



"CATCHY TRENDS IN ELT"



Using WhatsApp for interactive tasks

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OVERVIEW

- Introduction
 - Out-of-class learning
 - Mobile learning
 - WhatsApp
- WhatsApp activities
- Results
- Recommendations



Out-of-class learning

- TL Contact = Increased proficiency
Sundqvist (2009)
- Hours a week (B2, N=1,000+)
 - 4h30/week
Mackay (2015)



Mobile Language Learning

In a word.....





Potential
Motivating
Realistic
Convenient



- helps avoid '*motivational dissonance*'

Ushioda (2013)

- '*Teachers should catch up and teach with the tools our students really use*'

Brooks-Young (2010)



"CATCHY TRENDS IN ELT"



Artificial
Intrusive
Privacy



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

Lamy and Zourou (2013: 3)



'CATCHY TRENDS IN ELT'



**"I suppose I'll be the one
to mention the elephant in the room."**





WhatsApp - Research

- Gutiérrez-Colon et al., (2013): Improving learners' reading skills through instant short messages
- 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*
- Andujar, A. (2020): *Mobile-mediated dynamic assessment: A new perspective for second language development.*

The WhatsApp groups

Group	A (2017)	B (2019)	C (2020)	D (2021)
Level	B2.1	B1	B2	B2
Mode	F2F Summer intensive	F2F Saturdays	Blended/Zoom	Synch./Zoom
Nº students	N=23	N=13	N=10	N=17
Duration	100h	100h	40h	100h
Gender	11 F, 12 M	9F, 4M	6F, 4M	8F, 9M
Mean age	21	27	30	21

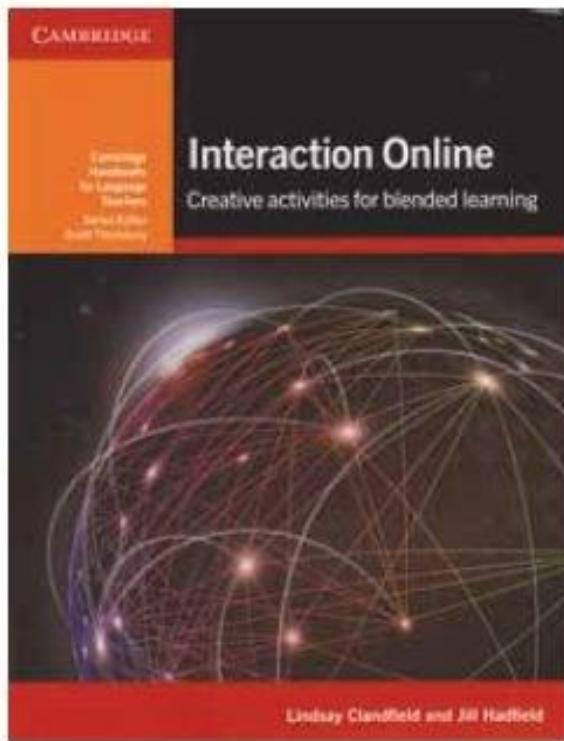
The WhatsApp programme

Group	A (2017)	B (2019)	C (2020)	D (2021)
Duration	5 weeks	4 weeks	5 weeks	6 weeks
Nº Tasks	8	4	5	21
Related to course?	No	Yes	Yes	No
Task types	Open/Drills	Open	Open/Drills	Open: Learner-generated prompts





‘Independent’ Tasks



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



The WhatsApp programme

Clandfield & Hadfield (2017) recommendations:

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



The WhatsApp programme

Interaction patterns

- Pass the parcel
- Confetti



The WhatsApp programme

Pass the parcel

This or That

< 2

**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.

< 2

**EIM level 4 summer...**

Angel , Angels, Anna , Arosel...



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?

14:1



Anna (4A Summer)

If I have to choose bettewn





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Angel , Angels, Anna , Arosel...



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

Carlos (4A Summer)

You

Hi everybody! This is the second WhatsApp task.
Before you start, have a look at t...

Travelling by train, for sure!

14:34

Oscar (4A Summer)

You

Hi everybody! This is the second WhatsApp task.
Before you start, have a look at t...

I guess that is better
travelling by train, because
you can have more places to
sit in!

14:37



Miquel (4A Summer)



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

WhatsApp task 2:

Interaction.

Thank you for your ideas.

Now it's your turn. Think if
two things that are different,
but related. The first person
who is ready can post their
two things. The next person
responds, then posts their
two things e.g.

A: Bus or train?

B: Train, definitely! Cats or
dogs?

C: Cats, for sure! Pasta or
pizza?

And so on.....



Start when you're ready.





The WhatsApp programme

This or That

- bottles or cans?
- summer or winter?
- Harry Potter or Game of Thrones?
- Apple or Android?



The WhatsApp programme

Confetti

THE GUESSING GAME





EIM level 4 s
Angel , Angels, A...

< 2

< 2



EIM level 4 summer
Angel , Angels, Anna ,...

< 2



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



My angle on....
Choose an object
own that has a
meaning for yo
picture of a par
object from an
angle. Try to m
picture so that
to see (but not
You'll see my p
Please post yo
tomorrow, ther
the next part o



Part 2:

Look at your class
pictures. Choose th
ask questions to try
out what the object
owner can only ans
or 'no' e.g.:

Is it made of metal?

Yes, it is.

Do you use it in the

No, you don't.

If three people have
asked questions abo
object you chose, c
another picture. Pos
questions by tomor
(Thursday). If no on
found the answer by
the owner should te

José Luis (4A Summer)

You

OK - 10 points?

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

XXXX (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

09:51 ✓



< 2

EIM I
Angel

< 2

EIM lev
Angel , Ar...

< 2

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

+

José Luis (4A S

Josep (4A Sun

Yes Jose you disc
Its my bikeIt was very diffi
a cycling exper

José Luis (4A Su

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

José Luis (4A Su

It is the ring that
chain

José Luis (4A S

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

Josep (4A Summer)



For you Jose

22:05

José Luis (4A Summer)

Guau! I like your bike!

22:10

I like the floor

23:1



21 Jul 2017





‘Integrated’ Tasks



English File B1, 4th edition

Latham Koenig, C.,
Oxenden, C. & Lambert, J.
(2019) OUP

Unit 9: Quantifiers



8/5/2019

Hello Superstars! This week's task helps us to practise **quantifiers**. Take a photo of what's in your fridge. Other people will make some suggestions about what you could make for dinner.

12:18 ✓

Example:

12:18 ✓

Jasmin UB



Wow, Jasmin! You don't have **enough** food for a big meal. But you've got **a few** eggs and **lots of** vegetables, so you can make an omelette.

12:21 ✓



'CATCHY TRENDS IN ELT'

Teacher

Wow, Jasmini! You don't have **enough** food for a big meal. But you've got **a few** eggs and **lots of** vegetables, so you can make an omelette.

Teacher



Guys, someone help me! What can I have for dinner tonight?

12:22

Student 12

Well, Mathew! You have a lot of meat. Maybe you can do a bbq and invited all us to lunch. Then we can do some shots of tequila.

13:46

Student 6

Hajjajajajaja

13:56

Student 7

I think that Matthews has too much meat for a class of 20 people. Maybe, it's enough for 30, but not for 20.

16:25

And, obviously, there isn't enough "Jose Cuervo" for everybody

16:26

Student 3

Why do you have lots of meat and a few fish? I suggest you to change your diet. Eat less meat and add more vegetables.

16:29

Student 3

Student 7

And, obviously, there isn't enough "Jose Cuervo" for everybody

16:35

Hahaha

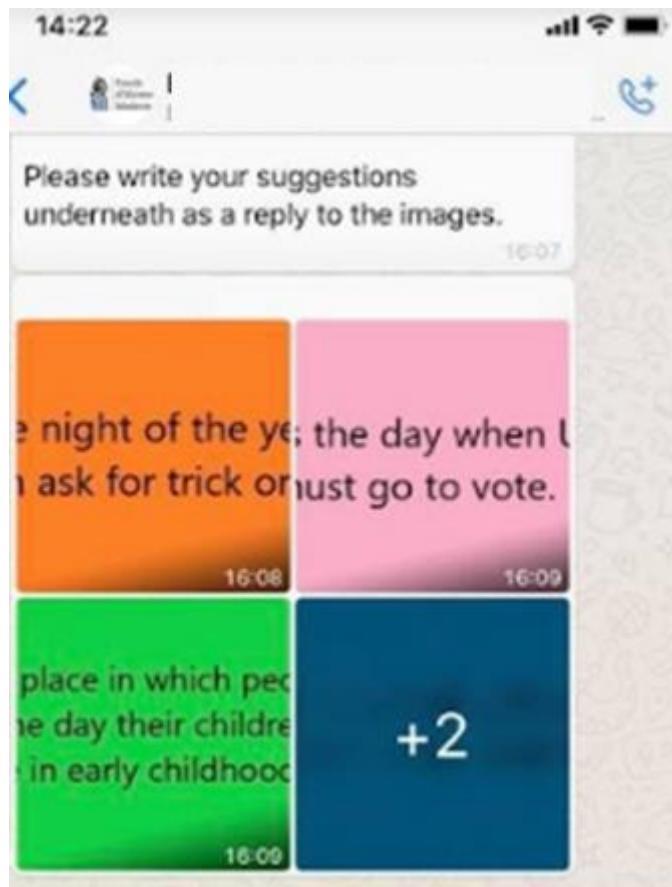
9.5.2019

Student 15

I think that Mathew doesn't have enough meat for one dinner . You don't have to switch off the frige, because you will haven't any edible food!



‘Integrated’ Tasks: Feedback





Spontaneous interaction





'CATCHY TRENDS IN ELT'

'Learner-generated'
Teacher models a
prompt
Learners respond

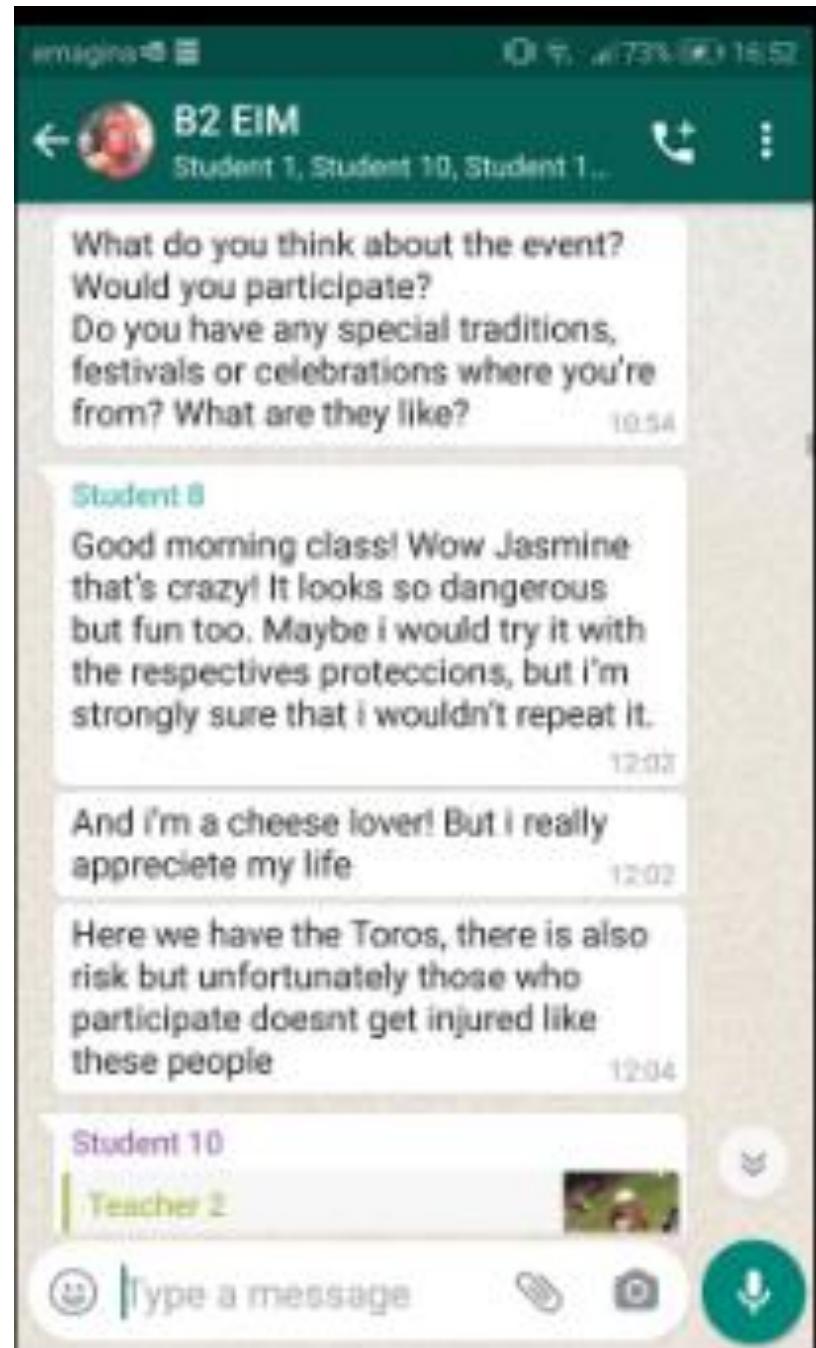




Image tweeted by @kaarendu



Teacher sets calendar

suggests ideas:

- *viral videos, memes*
- *current events*
- *students' lives*

provides *frames*:

- *What's your favourite? Why?*
- *Have you seen? What did you think?*
- *What do you know about?*

Learners provide
prompts
Others respond



24 FEBRUARY 2021

Student 17
Hi everyone!! Do you have any place where you want to go when all the restrictions end? 09:34

In my case, I would like to go to Iceland because I think it is a beautiful place with a lot of amazing landscapes that would be worth to visit 09:37

Teacher 1 
0:14 09:38

Student 13
Wow! Nice question. In my case I would like to go to Liençá because is where my grand parents live and I haven't seen them since summer. 10:09

Results

Group	A (2017)	B (2019)	C (2020)	D (2021)
Total messages	764	158	623	626
Teacher / Researcher	105 (14%)	47 (30%)	259 (42%)	291 (46%)
Students	659 (86%)	111 (70%)	364 (58%)	335 (54%)
Average per day	22	6	21	13
Average per student	28	9	36	20



Results - participation

Successful tasks

- Drills
 - 'safe' parameters, but ss often want to go beyond the demands of the task
- Exchange of personal information
- Involve images
- Learner-generated
- *Reluctance with speaking tasks



Results - participation

- Group Dynamics
 - Students who joined group late tended not to participate
- Attrition effect
 - Participation drops with each stage of a task

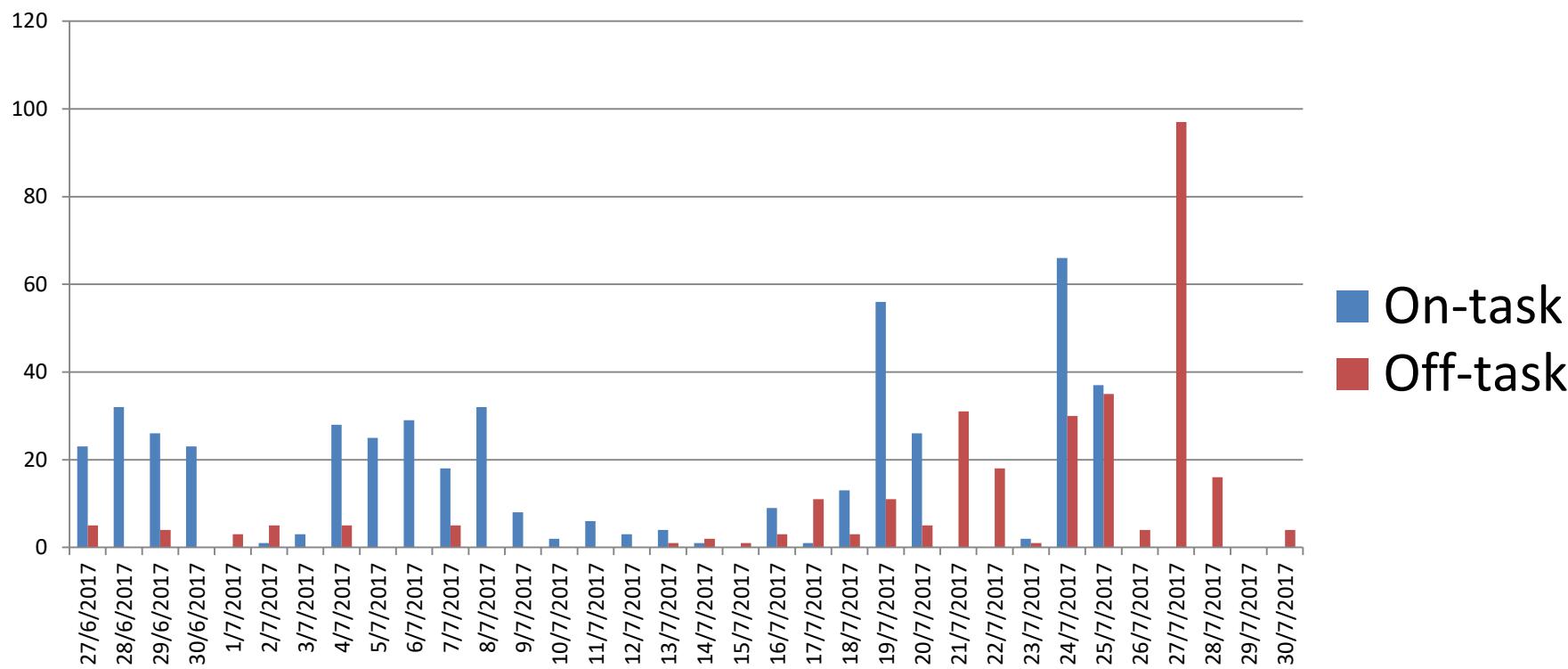


Results – type of contribution

- Increases out-of-class TL use
 - Minimal contributions in L1
- Agency and Autonomy
 - Students took over the group



Results: type of contribution (group A)

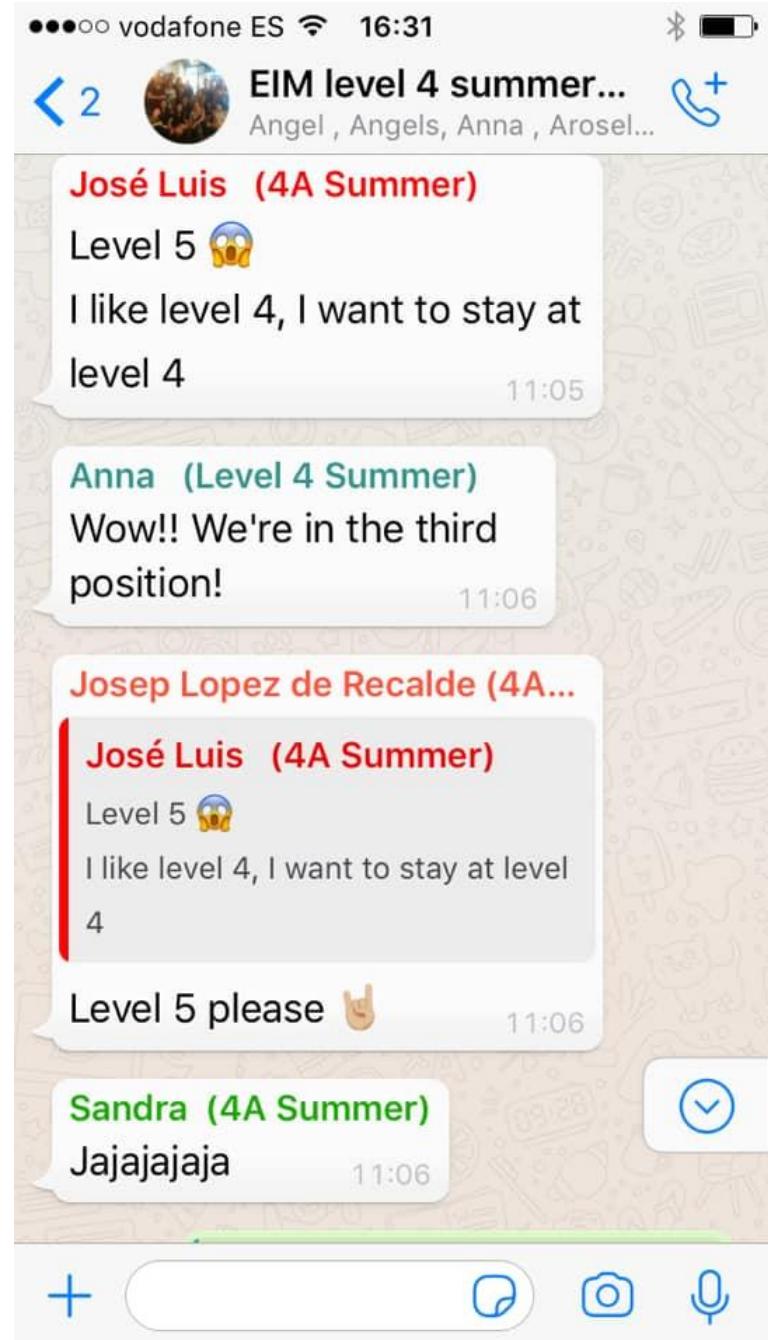




Results – type of contribution

Off-task contributions:

1. Admin.
2. Social





Results – identity

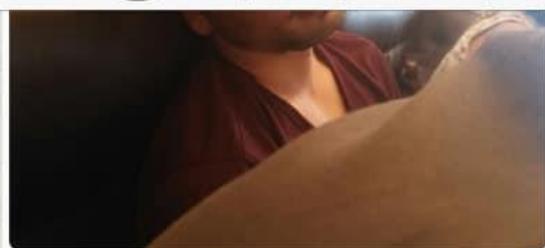
They became themselves in the group:

- Real-life behaviour
- Personalities
- Teasing / joking

••••• vodafone ES 16:05



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



#soñandoconelaprobado

15:12

Angel (4A Summer)

😍😍😍 so cute

15:12

Carlos (4A Summer)

Ufhsud

15:12

Bdjdhdbd

15:12

Bdjhdhsu

15:12

Hdjdbd

15:12

Sandra (4A Summer)

😂😂😂😂

15:12



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



Angel (4A Summer)

Miriam (4A Summer)



#soñandoconelaprobado



The final task 🧑 what are
dreaming Carlos!

15:13

Sandra (4A Summer)

Angel (4A Summer)

The final task 🧑 what are
dreaming Carlos!

😂😂😂😂

15:14

Oscar (4A Summer)

About food

15:16

Obviusly

15:16

David (4A Summer)





Results – feedback

- Positive response
- Prefer immediate feedback
- Some age differences
- Interaction continued (in English) after the course had finished.





Practical tips

Tip 1

Start the WhatsApp group as soon as possible.

Tip 2

First few days: tell ss who to ask, establish calendar for prompts.





Practical tips

Tip 3

Images encourage interaction.

Tip 4

Be involved as a participant.



Practical tips

Tip 5

Alternate drills for accuracy and open activities for fluency.

Tip 6

Pre-teach common expressions, e.g.
Hahaha, Wow! etc.



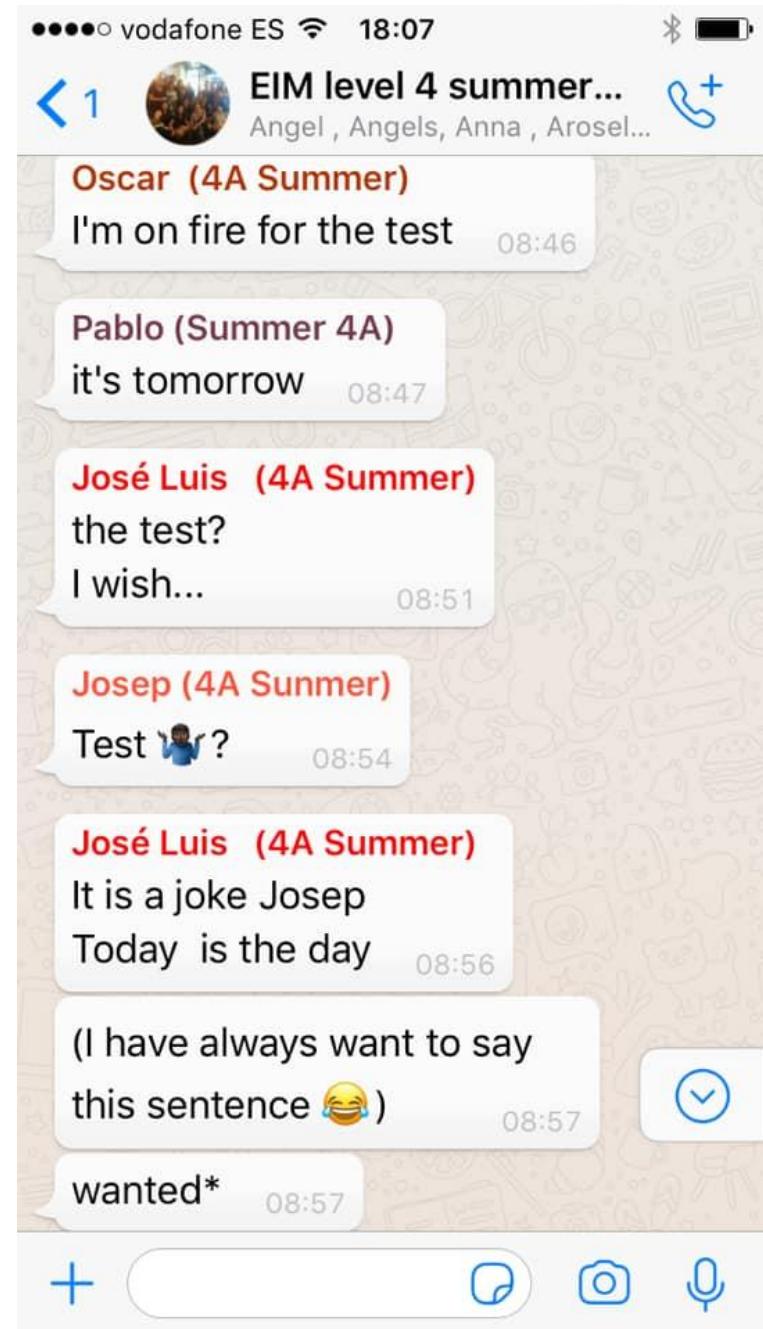


Practical tips

Tip 7

Vary correction!

- upon request?
- recurrent errors
- in the chat
- in class





Practical tips

Tip 8

Use emoticons for feedback





Publications

Mackay, J., Andria, M., Tragant, E. & Pinyana, A.
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