

Integrating WhatsApp into a general adult EFL programme

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Àngels Pinyana



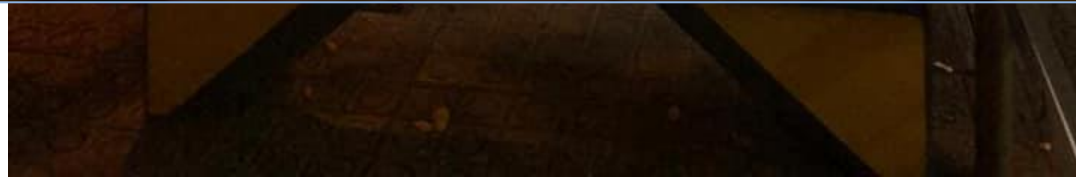
IATEFL Liverpool

Thursday, 4th April, 2019

Overview

- Background to the study
- Objectives
- The WhatsApp programme
- Results
- Recommendations for teachers





Background

TL Contact outside class

Spanish Ranking out of 11 European
countries: 10/11

Vez, Martinez & Lorenzo (2013)

Increase Target Language contact =
Increased proficiency

Sundqvist (2009)

Background



Potential of Mobile Language Learning

'Pull' – learners' access information on their own

'Push' – information is provided, learners are 'pushed' into action (underexplored)

Motiwalla (2007)



Real benefits?

'comparable with interactions within the walls of a face-to-face classroom'

Lamy and Zourou (2013: 3)

WhatsApp - facts



Spain – biggest user of WhatsApp in Europe
Present on 98% of mobile phones in the country

Comisión Nacional de los Mercados y la Competencia (CNMC), 2015.

RESEARCH



- Han and Keskin (2016): *Using WhatsApp to Reduce EFL Speaking Anxiety*
- Jafari and Chalak (2016): *The Role of WhatsApp in Teaching Vocabulary to Iranian EFL learners at Junior High School.*
- Gutiérrez-Colon et al., (2013): *Improving learners' reading skills through instant short messages*

Objectives

- Encourage out-of-class TL contact
 - Voluntary WhatsApp activities
- Analyse activity
 - Participation
 - per task / chronologically
 - Language use
 - use of L1 v TL / self-correction / evidence of learning
 - Interaction
 - length / participants / On-task v off-task

The WhatsApp programme



Summer 2017 intensive B2.1

N=24

Sex	M	11 (45.8%)
	F	13 (54.2%)

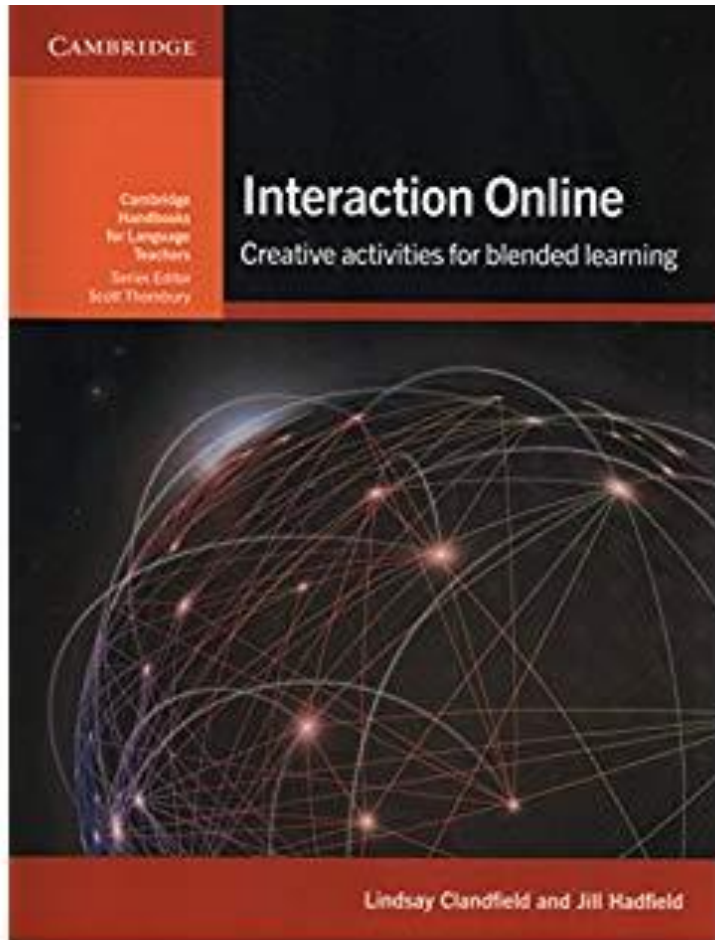
Mean age	21.2
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Occupation	Students	20 (83.3%)
	Working	4 (16.6%)





The WhatsApp programme



Interaction Online

Clandfield, L. & Hadfield, J.
(2017) Cambridge
Handbooks for Teachers
(CUP)

Interaction patterns:

- Confetti
- Pass the parcel



The WhatsApp programme

Authors' recommendations:

- Set up like classroom tasks:
 - Demo first, provide model answer
 - Clear instructions
- Break task up into stages
- Set deadlines
- Be present and positive, withdraw support gradually

Giving information

- (1.1) Introduce themselves
- (5) Choose a song and explain why it is special
- (7.3) Take a picture of part of an object and the rest of students were asked to reveal what the object was

Drills

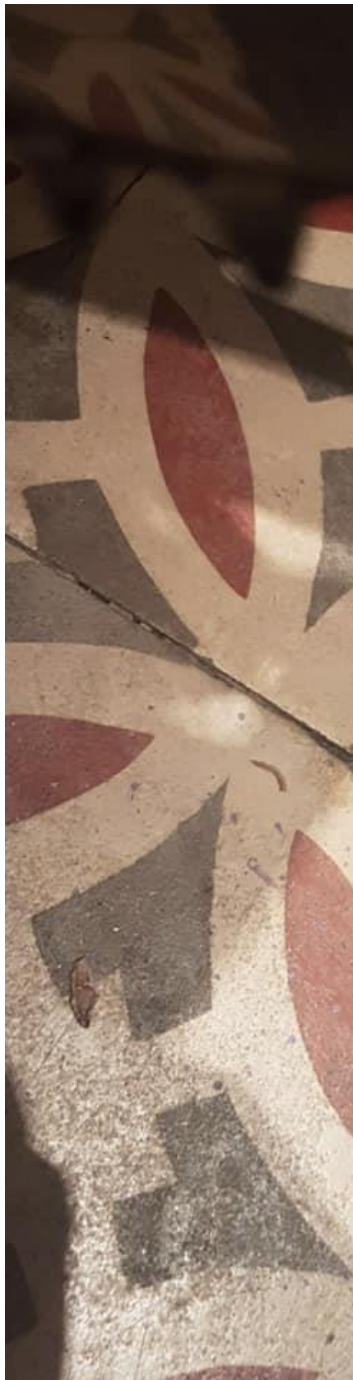
- (2.1) Answer to an either/or question with expressions like 'Definitely!', 'I suppose' etc.
- (2.2) Chain drill. Respond to an either/or question and ask another question
- (3.1) Make questions that start with 'Don't you hate it when'
- (3.2) Make questions that start with 'Don't you love it when'

Question and answer

- (1.2) Ask /answer questions about themselves
- (4.1) Ask questions to the teacher about a photo of a festival
- (4.2) Ask/answer questions about a special song
- (7.4) Ask/answer questions about three objects
- (8.3) Ask/answer questions about three photos

Guessing

- (7.2) Guess what the 'secret' objects posted in a previous activity (7.1) are
- (8.1) Guess what the picture posted by the teacher is using modals of deduction
- (8.2) Post a picture of a place they have been on holidays and guess where the pictures posted by other students are.



vodafone ES 16:56

< 2 EIM level 4 summer... Angel , Angels , Anna , Arosel...

José Luis (4A Summer)

One part of the c
like a shadow in
You need to obs
realize completly

Josep (4A Summer)

Yes Jose you disc
Its my bike

José Luis (4A Summer)

It was very diffi
a cycling exper

José Luis (4A Summer)

It was
cyclin
I can't
floor

José Luis (4A Summer)


One part of the
like a shadow in
You need to ob

José Luis (4A Summer)

It is the ring that
chain

Josep (4A Summer)

For you Jose



José Luis (4A Summer)

Guau! I like your bike!

I like the floor

21 Jul 2017



Results

A. Participation

B. Language

C. Interaction

- Participants

- Length of exchanges and posts

- On-task vs Off-task



Results:

A. Participation

During course: 27/6/17 - 30/7/17 (34 days)

Total of 765 messages
657 (86%) from learners

Results:



A. Participation

Type of activity		Activity	Participation
Giving information	Students write a description	1.1	100%
		5	43.5%
		6	15.8%
		7.3	33%
Drills	Students respond to teacher's prompt	2.1	94.7%
		2.2	100%
		3.1	100%
		3.2	78.9%
Question and answer	Students post a question or answer	1.2	100%
		4.1	89.5%
		4.2	75%
		7.4	0%
		8.3	43.5%
Guessing	students post message with a guess	7.1	100 %
		7.2	52.17%
		8.1	52.6%
		8.2	43.47%



EIM level 4 summer...

Angel, Angels, Anna, Arosel...



EIM level 4 summer...

Angel, Angels, Anna, Arosel...



Before you start, have a look at this list. These are some ways of agreeing in English (from emphatic to weak):

Definitely! (Emphatic)

For sure!

Absolutely!

Yes.

I guess.

I suppose (weak)

Task 1:

I'm going to write two things. You need to choose which one you prefer. Write the name of the thing you prefer and use one of the expressions from the list.



For example, I write this:
Travelling by bus or travelling by train?

You write:

Travelling by train, absolutely!

If you don't like travelling by bus and you don't like travelling by train, you can write:

Neither!

Ready? Let's start!

Travelling by bus or travelling by train?

14:2



Anna (4A Summer)

If I have to choose between





Results:

A. Participation

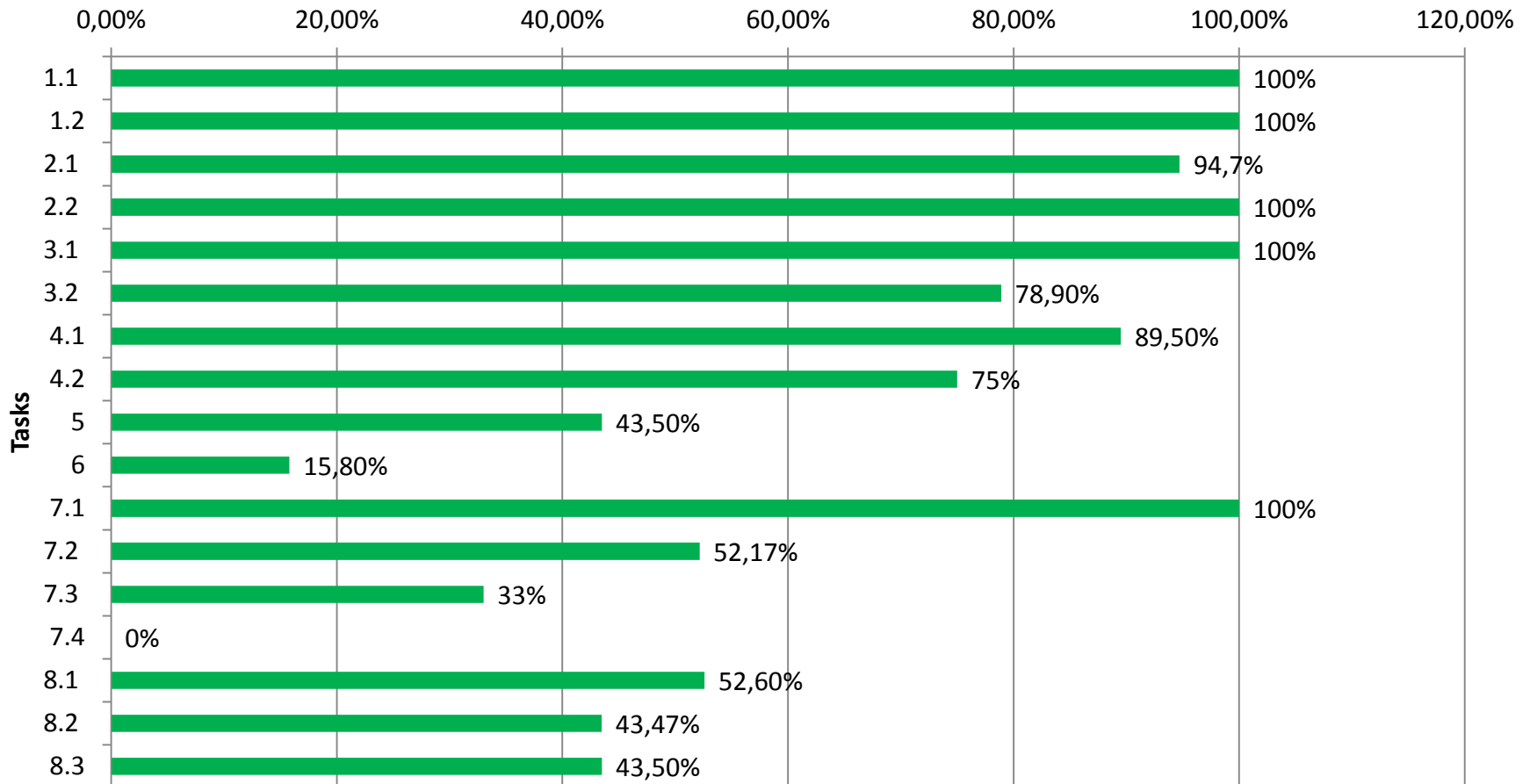
- Higher participation in drills
 - ‘safe’ parameters, but learners often went beyond task.
- Pictures, especially personal ones, encourage curiosity = + participation
- ~~Group dynamics: 3 of 4 ss joining the group late did not participate.~~
- Attrition effect
 - Over different stages of task
 - Over course



Results:

A. Participation

percentage of participation in chronological order





es
ge



- Unknown words
- Concepts without a direct translation
- Interjections





Results:


B. Language Use_ Self repairs

Task	Self-repairs per task	%
1	4	7%
2	1	2.56%
3	4	9.5%
4	2	3%
5	0	0%
6	0	0%
7	2	2.5%
8	0	0%
TOTAL	12	3%

< 1  **EIM level 4 summer...** 
Angel , Angels, Anna , Arosel...

Angel (4A Summer)

Pablo (Summer 4A)

 These are the
"Gegants de Mollet".
They dance in the center of the t...



The "Gegants" are represent
real people? Like somebody
famous?

13:52

Are representing* 13:52

Pablo (Summer 4A)

Angel (4A Summer)

The "Gegants" are represent real
people? Like somebody famous?

They are like icons, and
each one represents an
idea. For example:
Vicençs is a farm hand, he is
the icon from the hugging of



< 2  **EIM level 4 summer...** 
Angel , Angels, Anna , Arosel...

Olga (4A Summer)

Arosely (4A Summer)

 Photo



It can be eaten?

09:17

Don't forget the word order
in (most) questions: Aux-
Subj-Verb e.g.
Can it be eaten?
Does it smell?
Is it a phone?

09:22 ✓

Oscar (4A Summer)

Oscar (4A Summer)

Is a phone?

Is it* a phone?? 😊😊😊😊

11:20



David (4A Summer)





Results:

C. Interaction_Participants

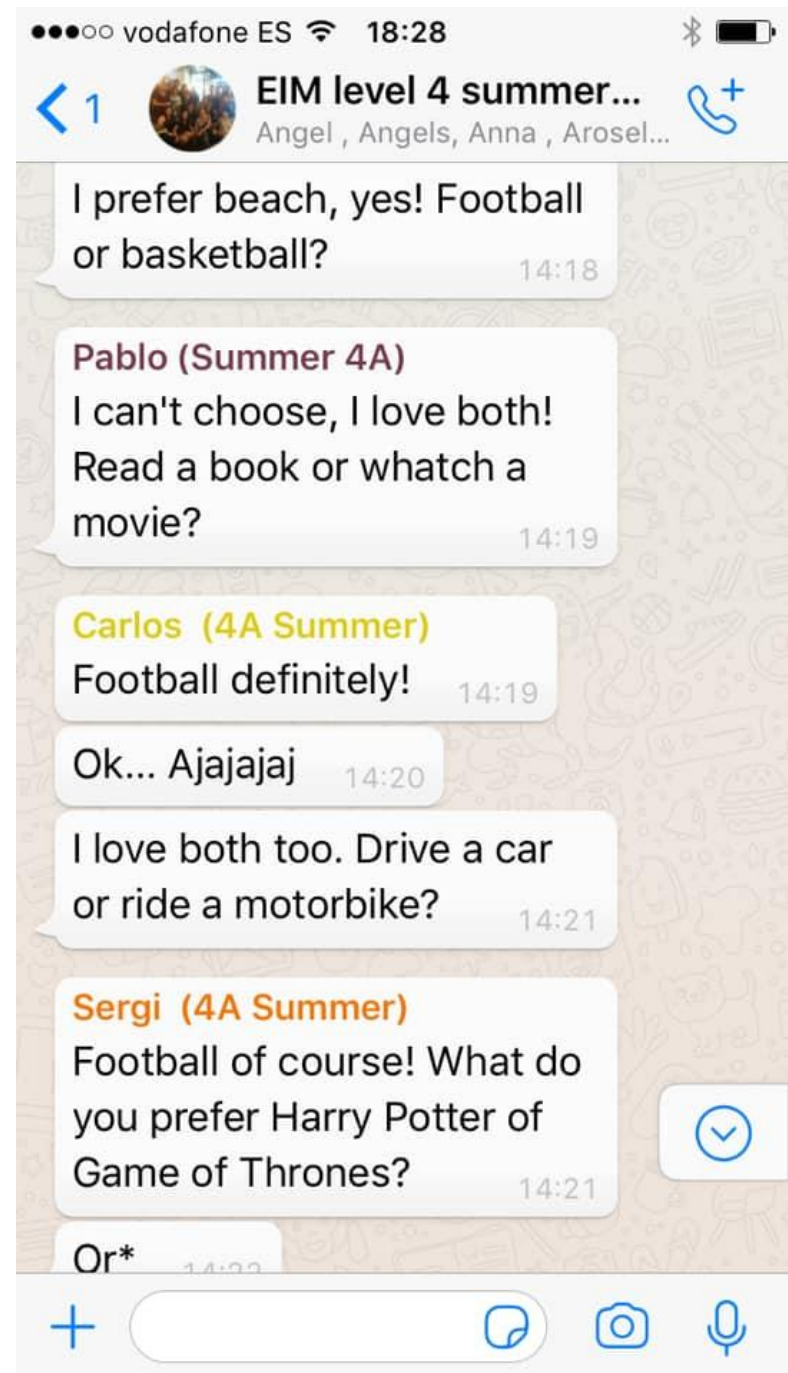
Interaction	<u>% of exchanges without response</u>
Teacher to student	0%
Student to student	19%

Reasons:

- Students' decision
- Sequential nature
- Near-synchronous nature



Near-synchronous nature of WhatsApp:





Results:

C. Interaction_ Length of exchanges

'extra' posts

	Total number of messages	'Extra' posts	
Drills	108	19	17.59%
Guessing activities	89	22	24.71%

Functions:

- Humour or teasing
- Clarification request



- Humour or teasing
- Clarification





Results:

C. Interaction_ Length of exchanges

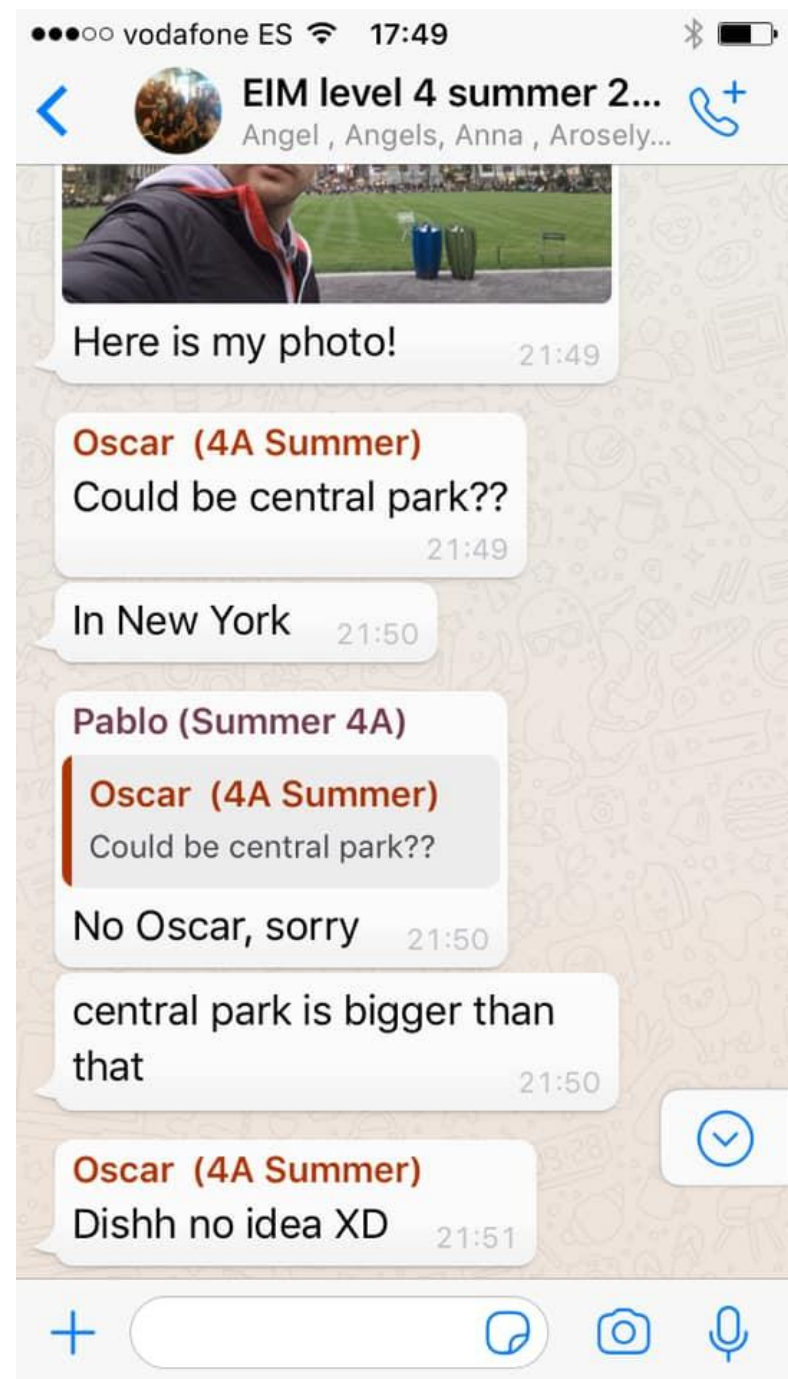
'extra' posts

	Total number of messages	'Extra' posts	
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Guessing activities	89	22	24.71%

Functions:

- Humour or teasing
- Clarification request
- Adding extra information

- Adding extra information





Results:

C. Interaction_ Length of exchanges

'extra' posts

	Total number of messages	'Extra' posts	
Drills	108	19	17.59%
Guessing activities	89	22	24.71%

Functions:

- Humour or teasing
- Clarification request
- Adding extra information
- Focus on form



Results:

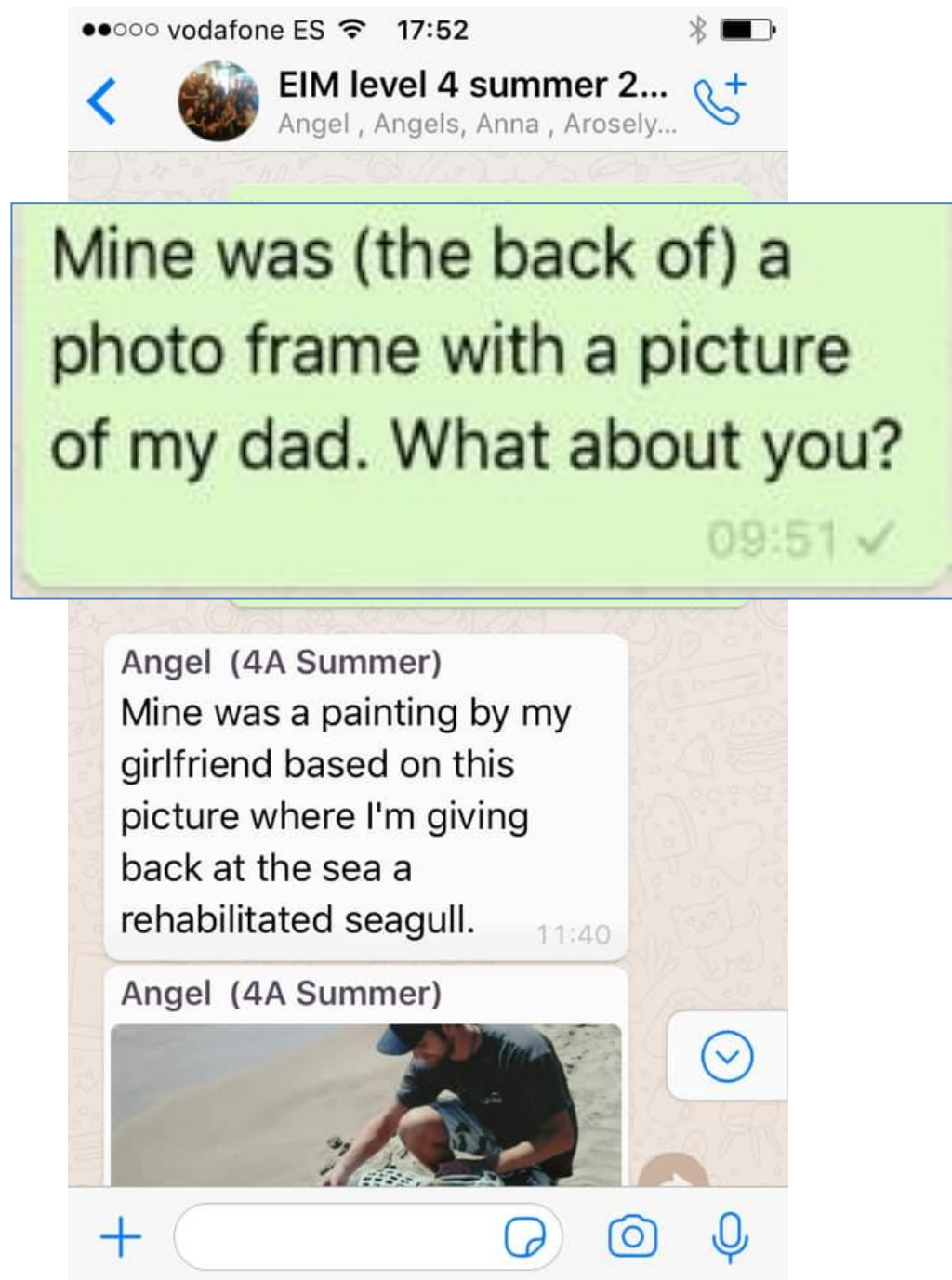
C. Interaction_Length of posts

	words per post (mean)
Drills	15
Question and answer	30
Guessing activities	36
Information giving activities	53

	Total
Fewer words than model	37.5%
<u>More</u> words than model	62.5%



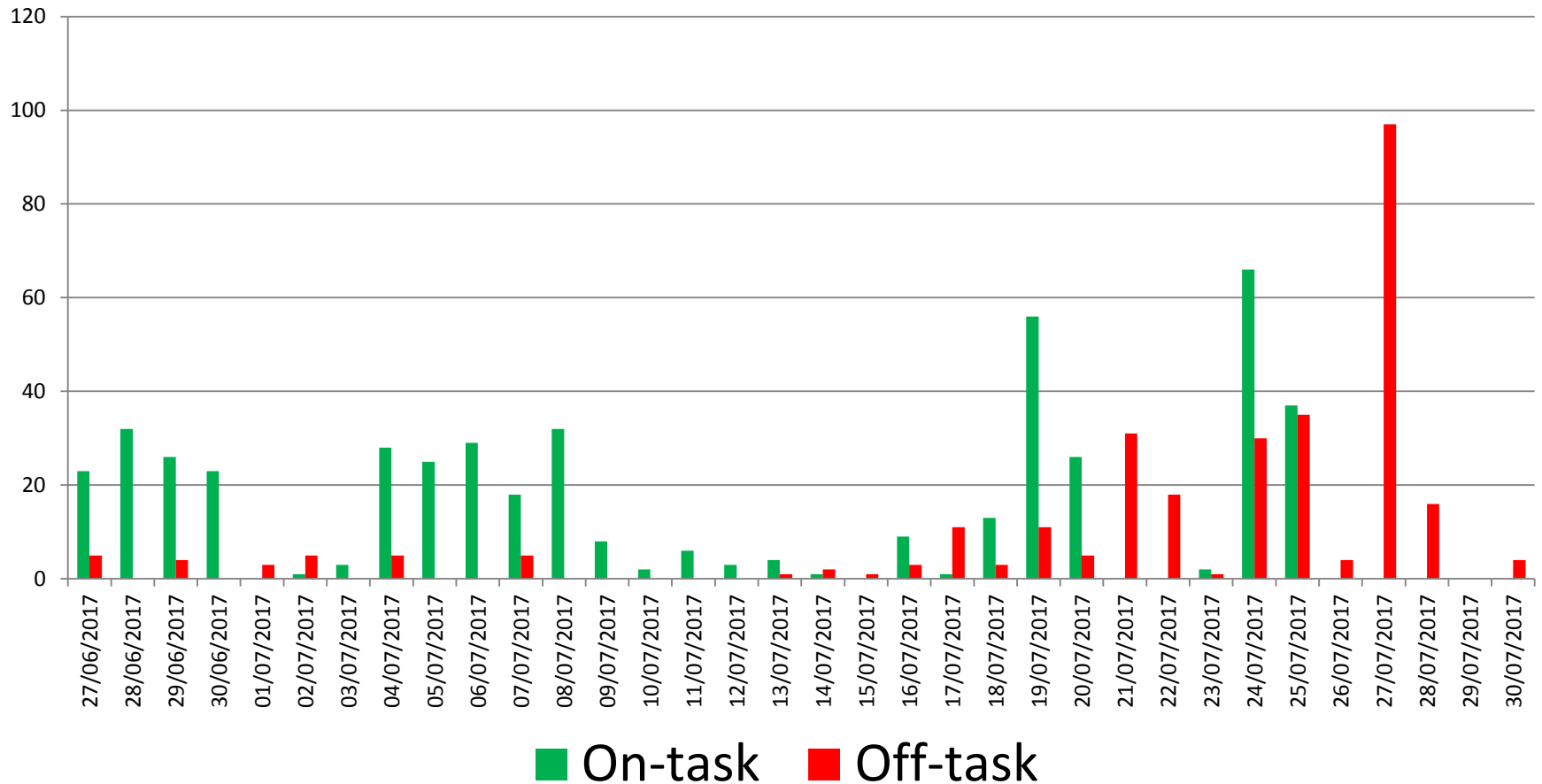
More words than
model:





Results:

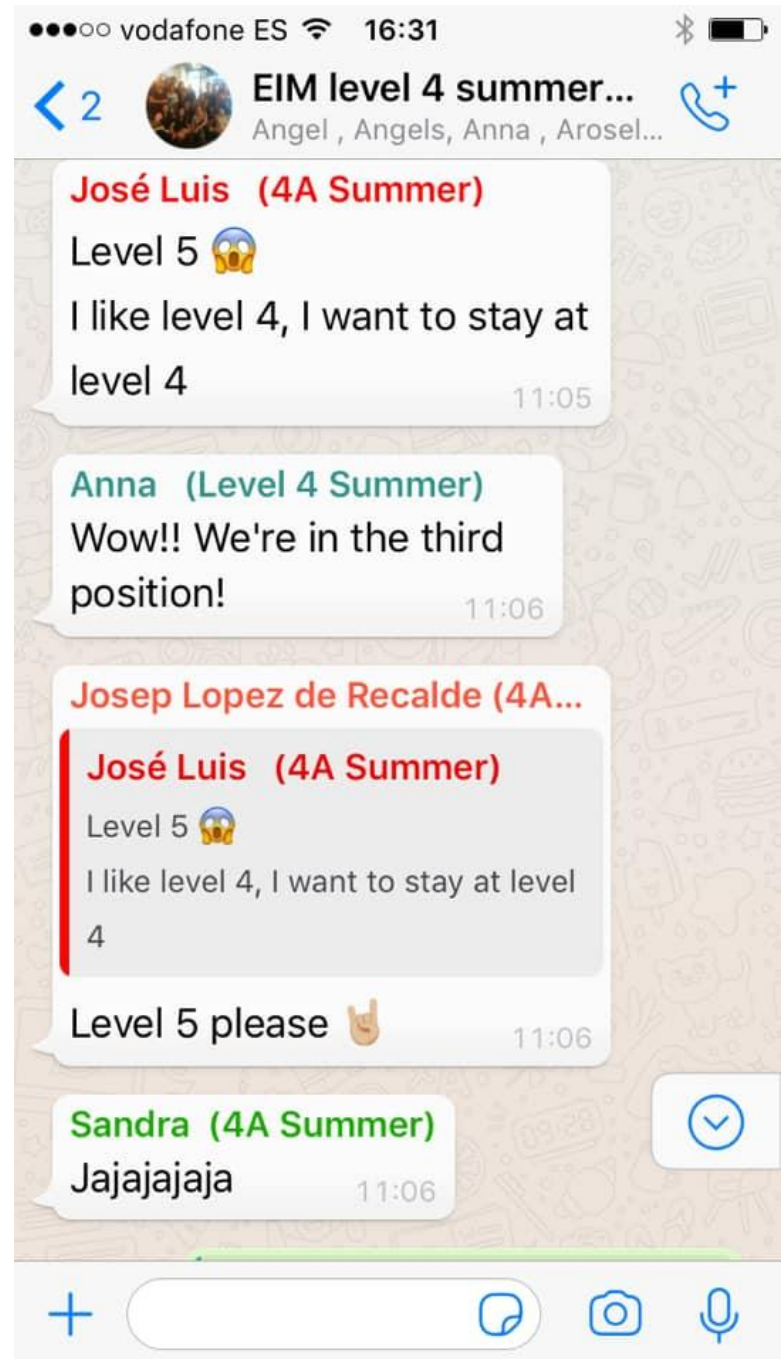
C. Interaction_On-task vs Off-task





Purpose of Off-task contributions:

- Administrative
- Social



José Luis (4A Summer)

You

OK - 10 points?

Ohh!! -10 points!! Jessica is from Scotland and you are a weepy(Ilorón) man.

🇪🇸🇪🇸🇪🇸🇪🇸 (Extra points to Marie Curie!)

15:50

20 Jul 2017

If you haven't already guessed the mystery objects, the owners should now reveal what they were. Mine was (the back of) a photo frame with a picture of my dad. What about y

09:11

Angel (4A Summer)

Miriam (4A Summer)



#soñandoconelaprobado

The final task 🐒 what are you dreaming Carlos!

Sandra (4A Summer)

Angel (4A Summer)

The final task 🐒 what are you dreaming Carlos!



15:11

Oscar (4A Summer)

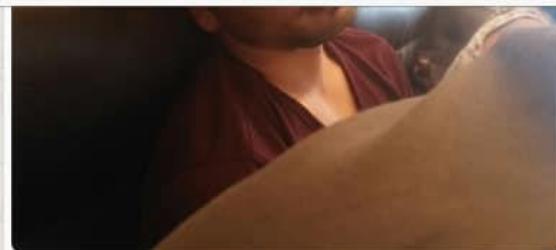
About food

15:16

Obviously

15:16

David (4A Summer)



#soñandoconelaprobado

15:12

Angel (4A Summer)

😍😍😍 so cute

15:12

Carlos (4A Summer)

Ufhsud

15:12

Bdjdhdbd

15:12

Bdjdhdsu

15:12

Hdjdbd

15:12

Sandra (4A Summer)

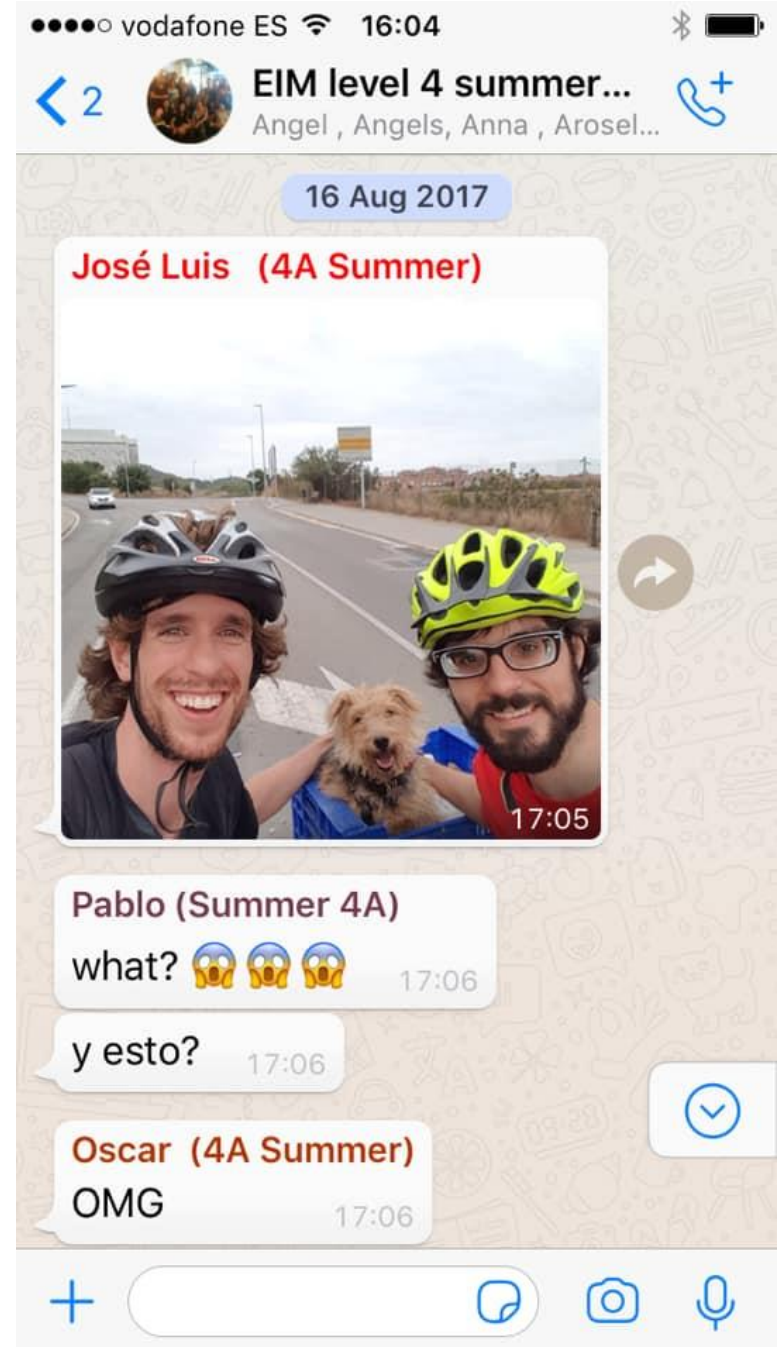


15:12





Their interaction continued (in English) after the course had finished.





Implications for teachers

Practical Tips

Make sure everybody participates

1. First couple of activities: tell students who to ask.
2. Set a limit (3) questions per contribution.
3. Incentives for late arrivals.





Implications for teachers

Practical Tips

Encourage interaction

1. Photos (esp. of the students themselves) generate curiosity.
2. Teacher as participant: ask questions, show interest.
3. Encourage off-task interaction.
4. Only correct at 'point of need'.



THANK YOU!



Acknowledgements:

Elsa Tragant
María Andria

Research project FFI2016-80576-P

Funded by:



References

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