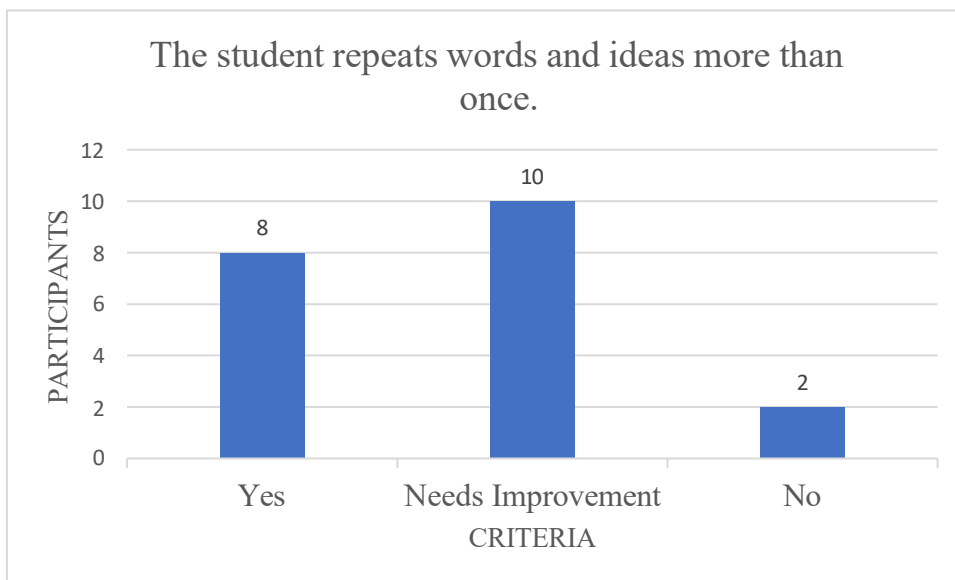
**Figure 6. Engagement and Confidence.** The student speaks confidently and engages the listener.



*Source:* Instrument applied to determine the specific challenges and areas for improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School before implementing the Genially tool. Data collected by Susana Chaverri Hernández, February-March 2025.

Figure 6 shows the engagement and confidence of each student when taking the pre-test. The data collected states that from a total of 20 students, only 5% (1 student) had full confidence and engagement while speaking. This indicates that the student could maintain eye contact, make expressive tone, and speak without pause, besides, the student showed enthusiasm for participating. On the other hand, 50% (10 students) showed partial confidence when speaking by trying to make an effort to speak but lacked fluency, which resulted in hesitation, and avoiding eye contact; therefore, they need improvement. The rest, 45% (9 students) were not confident or engaged at all (low voice, involvement, speaking in Spanish, refuse to participate individually).

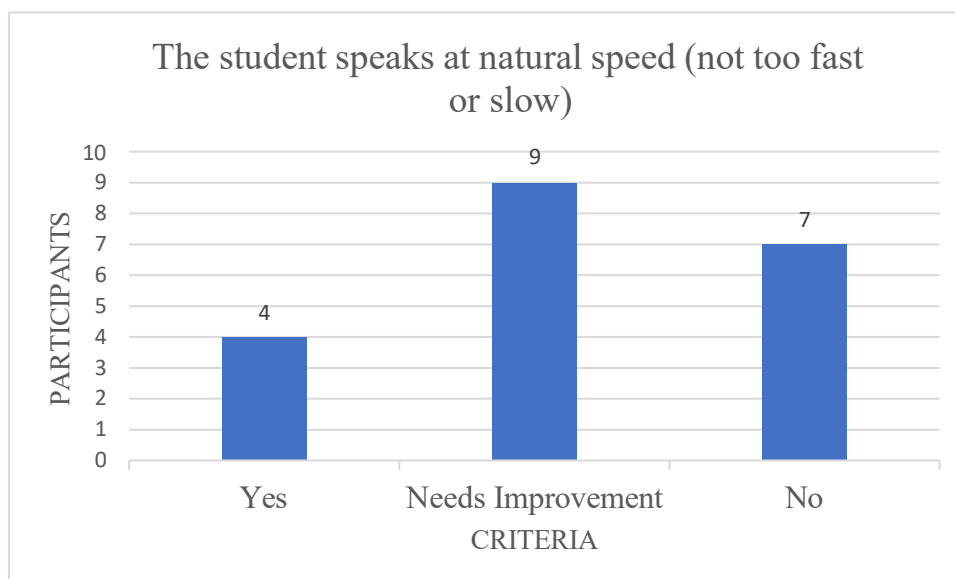
**Figure 7. Repetition of words.** The student repeats words and ideas more than once.



*Source:* Instrument applied to determine the specific challenges and areas for improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School before implementing the Genially tool. Data collected by Susana Chaverri Hernández, February-March 2025.

Figure 7 illustrates the repetition of words in speech of each student when taking the pre-test. It is highly important to note here that in this specific aspect “Repetition of words”, when there is a high level of repetition is reflecting a lack of fluency, so students who did not repeat or only occasionally repeated ideas are considered more fluent. Continuing, the data collected showed that 2 students, a 10% avoided repetition when speaking, classifying them in fluent, while 50% (10 students) presented a moderate extent of repetition by partially being fluent and to some extent confident. On the other hand, a 40% (8 students) demonstrated major repetition, which is highly indicative of low levels of fluency and difficulty in organizing or expressing ideas.

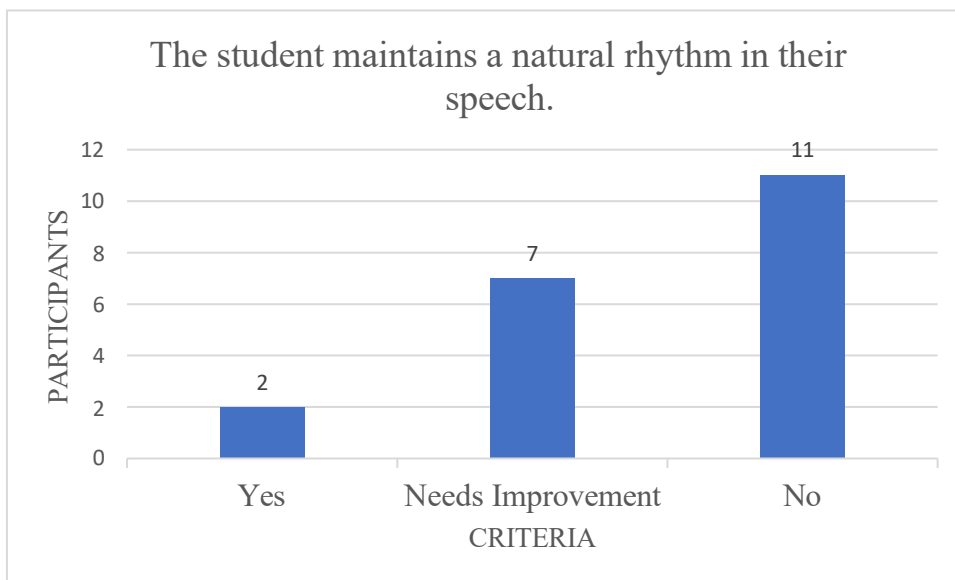
**Figure 8. Natural Speed.** The student speaks at natural speed (not too fast or too slow).



*Source:* Instrument applied to determine the specific challenges and areas for improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School before implementing the Genially tool. Data collected by Susana Chaverri Hernández, February-March 2025.

Figure 8 shows the natural speed in speech of each student when taking the pre-test. The data collected illustrates that only 4 students, a 20% of the group spoke at a natural and appropriate pace, displaying such signs as fluency and control in oral production. While 9 students, a 45% spoke either somewhat slow or fast, indicating hesitation or nervousness and that they needed improvement. On the other hand, 7 students, a 35% has an unnatural pace, mostly too slow that represented a barrier to transmit the message successfully.

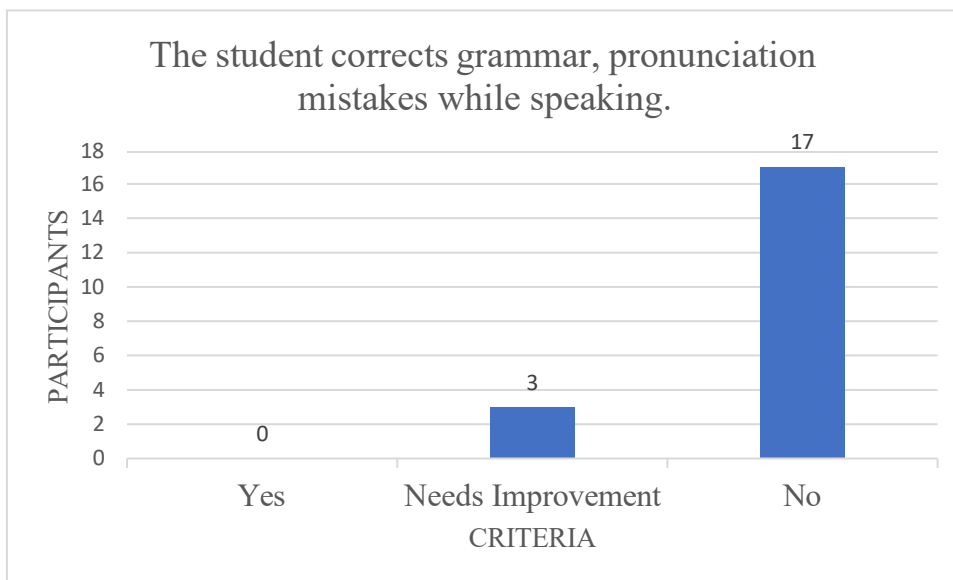
**Figure 9. Natural rhythm.** The student maintains a natural rhythm in their speech.



*Source:* Instrument applied to determine the specific challenges and areas for improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School before implementing the Genially tool. Data collected by Susana Chaverri Hernández, February-March 2025.

Figure 9 shows the natural rhythm in speech of each student when taking the pre-test. The data collected demonstrates that fluency and control on how sentences would flow was only shown by 10% of students (2 out of 20) who had a natural rhythm in speech. Other 7 students – 35% had partial rhythm, possibly interrupted by pauses, fillers or uneven stress, indicating that they need improvement. The other 11 students, a 55% do not have natural rhythm, which means strong struggle of fluency and connected speech.

**Figure 10. Self-correction.** The student corrects grammar and pronunciation mistakes while speaking.



*Source:* Instrument applied to determine the specific challenges and areas for improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School before implementing the Genially tool. Data collected by Susana Chaverri Hernández, February-March 2025.

Figure 10 illustrates the self-correction in speech of each student when taking the pre-test. Considering the results, the class had no students who were able to fully self-correct their mistakes while speaking. While 15% (3 students) tried partial self-correction such as restarting phrases or correcting structures, indicating that needed improvement. On the other hand, the majority, 85% (17 out of 20 students), showed no evidence of self-correction, which indicates that their metalinguistic awareness and monitoring skills of students during oral production are absent.

#### 4.1.5 Post-Test

A post-test lesson implementing Communicative Language Teaching (CLT) approach was used to identify the improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School following the use of the Genially tool, using the Present Perfect Simple as the cognitive target along with the application of the

Checklist 2. The lesson was designed to be interactive and student centered incorporating speaking tasks aimed at real communication. The length of the lesson was approximately 80 minutes and consisted of oral fluency activities associated with Present Perfect structures, vocabulary and time expressions related to vacation experiences, recent events, and free time activities.

The lesson started with a game-based lesson implemented was called: Teen Life Missions. It was designed using Genially along with the Communicative Language Teaching approach in which students were divided into pairs.

The game started with an activity in which students had to select activities they had previously participated in recently such as attending concerts, soccer matches, or surfing. Students had to share their experience by using 3-4 sentences using Present Perfect tense.

Second, students were encouraged to participate in an interview where they talked about contemporary teen habits such as interactions related to social media and online activities. The questions included: “Have long have you had your Facebook account?”, “Have you been hacked on Instagram?”, and more.

Then, students played another speaking activity related to school life and studies. In this activity students discussed whether they have taken online classes before and if they think virtual classes are better than in-person classes.

Finally, a talk challenge involving students choosing card (pictures) in which they had to freely speak for 2 minutes about the picture and recent experiences about it using the target language. Example: “I have recently listened to the new Adele Album, and I have played it several times already. Besides, Adele has recently won a Grammy and that makes her very

famous. Also, I have dreamt of attending one concert of hers for so many years.” Then, the partner asks 2-3 follow-up questions like, “what is your favorite Adele song?” “Have you ever read her biography?”

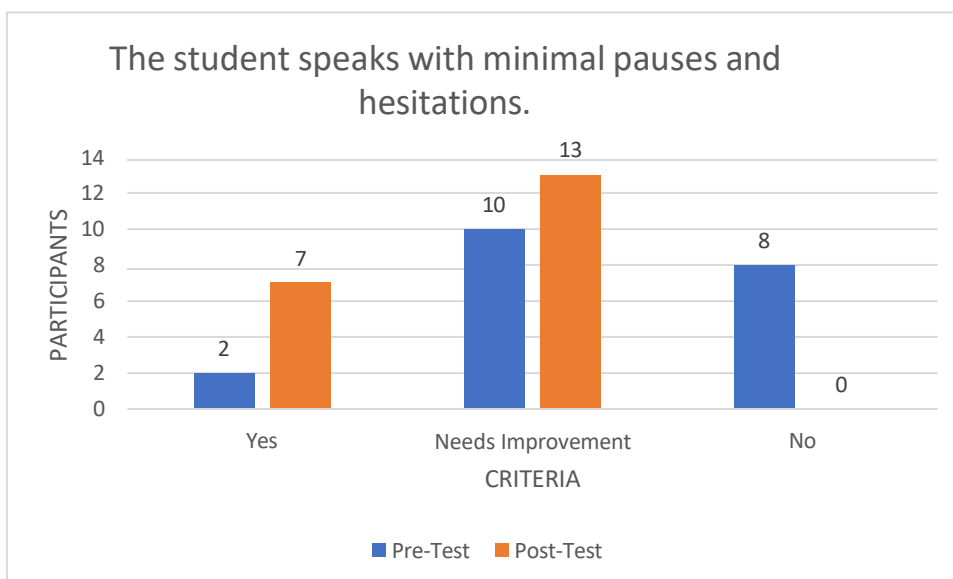
Throughout the lesson each activity encouraged student communication that evolve naturally through familiar cultural material. The lesson consistently focused on Costa Rican teenage lifestyles combined with authentic dialogue to accomplish the objective of this project of promoting fluency through a CLT approach via Genially.

#### **4.1.6 Checklist 3**

To support the data collected throughout the post-test activities, a fluency evaluation checklist was applied simultaneously to assess student proficiency in nine key areas, Smoothness and Flow of Speech, Pronunciation Clarity, Intonation and Stress, Use of Connectors and Transition Words, Engagement and Confidence, Repetition of words, Natural speed, Natural rhythm, Self-correction. See Annex 4

The results obtained from the checklist applied to identify the improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School following the use of the Genially tool are shown in Figures 11 through 19.

**Figure 11. Smoothness and Flow of Speech.** The student speaks with minimal pauses and hesitations.



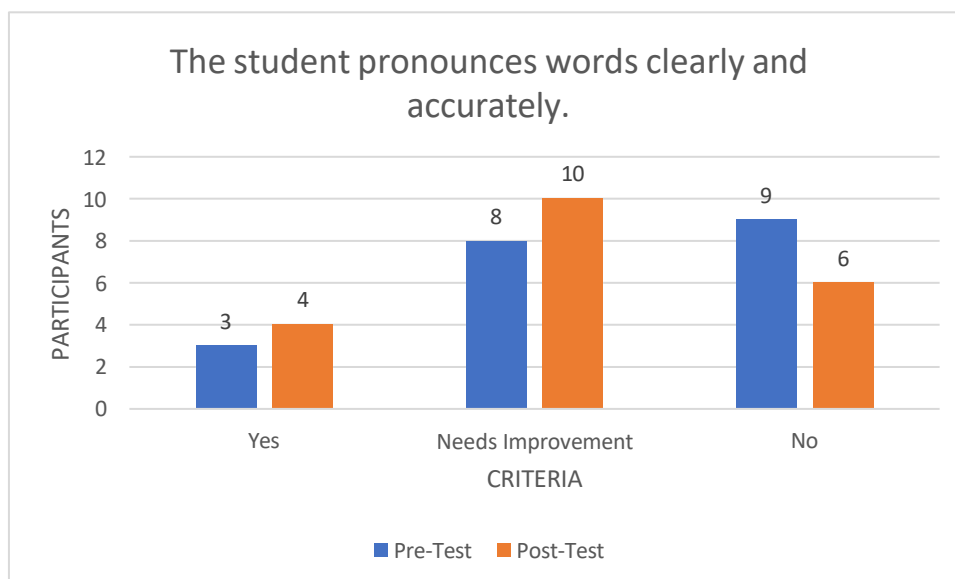
*Source:* Instrument applied to identify the improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School following the use of the Genially tool. Data collected by Susana Chaverri Hernández, February-March 2025.

Figure 11 illustrates the comparative analysis of smoothness and flow of speech of each student when taking the pre and post-tests. According to the data collected, the results indicate that the number of students who met the criteria increased by a significant 25% percentage, from 10% in the pre-test to a 35% percentage in the post-test (from 2 to 7 students). The “no” category had an improvement of a 100%, resulting in dropping from 40% to 0%.

Overall, the performance in smoothness and flow of speech increased as more students shifted from “no” to “needs improvement” or “yes”. It can be concluded that if more students speak with fewer pauses, then they are beginning to process and produce the language more automatically, which is a good sign indicating that students are developing fluency.

Furthermore, this fluency improvement may also indicate that students participated in more speaking practices or were more familiar with vocabulary and grammar structures as a result of the Genially tool being interactive and helpful.

**Figure 12. Pronunciation Clarity.** The student pronounces words clearly and accurately.

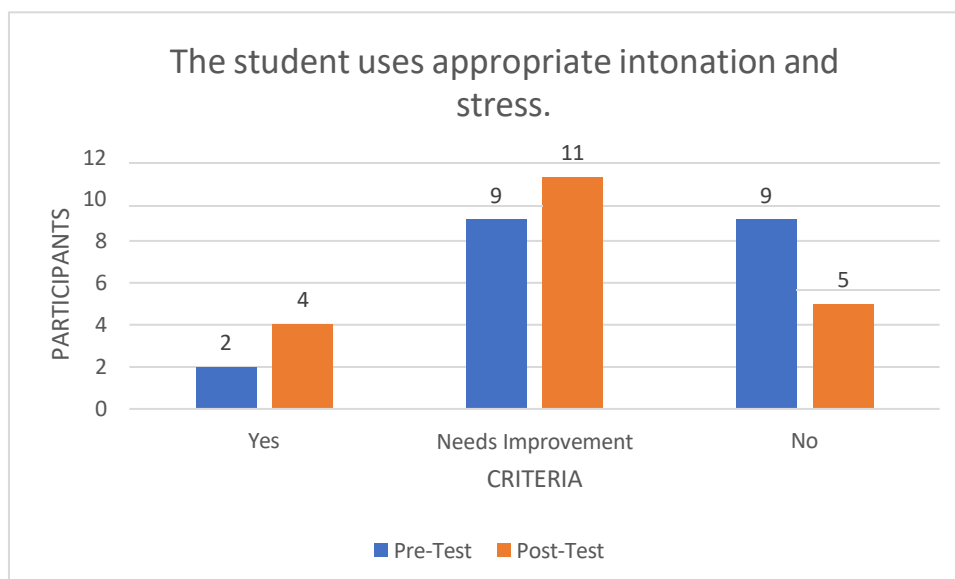


*Source:* Instrument applied to identify the improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School following the use of the Genially tool. Data collected by Susana Chaverri Hernández, February-March 2025.

Figure 12 shows the comparative analysis of pronunciation clarity in speech of each student when taking the pre and post-tests. Regarding the data collected, the results explain that the number of students that fully met the criteria improved by 5% percent from 15% to 20% (+1 student). The category “no” that indicates that students do not produce clarity in their pronunciation changed a lot by dropping dramatically from 45% to only 30%, a 15% decrease, with students producing at least more words and sentences clearly.

Overall, in the post-test., 50% of the students pronounced words clear or somewhat clear, whereas only 40% percent were able to do that in the pre-test, showing that more learners are progressing, even if they have not yet achieved full clarity. The comparative results show moderate but meaningful improvement in students ‘pronunciation clarity after using Genially leading to a path towards improvement.

**Figure 13. Intonation and Stress.** The student uses appropriate intonation and stress.

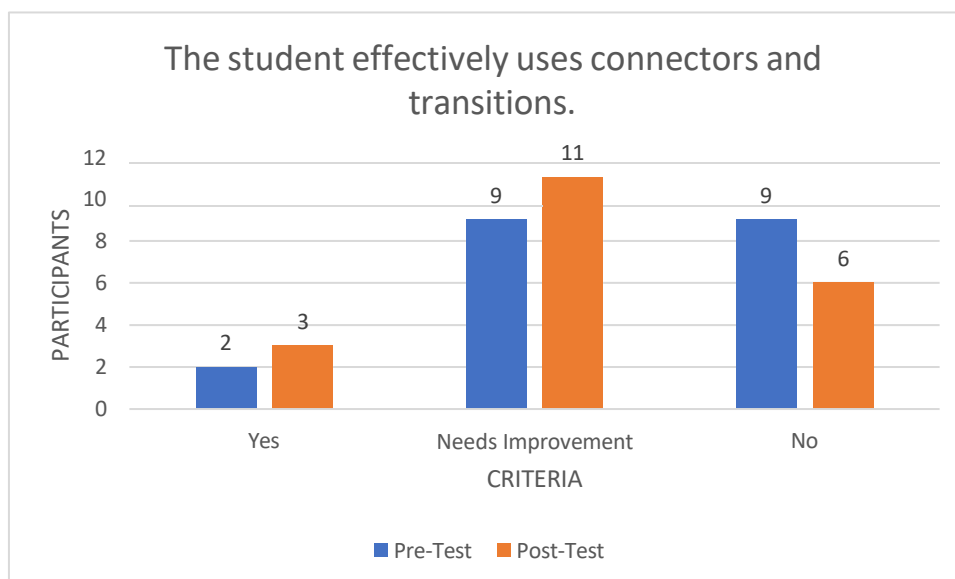


*Source:* Instrument applied to identify the improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School following the use of the Genially tool. Data collected by Susana Chaverri Hernández, February-March 2025.

Figure 13 illustrates the comparative analysis of intonation and stress in speech of each student when taking the pre and post-tests. The results demonstrate that the number of students who fully used appropriate intonation doubled, growing from 10% to 20% (+ 2 students). There was also an increase in students who needed improvement by using some intonation patterns by going from 45% to 55%.

Finally, the decrease in those who did not meet the criteria at all fell by 20% percent (-4 students) from 45% to 25%. In other words, the increase in a better intonation suggests improved listening, better exposure to the speech models and more interactive practice of speaking generally in relation to communicative tasks developed by Genially.

**Figure 14. Use of Connectors and Transition Words.** The student effectively uses connectors and transitions.



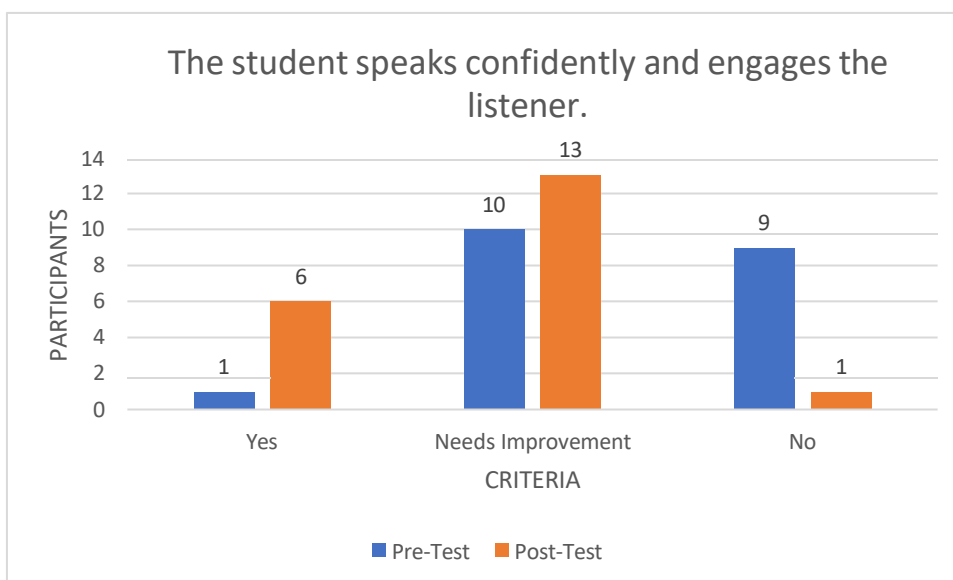
*Source:* Instrument applied to identify the improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School following the use of the Genially tool. Data collected by Susana Chaverri Hernández, February-March 2025.

Figure 14 shows the comparative analysis of the use of connectors and transition words in speech of each student when taking the pre and post-tests. The results demonstrate that there was a small increase of 5% (+ 1 student) in this category. While an increase of 10% of the ones who needed improvement shows that it went from 45% to 55%. Moreover, in the category of students who did not use any connectors or transitions, there was a significant decrease of 15% (-3 students).

The evidence indicate that students began to speak better using more structures like connectors, even though they did not completely master the; it is an important step toward fluency to move from “no” to “needs improvement”.

Furthermore, the tasks that Genially developed in relation to storytelling or interactive dialogues that involves sequencing, and the use of the right transition words may have helped the students make a progress in their learning.

**Figure 15. Engagement and Confidence.** The student speak confidently and engages the listener.



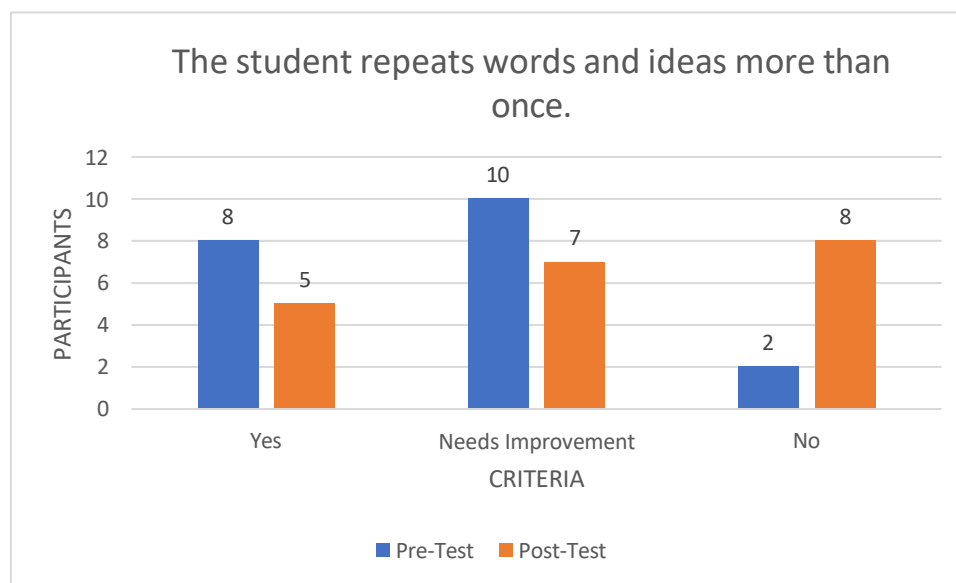
*Source:* Instrument applied to identify the improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School following the use of the Genially tool. Data collected by Susana Chaverri Hernández, February-March 2025.

Figure 15 illustrates the comparative analysis of engagement and confidence in speech of each student when taking the pre and post-tests. Among important significant improvements are when students went from 5% to 30% (up by + 5 students) that fully engaged and seemed confident when participating orally. Also, that 3 more students that needed improvement in engagement and confidence in the post-test indicating an increase of 15% (50% to 65%). Finally, there was a substantial decrease from 45% to 5% (-8 students) who lack engagement and confidence.

The findings of this development suggest that students were more empowered, motivated, or generally felt safer to participate and speak with their peers following the use of Genially. A clear sign of positive change is a 95% rate (combining “yes” and “needs improvement”) of students who engaged and seemed confident in the post-test.

Low stress speaking could have been achieved through the use of group tasks, visual clues, and clear objectives in the game-based activities. The students had more opportunities to speak in a lively, and more dynamic contexts that helped them build confidence considerably.

**Figure 16. Repetition of words.** The student repeats words and ideas more than once.

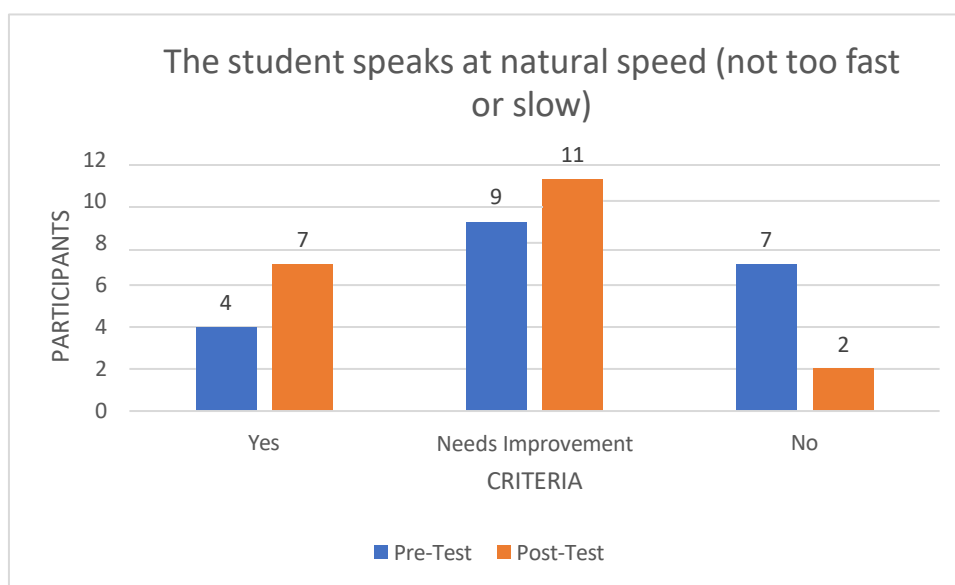


*Source:* Instrument applied to identify the improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School following the use of the Genially tool. Data collected by Susana Chaverri Hernández, February-March 2025.

Figure 16 shows the comparative analysis of the repetition of words in speech of each student when taking the pre and post-test. The findings indicate that the number of students that worked completely in the absence of repetition, which demonstrated complete improvement increased from 2 to 8 students by 40% more. Besides, students who need improvement repeated words in their speech dropped from 10 to 7 a 35%. While students showing frequent repetition dropped from 8 to 5 a 25%. This demonstrates that 15 out of 20 students (75%) made noticeable progress in either reducing or eliminating repetition in their speech after using Genially.

Consequently, the previous analysis shows that students have significantly reduced repetition of words, therefore, they became more confident in regard to structuring their speech and organizing ideas before speaking.

**Figure 17. Natural Speed.** The student speaks at natural speed (not too fast or too slow)



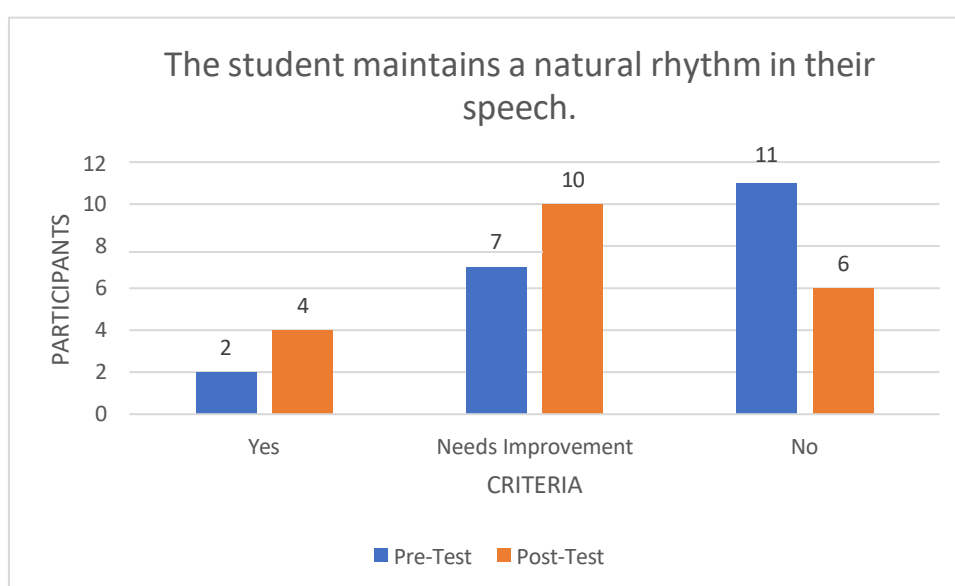
*Source:* Instrument applied to identify the improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School following the use of the Genially tool. Data collected by Susana Chaverri Hernández, February-March 2025.

Figure 17 shows the comparative analysis of the natural speed in speech of each student when taking the pre and post-test. The data collected illustrates that the number of students speaking at a natural speed climbed from 4 to 7 students (35% in the post-test). Meanwhile, there was a slightly 10% increase in the number of students who needed improvement and spoke at a natural speed for a total of 55% in the post-test; and those who struggled and could not talk at a natural speed were filtered and dropped from 7 to 2 students (10%).

Thus, by the post test, 90% (18 out of 20) students spoke at least partially at a natural pace, which is 25% improvement in comparison over the 65% in the pre-test.

Furthermore, Genially's game-based format enables repetition of phrases in an engaging and low-pressure way, which would foster their understanding of natural speech. It also fostered a more rhythm in line with natural interaction by providing students with activities using dialogues, or collaborative tasks, resulting in students lowering their anxiety and speaking freely without pausing too much or thinking too much.

**Figure 18. Natural rhythm.** The student maintains a natural rhythm in their speech.

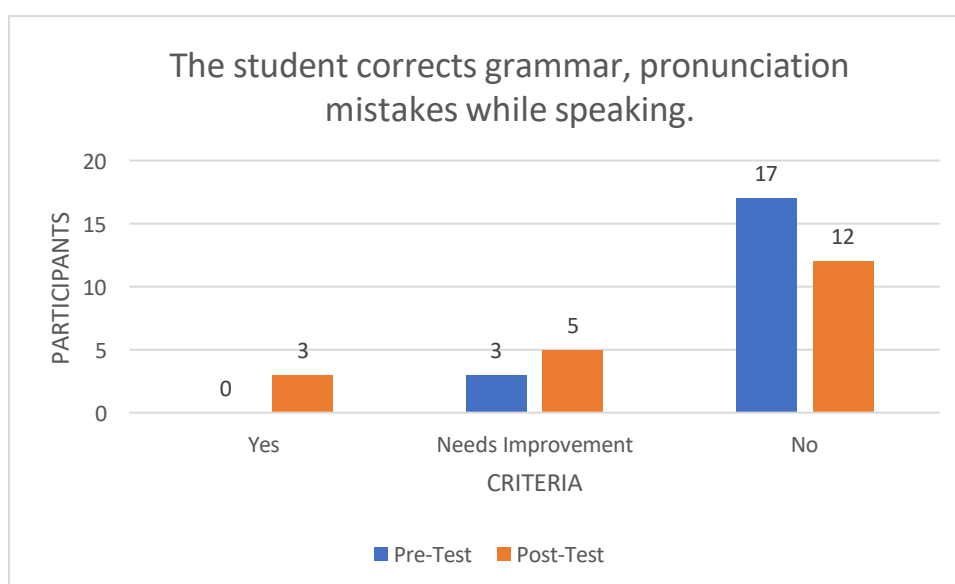


*Source:* Instrument applied to identify the improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School following the use of the Genially tool. Data collected by Susana Chaverri Hernández, February-March 2025.

Figure 18 shows the comparative analysis of the natural rhythm in speech of each student when taking the pre and post-tests. Given the findings, the results illustrate that natural rhythm in speech doubled from 2 to 4 to a total of 20% in the post-test. While regarding the improvement performance, it went from 7 to 10 students increasing a 15%, for a total of 50%. Finally, a decreased from 11 to 6 students who had not had natural rhythm for a total of 30%.

Accordingly, in the post-test, 70% of 20 students (14 out of 20) students demonstrated some control over natural rhythm in their speech while in the pre-test only 45%, 9 of 20 students did show some control, resulting in a 25% increase after the use of Genially.

**Figure 19. Self-correction.** The student corrects grammar and pronunciation mistakes while speaking.



*Source:* Instrument applied to identify the improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School following the use of the Genially tool. Data collected by Susana Chaverri Hernández, February-March 2025.

Figure 19 illustrates the comparative analysis of the self-correction in speech of each student when taking the pre and post-test. Upon reviewing the data collected, it is evident that in the pre-test, zero students showed the self-correction ability, but 3 students showed it in the post-test (15%). On the other hand, the results for the needs improvement criteria, self-correction improved from 3 to 5 students (25%). Meanwhile the number of students that will not correct themselves dropped from 17 to 12 students a total of 75%.

Consequently, correction is not always successful, but it is nonetheless metacognitive engagement, in a conscious use. Students are perhaps paying more attention to their output and noticing when mistakes occur; therefore, it is possible that Genially's interactive challenges, prompts, and repeated practice encouraged reflection or immediate feedback.

In general terms, according to the overall comparison of the pre-test and post-test results, students 'English speaking fluency has been improved significantly after the Genially tool was implemented.

#### **4.1.7 Anecdotal Journal**

In order to enhance students to speak fluently and engage in oral activities and tasks, six interactive sessions were designed using the Genially tool. The sessions were carefully structured based on the Communicative Language Teaching (CLT) approach, in a way that involved students in meaningful communication tasks, like dialogues, role plays, picture description and storytelling. Each session, aimed at talking about real life situations such as vacation experiences, recent events, free time activities, in which students would practice English in an authentic and familiar way using the Present Perfect Tense.

The activities were scaffolded to the students 'basic English proficiency level with the use of visual aids, sentence starters, and speaking support cards. This section discusses in detail the objectives, procedures and communicative strategies applied in each Genially-based session to promote and evaluate students 'oral fluency.

Finally, it is vital to explain that before each session including Session 1, there was a quick review and explanation about the structure and usage of the Present Perfect tense so that students fully understood it. The main aim was to refresh their knowledge of the key characteristics of the

tense as well as time expressions, and general themes related to vacation time and hobbies. Later, the students started playing the Genially game planned to that day after the initial overview and used it to apply the knowledge correctly throughout the interactive tasks.

### **Session 1. Submarine Trip Escape**

The first game-based lesson implemented was called: Submarine Trip Escape. It was designed using Genially along with the Communicative Language Teaching approach in which students were divided into groups of three to four students to provide opportunities for collaborative interaction.

First, students embarked on an agent with a secret to unlock, with the condition that they had to complete speaking tasks using Present Perfect Tense. It was an interactive activity divided into many challenges (slides) where students engage first in a picture description task in which each student selects a vacation photo and gives a short description in 2-3 sentences. The goal of this task was to enhance fluency when in real-world scenarios. For example:

Image:	Description:
A sunny beach	"I have traveled to the beach many times."  "I have not visited Manuel Antonio beach since 2020"
A snowy mountain	"I have never visited a snowy mountain."  "I have traveled to Europe, and I have seen a snowy mountain"

The second activity was related to storytelling I, in which students had to construct a travel story from the beginning, which led them to create language spontaneously in the target tense. Next, students engaged in a role play interview in which they practiced asking and answering

using Present Perfect structures in order to develop meaningful conversations and to develop fluency. Examples:

-Scenario: "Imagine you are meeting a friend who has just come back from vacation."

-Instructions: "One student interviews another using at least **3 Present Perfect questions**. Then, they swap roles."

-Example of questions:

- "Where have you traveled recently?"
- "What new activities have you done?"
- "Have you ever eaten exotic food?"

Finally, students collaborated to create a fictional vacation scenario using Present Perfect structures, minimizing error correction during the activity to focus on fluency rather than on accuracy following CLT principles.

Furthermore, in addition to students completing the oral communication tasks related to CLT; students had to simultaneously complete brief activities focused on reinforcing key aspects of the Present Perfect tense. Students needed to complete correctly interactive slides in which their understanding of grammatical aspects such as sentence structure, the use of irregular past participles, and the application of time expressions like "for" and "since" were assessed.

These tasks (slides) functioned as checkpoints that ensured students possessed the sufficient grammatical knowledge to correctly complete the following oral tasks properly. When the students answer correctly, they are able to proceed with the next oral task in the game. The integration of focused grammar reinforcement within the communicative framework supported students in producing more accurate and fluent English during the lessons.

## **Session 2. Halloween Escape**

The second game-based lesson implemented was called: Halloween Escape. It was designed using Genially along with the Communicative Language Teaching approach in which students were divided into groups of two to three. The game had a breakout style in which students went trick or treating in order to collect enough candies to win the challenge.

As with the first game and the rest, progressive stages were divided in the activity. In the first part, students used the Present Perfect tense to describe spooky scenes. Next, they engaged in discussions about recent scary experiences, followed by a role-play acting as investigators. Finally, students co-created a collaborative ghost story to ensure the consistent use of the target structures.

In this game-based lesson students naturally negotiated meaning, corrected each other's grammatical mistakes in a supportive way, and showed considerable engagement improvement as well as a little increase in fluency, especially in forming affirmative, negative and interrogative Present Perfect sentences. The use of visuals like pictures and imaginative settings had a great positive impact in promoting real communication in accordance to CLT principles.

## **Session 3. Secret Agent Escape**

The third game-based lesson implemented was called: Secret Agent Escape, it was designed using Genially along with the Communicative Language Teaching approach in which students were divided into pairs and played an interactive escape puzzle game.

The session started with an explanation and review on the main concepts and characteristics of Present Perfect tense. The game started by explaining that you are a secret agent that needs to complete a series of missions in order to obtain a secret code to open a suitcase with a reward.

The students go mission by mission completing oral tasks to obtain codes to open gates in order to get to the final puzzle.

The first puzzle showed students pictures about Costa Rican traditions, so students had to share about their first experiences. For example.

Pictures	Questions
A person riding a horse in a beach	"Have you ever ridden a horse in Guanacaste?"
Olla de carne	"Have you ever tried traditional Costa Rican food like olla de carne?"

The second puzzle was about interviewing a tourist. One student asked questions and the other answered. The questions were about the experience they were having in Monteverde practicing sports such as hiking, mountain biking, zip lining, bungee jumping, rappelling or climbing. After the first round, students took turns switching roles. This stage enhance participation because it makes students relate to Costa Rican culture and typical leisure activities to their personal lives.

The third puzzle students chose childhood themed pictures like amusement park or going to a park near their home and constructed short stories. The stories must contain Present Perfect sentences to make the story fluent, logical sequencing and to enrich vocabulary.

The Secret Agent Escape game produced elevated engagement, spontaneous linguistic use, increased collaboration among students, and a general increase in fluency competence.

#### **Session 4. Sports Challenge Arena**

The fourth game-based lesson implemented was called: Sports Challenge Arena. It was designed using Genially along with the Communicative Language Teaching approach in which students were divided into pairs. The lesson aimed at encouraging students to produce spontaneous spoken language through Present Perfect structures centered on students' real experiences with sports, hobbies and free-time activities.

In the first challenge students reflected about their sports experiences using the target language. In the second challenge students had to talk about different sports depending on the picture they chose. Next, students were asked to produce a short story using Present Perfect sentences to talk about Costa Rican culture in which surfing, soccer and cycling are popular.

Continuing, the researcher developed a sports role play interview in which students play press conferences alternating between athletes and reporters. Students practiced spontaneous exchanges while in a realistic context using a guided questioning in order to achieve natural fluency.

#### **Session 5. Leisure Adventure Mystery Quest**

The fifth game-based lesson implemented was called: Leisure Adventure Mystery Quest, it was designed using Genially along with the Communicative Language Teaching approach in which students were divided in pairs.

In this game the researcher used images of Costa Rican locations such as Playa Conchal and Arenal Volcano, the session started with students completing a task in which they had to provide a short experience using Present perfect structures about pictures related to surfing, hiking, fishing. Second, students role played an interview where they had to be a tourist and a reporter,

encouraging authentic use of the target language. Next, students shared with their peers what a perfect leisure day in Costa Rica would look like. Each must describe it using at least four Present Perfect sentences such as, “I have relaxed at Playa Conchal”. Their partners must respond to each idea by giving expression like, “I have also visited that place”.

Finally, each student must choose a picture of a leisure activity or a famous vocational place and discuss with their pair why they think their choosing is better. For example: “I have played volleyball since I was eight, therefore I know that practicing a sport brings a lot of benefits”.

### **Session 6. Teen Life Missions**

The sixth game-based lesson implemented was called: Teen Life Missions. It was designed using Genially along with the Communicative Language Teaching approach in which students were divided into pairs.

The game started with an activity in which students had to select activities they had previously participated in recently such as attending concerts, soccer matches, or surfing. Students had to share their experience by using 3-4 sentences using Present Perfect tense.

Second, students were encouraged to participate in an interview where they talked about contemporary teen habits such as interactions related to social media and online activities. The questions included: “Have long have you had your Facebook account?”, “Have you been hacked on Instagram?”, and more.

Then, students played another speaking activity related to school life and studies. In this activity students discussed whether they have taken online classes before and if they think virtual classes are better than in-person classes.

Finally, a talk challenge involving students choosing card (pictures) in which they had to freely speak for 2 minutes about the picture and recent experiences about it using the target language. Example: “I have recently listened to the new Adele Album, and I have played it several times already. Adele has recently won a Grammy and that makes her very famous. I have dreamt of attending one concert of hers for so many years.” Then, the partner asks 2-3 follow-up questions like, “what is your favorite Adele song?” “Have you ever read her biography?”

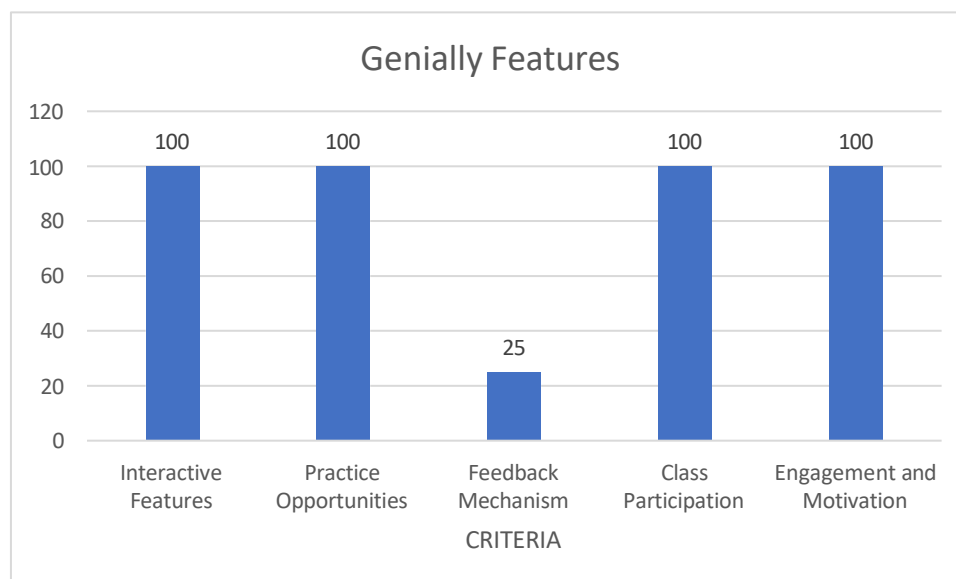
Throughout the lesson each activity encouraged student communication that evolve naturally through familiar cultural material. The lesson consistently focused on Costa Rican teenage lifestyles combined with authentic dialogue to accomplish the objective of this project of promoting fluency through a CLT approach via Genially.

#### **4.1.8 Checklist 2**

During the implementation of the activities using Genially, a second checklist was employed to analyze the features of the Genially tool that support the Communicative Approach in enhancing English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School in 2025. The researcher completed the instrument, which consisted of 5 yes, needs improvement and no criteria, in addition to a section for additional comments. See Annex 5.

The results obtained from the checklist applied to analyze the features of the Genially tool that include, Interactive Features, Practice Opportunities, Feedback Mechanism, Class Participation and Engagement and Motivation are shown in Figure 20.

#### **Figure 20. Genially Features.**



*Source:* Instrument applied analyze the features of the Genially tool that support the Communicative Approach in enhancing English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School. Data collected by Susana Chaverri Hernández, February-March 2025.

Figure 20 illustrates how Genially features support the Communicative Approach in enhancing English speaking fluency in class. Given the findings, the results show overwhelmingly positive feedback, displaying Genially as a way to promote interaction, engagement and participation, which are key elements to develop speaking fluency.

All four of the five criteria: Interactive Features, Practice Opportunities, Class Participation and Engagement and Motivation were recorded as 100% supportive. It was observed that Genially provided interactive elements that help improve the speaking fluency of students, as well as sufficient opportunities for practicing speaking skills, encourages students to participate more in class activities and makes students feel more engaged and motivated to practice speaking in English.

Regarding interactive features, students were actively engaged with the interactive features of Genially which implied in better attention, enjoyment and active participation in speaking tasks.

Furthermore, for the second criteria, practice opportunities, it was evident that Genially offered abundant opportunities which indicates that the tool gives variety of opportunities for the students to practice their speaking skills, which is crucial in improving fluency.

Moreover, Genially helped significantly in encouraging students to participate in class which is a principle for the Communicative Language Teaching Approach. Lastly, concerning motivation, Genially created enjoyable and motivating environments where students felt encouraged, relax, safe and happy to participate.

On the other hand, the criteria that scored less than the others, feedback mechanism, it was determined that the tool limited the feedback to students. This limitation might hinder how learners gradually get more accurate with their speaking skills over time. Some of the observations showed that the feedback was given by the professor instead of the tool.

In conclusion, the analysis showed that Genially was very effective on facilitating interaction, engagement and participation. Nevertheless, the way in which the feedback mechanism was integrated in class might potentially be improved in further ways.

## **Chapter V**

### **Conclusions and Recommendations**

## **5.1 Introduction**

In this chapter, the researcher discusses the main conclusions and recommendations that emerged from the study “The Effectiveness of using The Communicative Approach with the Genially tool in Enhancing English Fluency in an Eighth-Grade Class at Instituto Superior Julio Acosta Garcia High School in 2025”.

The conclusions respond directly to the three specific objectives of this research, which are goals to achieve throughout the study through pre- and post-tests, checklists, an observational assessment and a teacher interview. The objectives try to recover information about areas for improvement before the application of the app, features of the app that support the CLT in enhancing fluency and the improvement of fluency after the application of the app.

Correspondingly, the recommendations attempt to provide clear pedagogical, technological, and institutional strategies to increase the oral proficiency of students in similar educational environments.

## **5.2 Conclusions**

The first specific objective aims to determine the challenges and areas for improvement in fluency of eighth graders before implementing the Genially tool. The results obtained from the pre-test and checklist 1 found that in several and consisted of ways students had limitations in their oral proficiency, specifically: only 10% of students achieved smooth speech with minimal hesitation. Meanwhile, another analysis also demonstrates that 85% of the class was not able to

use self-correction while speaking, which indicates the low metacognitive awareness and absent monitoring skills.

Furthermore, 90% of the population either spoke in Spanish, hesitates or avoided speaking, and such evidence shows lack of confidence to communicate orally in English. Similarly, 45% of students presented weak or no pronunciation accuracy, moreover, students lacked basic intonation, rhythm, pronunciation clarity, and confidence, with only 1 student demonstrating full engagement and confidence.

This scenario in which students could not meet the variable strongly corresponds with the theoretical framework described in Chapter 1. Leong & Ahmadi (2017) also found that students often encounter inhibition, low participation and anxiety in the classroom that lacks a communicative environment and engaging materials. These problems were visible in the results of this study, particularly when students avoided speaking English, only speaking in English but with hesitation and repetition.

Moreover, from the Communicative Language Teaching (CLT) perspective, the classroom in which the research was carried out did not encourage authentic communication. According to Richards (2006), CLT is based on interaction, meaningful communication tasks, like dialogues, role plays and student-centered tasks; in this case, the language practice was mostly mechanical and lead by the teacher. Situations where students could develop fluency were severely limited due to the lack of authentic oral tasks, opportunities for interaction, and employment of real-world language situations.

This analysis is also aligned with the research of Tuan & Mai (as cited by Leong & Ahmadi, 2017). Many students feared making mistakes or to be laughed at, therefore, this fear

dramatically lowered their desire to participate in oral activities. These affective factors, in particular the anxiety and fear of error, do not only diminish fluency, but most especially during their teenager phase.

As mentioned in the justification for this study, in today`s schools, students need learning environments that are engaging, technologically enriched, and student centered, which enable them to take risks in communication and provide opportunities for repetition and spontaneous use of language, that consequently helps them in developing fluency.

However, the pre-test analysis indicated the exact opposite, that the environment was outdated, rigid, and teacher centered. Thus, the findings from this phase signify the need for incorporating tools such as Genially and techniques such as CLT to fulfill the requirements and expectations of the modern learners, as well as enhance learners `oral fluency through meaningful interaction and motivational strategies.

The second specific objective of this study sought to analyze the features of the Genially tool that supports the CLT approach in enhancing the fluency of eighth graders. In order to collect the corresponding information, the researcher utilized a checklist to assess the features of the app. The data showed that 100% of students found the Genially activities, interactive, visually appealing, and motivational; these results corroborate the theoretical CLT framework, which focuses on authentic, contextualized communication according to Richards (2006).

Regarding this objective, we can conclude that Genially is an app that interacts and lets students engage in meaningful work like role plays, storytelling, problem solving activities. For instance, in the Halloween Escape and the Secret Agent Escape session where groups got a chance to interact, negotiate meaning, ask to follow up questions, which are the basics of CLT.

Students were able to practice English in authentic contexts without the fear of making mistakes and thereby becoming more confident and less anxious.

On the other hand, on a negative side, the study noticed one major limitation: Genially does not provide corrective feedback mechanisms that enhance fluency in a CLT classroom. As a result, students had to rely on the teacher for error correction; yet this reliance excludes main principles of CLT where learners ideally should receive immediate, contextual feedback (Harmer, 2007). The fact that Genially lacks self-correction or an automated feedback option for CLT activities means that the app does not fully support autonomous learning, and it is important to take into account when developing this kind of activities so that teacher know that they should be the ones providing it.

Furthermore, the utilization of visual aids and interactive features of Genially contributed to the concept of multimodal learning, which helps students relate images to language forms, making the learning process more engaging and memorable. Saleem, Nori, & Ozdamli, (2022) state that in terms of gamification, visual and interactive elements can improve motivation and retention.

In sum, the results corroborated that more than 70% of the key features of Genially truly support the development of oral fluency, resulting in the variable being met. Regarding games, using Genially game sessions created a low anxiety environment to practice English without the perception of being judge; therefore, the app is proven to be of help when we encounter this proficiency issues in students.

Regarding the third specific objective, which aimed to identify the improvement in fluency among eighth graders following the use of the Genially tool, it can be concluded that the oral fluency of the students improved considerably.

The post-test results, along with the data collected on Checklist 3, clearly show significant improvement in different areas of fluency. To be precise, students' 'smoothness and flow level of fluent speeches experience an increase from 10% in the pre-test to 35% in the post-test (Figure 11). Also, there were significant improvements in the clarity of pronunciation with almost half of the students speaking clearly or somewhat clear after the application of the tool (Figure 12).

A great deal of improvement was also observed on confidence level and engagement on speaking tasks, the yes category went up from 5% to 30% and the students who needed an improvement category from 50% to 65% (Figure 15). Moreover, the number of students who managed to speak at a natural pace was also at the rise, from 65% to 90% (Figure 17), the rate of repetition of words was also reduced from 40% to 25% (Figure 16). Notably, skills in self-correction which are absent in the pre-test, emerged in 15% of students; and a 25% of students who need improvement (Figure 19), so it can be said that there was an increase of metacognitive awareness and deep level of linguistic self-monitoring.

Moreover, in response to the previously stated hypothesis, it is concluded that all these results collectively prove the viability of the integration of Genially in a communicative context that can significantly improve students' English oral fluency in an active and interactive teaching and learning process.

In conclusion, the variable for this objective is valid since over 70% of the indicators became improved in the post-intervention research. These findings confirm the research hypothesis that

says that the integrated application of Genially and CLT approach positively influence on students' English fluency. Moreover, the visual evidence from the post-test (Figures 11 through 19) supports the efficacy of interactive, game-based speaking activities in enhancing participation, decreasing anxiety, and, fostering real communication to lead students to improve their English fluency.

### **5.3 Recommendations**

Regarding Pedagogical Recommendations, it is highly suggested the implementation of Communicative Language Teaching (CLT) strategies systematically into English lessons, specifically those involving speaking-related activities. The effectiveness of such tasks as pair interviews, storytelling, and role plays, used in this research, showed significant increase in students' fluency and participation. The CLT approach should be ideally applied not only in oral production but in all language skills for constructing solid competence.

Moreover, it is also important that every Genially activity is purposefully planned focused on speaking fluency using pre-set features such as sentence starters, guiding questions or vocabulary scaffolds to allow students to achieve fluency systematically. On the other hand, constant feedback is also essential, particularly, as Genially has no automatic correction features in regard to oral activities or games. Teacher should be trained to give synchronic feedback under the CLT methods that will help students foster a real communication.

Additionally, concerning Technological and Methodological Recommendations, it is advisable the ongoing application of Genially. The use of the tool should be encouraged as a fundamental feature in fostering oral fluency, especially in situations that the learners might lack the motivation or confidence. Teacher should be encouraged to use Genially and experiment with

them and modify available templates to accommodate relevant and relatable topics for adolescent learners.

On the other hand, in order to overcome the failure of the platform to provide feedback, teacher can use methods like speaking journals after the activities, also reflective discussions, etc. Investment in technological infrastructure is also important, such as the building of computer-language laboratories, along with a better internet connection and classroom devices like tablets and visual display tools are necessary in order to guarantee equal access when in this case, the lack of resources was an important barrier found in the course of the study.

Furthermore, in relation to Institutional and Professional Recommendations, regular teaching training needs to be promoted based on the digital pedagogy and use of CLT approach. The training should include designing Genially-based speaking activities, providing CLT-based feedback, and evaluating the fluency beyond the accuracy of the language. Also, teachers' collaborative creation of material such as a common digital repository for Genially games and lesson plans, can increase the level of innovation while saving time on preparation.

Moreover, as for Future Research Recommendations this research should be attempted to be replicated with a larger and more diverse student population in other institutions in order to validate the results. Moreover, the implementation of the tool for an entire academic term period would give an insight into the long-term effect on fluency.

On the other hand, researchers are encouraged to examine the possibility of integrating AI or even a speech-recognition tool in Genially as a way of providing real-time feedback on the language being used. Lastly, exploring affective aspects of student motivation, anxiety and

confidence via surveys or interviews before and after Genially use might provide a better insight into the emotional and psychological advantages of it.

Lastly, since Genially is one of the main aspects of this study, it is important to consider possible technical problems that may arise with its use in class. An internet outage, a power failure or a problem with equipment could stop the learning process and deprive students and teachers from accessing the planned activities. Therefore, it is advised to have an adaptable contingency plan (plan b) that will ensure that the lessons continue, and the goals are met.

Some useful alternatives that teachers can use include replacing Genially activities with worksheets that focus on the same skills; convert your class into a group discussion; use classroom props like flashcards or use a whiteboard to guide students in speaking tasks, also use pre-recorded audio files to support speaking activities. Additionally, it is recommended for teachers to have board games or any other type of competitive game ready for students to use to support the speaking practices. This strategy allows teachers to produce an interactive environment that fits with the primary goal of using enjoyable and communicative activities for learning.

In sum, this study identifies the potential of Genially with the combination of CLT strategies concerning English fluency. Students did not only measurably increase in fluency but also showed increased confidence, motivation, and the willingness to communicate. The study found this classroom to be teacher-centered obstructing speaking development; therefore, a more dynamic, student-centered and technological approach is highly recommended to enhance fluency in public educational contexts where proficiency levels tend to be low.

## **Chapter VI**

### **The Proposal**

## 6.1 Name of Proposal

The title of the current proposal is *Speak up with Genially: An Interactive Fluency Journey*. This proposal addresses the research of *The Effectiveness of Using the Communicative Approach with the Genially Tool in Enhancing English Fluency in an Eighth-Grade Class at Instituto Superior Julio Acosta Garcia High School in 2025*.

## 6.2 Description

This is a project of methodological proposal that can help increase the level of fluency among high school students using the combination of Communicative Language Teaching approach (CLT) and the Genially tool. The proposal is developed for students of 7<sup>th</sup> up to 11<sup>th</sup> grade of Instituto Superior Julio Acosta Garcia, with a low to intermediate level of English proficiency. The project aims at creating a sequence of speaking activities, such as role-plays, discussions, image descriptions, interviews, etc., that serves of active involvement in the learning process in a real-world environment.

The project will take three weeks to be developed, consisting of two sessions per week. The process starts with the teacher making a general observation of the group to determine any particular needs in order to be met or adjustments needed. Then, a pre-test will be conducted to measure the student`s initial level of fluency; along with a checklist or any type of instrument that help identify the indicator.

Continuing, six sessions using Genially will be developed containing speaking activities that encourage fluency by providing students with an interactive environment, free of anxiety to enhance participation. Lastly, the teacher applies a post-test along with the corresponding instrument to measure the students` fluency after the use of the tool. A third instrument can be

applied to identify any advantages or disadvantages of the management of the Genially tool to address them and to provide students with a better administration of it.

### **6.3 Place to be Developed**

The proposal is meant to be carried out at Instituto Superior Julio Acosta Garcia (ISJAG) located in San Ramón, Alajuela, Costa Rica; however, this proposal is flexible and can be applied in any educational establishments such as public or private schools.

The high school ISJAG is an academic public school that has expanded dramatically throughout the years and has been a part of the nation's growth for over 70 years. The school provides several free amenities, such as a staff lounge, dining hall, computer lab, gym, transportation, and intermediate-speed internet.

### **6.4 Organization**

The Instituto Superior Julio Acosta García high school is an academic public school, and in order to carry out the proposal methodology, the principal has to provide the necessary permissions to be able to execute the project in the institution.

### **6.5 Involved Population**

The target population of this proposal involves students from 7<sup>th</sup> up to 11<sup>th</sup> grade with a low to intermediate level of English proficiency, enrolled at a high school.

### **6.6 Objectives of the Proposal**

#### **6.6.1 General Objective**

To enhance English fluency through the implementation of Communicative Language Teaching approach and the use of the Genially platform game-based templates among high school students at Instituto Superior Julio Acosta Garcia High School in 2025.

### **6.6.2 Specific Objectives**

- To develop communicative speaking activities that enhance active student engagement to increase English fluency among high school students with low intermediate level of proficiency.
- To promote the use of the Genially tool that support the Communicative Approach in enhancing English-speaking fluency among high school students with low intermediate level of proficiency.
- To assess the impact of the integration of CLT and the Genially tool in enhancing English-speaking fluency to address progress and areas for improvement among high school students with low intermediate level of proficiency.

### **6.7 Chronogram of Activities**

The following suggested activities have been chosen to help improve the fluency of students with a low intermediate level of English based on the results of the research mentioned above. The activities are adaptable and allow modification if needed to address the different needs of each specific group. The table below presents the suggested activities to apply using the Genially tool along with CLT approach to enhance fluency. The teacher can choose between using templates related to breakout rooms or escape rooms games; and then, adds some tasks in between stages or challenges to ask students to complete in order to continue completing the

game until they reach the final stage and win. The students are encouraged to work in pairs or groups.

**Table 4**

*Chronogram of Activities*

<b>Session</b>	<b>Activity</b>	<b>Description</b>
1	Observational Assessment	In this first session an observational assessment is conducted prior to administration of the pre-test to obtain general information of the group and students.
	Introduction or explanation to the Genially tool.	Then, the teacher explains what Genially is, how to navigate it, and its importance to develop fluency.
	Pre-test application	Finally, the pre-test is applied along with a task to assess student`s initial level of fluency. The task can include icebreaker activities, basic introductions, focusing on simple questions and answers to promote confidence.
2	Genially game-based activity 1 (Breakout room – Escape room)	In this session, the teacher introduces the topic they are studying and then presents the game-based activity to carry out the lesson. The game-based activity #1 can be about Daily Activities, in which students describe their daily routines

---

		and exchange information using guided role-plays and image descriptions. The teacher can use Genially's image reveal and drag-and-drop features.
3	Genially game-based activity 2 (Breakout room – Escape room)	<p>In this session, students can talk about past-present-future experiences/stories. The activities can be interactive and involve storytelling using Genially, where students share their thoughts and stories using guided prompts.</p> <p>In this session, students can talk about future plans, the activities can be group discussions where students plan a future trip, practicing future forms and making choices collaboratively. Using the platform the teacher can help students by using collaborative boards to share their stories.</p>
4	Genially game-base activity #3 (Breakout room – Escape room)	<p>In this session, students can talk about free time activities. The activities or tasks can be about role-playing using Genially's gamified templates. Students choose and act out scenarios using digital character cards.</p>
5	Genially game-based activity 4 (Breakout room – Escape room)	
6	Genially game-based activity 5 (Breakout room – Escape room)	<p>In this session, the students can talk about travel experiences. The activities can be interview-</p>

---

---

7	<p>Post-test application</p>	<p>based tasks where students use Genially's quiz and hot spot features to conduct and answer interview questions.</p> <p>A post-test is applied along with a task or activity to measure the level of fluency after using the tool.</p>
---	------------------------------	--

---

*Source:* Developed by Susana Maria Chaverri Hernández (2025).

### **6.8 Budget for its Implementation**

This Proposal will not require a financial budget, but it is essential the access to the internet and a video beam, projector or computers.

### **6.9 Suggested Bibliography**

- Cabrera, Solano, P. (2022). Game-based learning in higher education: The pedagogical effect of Genially games in English as a foreign language instruction. *International Journal of Educational Methodology*, 8(4), 719–729. <https://doi.org/10.12973/ijem.8.4.719>
- Pérez Barrera, H. M. (2024). Implementation of Genially as a strategy in the teaching-learning process of Natural Sciences. *Mendive. Journal on Education*, 22(3), e3722. <https://mendive.upr.edu.cu/index.php/MendiveUPR/article/view/3722>
- Putri, H. R., Setiawan, R., Ramadan, S., & Peng, L. H. (2023). Development of Genially-based history learning media to increase learning interest of senior high school students. *Harmoni Sosial: Jurnal Pendidikan IPS*, 10(2), 198–209. <https://doi.org/10.21831/hsjpi.v10i2.61854>

Rahayu, W. P., Rusmana, D., & Octavia, C. N. (2024). Building Student Engagement with Genially Interactive Media. Faculty of Economics and Business, State University of Malang, Indonesia *Social Science Studies*, 4(6), 387–404.

## Reference List

- Cabrera, Solano, P. (2022). Game-based learning in higher education: The pedagogical effect of Genially games in English as a foreign language instruction. *International Journal of Educational Methodology*, 8(4), 719–729. <https://doi.org/10.12973/ijem.8.4.719>
- Celse, Murcia, M., Brinton, D. M., & Snow, M. A. (Eds.). (2014). *Teaching English as a Second or Foreign Language* (4<sup>th</sup> ed.). National Geographic Learning, a part of Cengage Learning.
- Choudhury, S., Blakemore, S., & Charman, T. (2006). Social cognitive development during adolescence. *Social Cognitive And Affective Neuroscience*, 1(3), 165-174.  
<https://doi.org/10.1093/scan/nsl024>
- Dong, L., Jamal Mohammed, S., Ahmed Abdel-Al Ibrahim, K., & Rezai, A. (2022). Fostering EFL learners' motivation, anxiety, and self-efficacy through computer-assisted language learning-and mobile-assisted language learning-based instructions. *Frontiers in Psychology*, 13, 899557. <https://doi.org/10.3389/fpsyg.2022.899557>
- Dos Santos, L. M. (2020). The discussion of communicative language teaching approach in language classrooms. *Journal of Education and e-Learning Research*, 7(2), 104-109.  
<https://doi.org/10.20448/journal.509.2020.72.104.109>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4.

Foster, P. (2020). Oral fluency in a second language: A research agenda for the next ten years.

Language Teaching. Journal Language Teaching. St. Mary's University.

<https://research.stmarys.ac.uk/id/eprint/4064/>

Godzicki, L., Godzicki, N., Krofel, M., & Michaels, R. (2013). *Increasing motivation and engagement in elementary and middle school students through technology-supported learning environments* (Master's thesis, Saint Xavier University, Teaching and Leadership Program).

Gjøringbø, F. (2024). *Eight-grade students' motivation in the English subject* (Master's thesis, University of Stavanger). Faculty of Arts and Education, Department of Cultural Studies and Languages.

Hernandez, R. M. (2022). The best digital tools to foster engagement in the PLA classroom. University of Hawai'i at Mānoa. Forum lingüístic., Florianópolis, v.20, n.2, p. 8853 – 8861.

Hien, Le T. N. (2021) "Communicative Language Teaching in Teaching ESL for University Students." *Journal of English Language Teaching and Applied Linguistics*, vol. 3, no. 6, pp. 49-57, doi:[10.32996/jeltal.2021.3.6.7](https://doi.org/10.32996/jeltal.2021.3.6.7).

Krisbiantoro, B. (2020). "The effectiveness of gamification to enhance students' mastery on tenses viewed from students creativity". *Journal of Advanced Multidisciplinary Research*, 1(2), 73-97. <https://doi.org/10.30659/jamr.1.2.73-97>

Kumar, R. (2011). *Research methodology a step-by-step guide for beginners*. (3<sup>rd</sup> ed.). SAGE Publications.

- Leong, L.-M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English Speaking Skills. *International Journal of Research in English Education*, 2(1), 34-41. <https://ijreeonline.com/article-1-38-en.html>
- Le Thi Ngoc Hien. (2021). Communicative language teaching in teaching ESL for university students. *Journal of English Language Teaching and Applied Linguistics*, 3(6), 49-57. Al-Kindi Center for Research and Development. <https://doi.org/10.32996/jeltal.2021.3.6.7>
- Lowe, T., & El Hakim, Y. (2020). *A handbook for student engagement in higher education: Theory into practice*. Staff and Educational Development Association Series.
- Namaziandost, E., Homayouni, M., & Rahmani, P. (2020). The impact of cooperative learning approach on the development of EFL learners' speaking fluency. *Cogent Arts & Humanities*, 7(1), 1780811. <https://doi.org/10.1080/23311983.2020.1780811>
- Maridueña Macancela, J. (2019). Websites as support tools for learning the English language. *Journal of Science and Research: Revista Ciencia e Investigación*, 4(2), 13-20. <https://doi.org/10.5281/zenodo.3240648>
- McLeod, S. (2025). Qualitative vs quantitative research: What's the difference? Simply Psychology. <https://www.simplypsychology.org/qualitative-quantitative.html>
- Ministerio de Educación Pública. (2023). Orientaciones pedagógicas para la recuperación académica: Lenguas extranjeras Inglés, Francés, Italiano y Aleman Tercer Ciclo y Educación Diversificada.

- Pérez Barrera, H. M. (2024). Implementation of Genially as a strategy in the teaching-learning process of Natural Sciences. *Mendive. Journal on Education*, 22(3), e3722.  
<https://mendive.upr.edu.cu/index.php/MendiveUPR/article/view/3722>
- Putri, H. R., Setiawan, R., Ramadan, S., & Peng, L. H. (2023). Development of Genially-based history learning media to increase learning interest of senior high school students. *Harmoni Sosial: Jurnal Pendidikan IPS*, 10(2), 198–209.  
<https://doi.org/10.21831/hsjpi.v10i2.61854>
- Rahayu, W. P., Rusmana, D., & Octavia, C. N. (2024). Building Student Engagement with Genially Interactive Media. Faculty of Economics and Business, State University of Malang, Indonesia *Social Science Studies*, 4(6), 387–404.
- Rezalou, Ali, & Oktay Yağiz. (2021). EFL Students' Perceptions and Attitudes toward Using Communicative Activities in CLT Classroom. *Shanlax International Journal of Education*, vol. 9, no. S2, 2021, pp. 112–124. Sep.4376  
<https://doi.org/10.34293/education.v9iS2-Sep.4376>
- Richards, Jack C. (2006) *Communicative Language Teaching Today*. Cambridge University Press. ISBN 978-0-521-92512-9.
- Romero García, J. E. (2017). *Motivation in the English language learning in eighth grade junior high school* (Diploma thesis, José Martí Pérez).
- Saleem, A. N., Noori, N. M., & Ozdamli, F. (2022). Gamification applications in e-learning: A literature review. *Technology, Knowledge and Learning*, 27(1), 139-159.

- Sahi, R. S., Eisenberger, N. I., & Silvers, J. A. (2023). Peer facilitation of emotion regulation in adolescence. *Developmental Cognitive Neuroscience*, 62, Article 101262.  
<https://doi.org/10.1016/j.dcn.2023.101262>
- Siregar, Y., Iskandar, I., & Dewanti, R. (2022). Teaching Indonesian Speaking Skills with a Gamification Approach. *University of Negeri Jakarta, Jakarta. English Educational Journal*. pp. 361-372.
- Tamala, Y. P., & Wulandari, S. (2021). The strategies of teaching speaking in junior high school. English Education Study Program of Universitas Muhammadiyah Palu. *Journal of Foreign Language and Educational Research*, 4(2), 12-16.
- Tavakoli, P., Nakatsuhara, F., & Hunter, A.-M. (2020). Aspects of fluency across assessed levels of speaking proficiency. *Modern Language Journal*, 104(1), 169-191.  
<https://doi.org/10.1111>
- Tekliuk, H. (2020). Communicative language teaching. *Current Issues of Humanities*, 30(4), pp.215-218. Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University.  
<https://doi.org/10.24919/2308-4863.4/30.212602>
- Zakiah Farhanah Pratiwi, & Mutiara Ayu. (2020). The Use of Describing Picture Strategy to Improve Students' Speaking Skill. *Journal of English Language Teaching and Learning (JELTL)*, 1(2), 38-43.
- Zhao, Yong. (2005). *Technology and Second Language Learning: Promises and Problems*. Working Paper, Michigan State University, January.

## **Annexes**

### Annex 1

Susana Chaverri

**Specific Objective:** To identify student's classroom behaviors and interactions during English lessons among eighth-grade students at Instituto Superior Julio Acosta Garcia High School in 2025.

This observation aims to examine the classroom environment, behavior of students, talking patterns, and use of interactive Genially tools in eighth grade English classes at Instituto Superior Julio Acosta Garcia High School. This instrument tries to identify what factors affect student participation, their confidence in talking to their classmates and in using the language they had learned in class. Secondly, it also looks at the role of the teacher in encouraging fluency in English and providing feedback. By collecting the data, we help determine the key challenges and areas to improve on student's oral communication skills prior to using the Genially tool.

### **OBSERVATIONAL ASSESSMENT 1**

**Instructions:** Use the following observation to identify and provide comments regarding behaviors, interactions, and classroom management while remaining as unobtrusive as possible.

Use the space provided for additional comments for better clarification of ideas.

Aspects	Observations/Comments
<p><b>Classroom Environment:</b></p> <ol style="list-style-type: none"> <li>1. What technological devices are available in the classroom (e.g., computers, projectors, television, tablets)?</li> <li>2. Is Wi-Fi available for educational purposes?</li> <li>3. Are visual aids or digital tools like Genially being used?</li> <li>4. How are students seated? (individually, in pairs, or in groups?)</li> </ol>	
<p><b>Students Demographics:</b></p> <ol style="list-style-type: none"> <li>5. How many students are in class?</li> </ol> <p>How many are men? How many are women?</p>	
<p><b>Students Behavior and Interaction:</b></p> <ol style="list-style-type: none"> <li>6. Do students work individually, in pairs, or in groups?</li> <li>7. Are the students talkative, occasionally talkative, or quiet?</li> <li>8. What language do students use more often in class: English, Spanish, or both?</li> <li>9. Do students use cellphones, textbooks, or other materials during the class?</li> </ol>	
<p><b>Use of Interactive Tools like Genially:</b></p> <ol style="list-style-type: none"> <li>10. Do students use online tools like Genially?</li> <li>11. What other tools do students use?</li> </ol>	
<p><b>Language Skills Development:</b></p>	

<p>12. How often do students speak in English: frequently, occasionally, or rarely?</p> <p>13. Do students seem confident when speaking English? Or do they hesitate?</p>	
<p><b>Teacher's Role:</b></p> <p>14. Does the teacher give instructions in English or Spanish?</p> <p>15. Does the teacher encourage students to speak English?</p> <p>16. Does the teacher provide feedback when students speak?</p>	
<p><b>Additional Notes:</b> Are there any particular behaviors, challenges, or positive strategies observed during the class?</p>	

## Annex 2

Susana Chaverri

**Specific Objective:** To recognize teacher's perspectives on their techniques, resources, and challenges in fostering English fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School in 2025.

This interview aims to uncover the English teacher's experiences in improving students' speaking fluency through the use of digital tools especially Genially. It seeks to explore the experience of the teacher in the implementation of the Communicative Approach, strategies for the implementation of the Communicative Approach and challenges the teacher experienced in promoting oral participation. Aside from understanding how interactive tools perceived of influencing student engagement and fluency, the paper also aims to shed light on how interactive tools were perceived in affecting the teaching learning process.

### TEACHER INTERVIEW 1

**Instructions:** *Please answer all questions honestly and provide as much detail as possible. Your responses will help identify the strengths, challenges, and potential improvements for this teaching investigation.*

**General Information:**

1. How many years have you been teaching?

---

**Tools and Resources:**

2. What online apps or tools do you use in your English classes?

---

3. How often do you use digital tools like Genially in your classes?

---

4. In what ways do you incorporate online tools into your teaching? (e.g., presentations, games, quizzes)?

---

5. What do you think are the strengths of using digital tools in the classroom?

---

---

6. Have you faced any challenges or limitations when using digital tools? If so, what were they?

---

---

**The Communicative Approach:**

7. What techniques do you use to encourage students to speak English in your class?

---

---

8. Do you use group activities, games, or pair work to develop fluency? If yes, which ones work best?

---

---

9. How do you handle students who are shy or hesitant to speak in English?

---

---

**Student Fluency and Participation:**

10. How would you describe your student's level of English fluency?

---

---

11. Do you think the use of tools like Genially helps students become more fluent? Why or why not?

---

---

**Open Feedback:**

12. Do you have any suggestions for improving the use of the Communicative Approach and Genially in the classroom?

---

---

## Annex 3

Susana Chaverri

**Specific Objective:** To determine the specific challenges and areas for improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School before implementing the Genially tool in 2025.

This checklist aims to analyze and evaluate the difficulties and aspects for improvement of English-speaking fluency of eight grade students at Instituto Superior Julio Acosta Garcia High School before using the tool Genially. To create a standard of student's oral proficiency this instrument measures important aspects like smoothness, pronunciation, intonation, use of connectors, confidence, and speech coherence. The results will be of substantial help for the development of rich strategies to develop a student's speaking skills, based on its initial fluency ranges.

### CHECKLIST 1

**Instructions:** Use this checklist to observe and establish the level of fluency of speaking skills of eighth-grade students of Instituto Superior Julio Acosta Garcia.

Aspects	Yes	Needs Improvement	No	Observations
<b>Smoothness and Flow of Speech</b> 1. The student speaks with minimal pauses and hesitations.				
<b>Pronunciation Clarity</b> 2. The student pronounces words clearly and accurately.				
<b>Intonation and Stress</b> 3. The student uses appropriate intonation and stress.				

<b>Use of Connectors and Transition Words</b> 4. The student effectively uses connectors and transitions.				
<b>Engagement and Confidence</b> 5. The student speaks confidently and engages the listener.				
<b>Repetition of words</b> 6. The student repeats words and ideas more than once				
<b>Natural speed</b> 7. The student speaks at natural speed (not too fast or slow)				
<b>Natural rhythm</b> 8. The student maintains a natural rhythm in their speech.				
<b>Self-correction</b> 9. The student corrects grammar and pronunciation mistakes while speaking				

**Specific Objective:** To identify the improvement in English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School following the use of the Genially tool in 2025.

This checklist aims to identify the improvement in English fluency among eighth graders at I.S.J.A.G and includes aspects related to smoothness, connectors used, pronunciation, intonation, student engagement, and overall engagement and confidence during spoken communication.

### CHECKLIST 3

**Instructions:** Use this checklist to observe and establish the level of fluency of speaking skills of eighth-grade students of Instituto Superior Julio Acosta Garcia.

Aspects	Yes	Needs Improvement	No	Observations
<b>Smoothness and Flow of Speech</b> 1. The student speaks with minimal pauses and hesitations.				
<b>Pronunciation Clarity</b> 2. The student pronounces words clearly and accurately.				
<b>Intonation and Stress</b> 3. The student uses appropriate intonation and stress.				

<p><b>Use of Connectors and Transition Words</b></p> <p>4. The student effectively uses connectors and transitions.</p>				
<p><b>Engagement and Confidence</b></p> <p>5. The student speaks confidently and engages the listener.</p>				
<p><b>Repetition of words</b></p> <p>6. The student repeats words and ideas more than once</p>				
<p><b>Natural speed</b></p> <p>7. The student speaks at natural speed (not too fast or slow)</p>				
<p><b>Natural rhythm</b></p> <p>8. The student maintains a natural rhythm in their speech.</p>				
<p><b>Self-correction</b></p> <p>9. The student corrects grammar and pronunciation mistakes while speaking</p>				

**Specific Objective:** To analyze the features of the Genially tool that support the Communicative Approach in enhancing English-speaking fluency among eighth-grade students at Instituto Superior Julio Acosta Garcia High School in 2025.

This checklist aims to identify the features of the Genially tool as a supplementary tool in English language lessons on improving eighth-grade students' speaking fluency. It includes aspects related to enjoyment, ease of use, motivation, class participation, and overall learning experience. By evaluating these factors, we can better understand how Genially influences students' engagement and interest in learning English.

## CHECKLIST 2

**Instructions:** Use this checklist to identify the features of the Genially tool as a supplementary tool in English language lessons to improve eighth-grade students' speaking fluency. Answer each question by checking with an X in the corresponding space based on your personal experience.

Aspects	Yes	Needs Improvement	No	Observations
<b>Interactive Features</b> 1. Genially provides interactive elements that help improve the speaking fluency of students.				
<b>Practice Opportunities</b> 2. Genially offers sufficient opportunities for practicing speaking skills.				
<b>Feedback Mechanism:</b>				

3. Genially gives helpful feedback on speaking performance.				
<b>Class Participation</b> 4. Genially encourages students to participate more in class activities.				
<b>Engagement and Motivation:</b> 5. Genially makes students feel more engaged and motivated to practice speaking in English.				