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**“THE USE OF SOCIAL MEDIA AS AN EMULATOR OF GENUINE
COMMUNICATION ATMOSPHERE OUTSIDE THE EFL CLASSROOM”**

A Master Thesis

Submitted in Partial Fulfillment of the Requirements for the
Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros - Mención Inglés

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RESUMEN

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El uso del Whatsapp en el aprendizaje de la lectura del idioma Inglés como una de las estrategias que los docentes de lengua extranjera pueden utilizar para crear una atmosfera de comunicación genuina fuera de las aulas. Esta investigación presenta una guia para docentes que desean incluir estrategias de lectura las cuales pueden ser implementadas atravez del uso del WhatsApp como herramienta tecnologica para llegar a los estudiantes y realizar actividades de lectura. Este estudio fue realizado con noventa y cuatro estudiantes que se encontraban en bachillerato, y con tres maestros que ayudaron a recolectar información cuantitativa relacionada a estrategias de lectura y el uso del whatsapp; estudio realizado en una institución publica rural en la provincia de Imbabura en el cantón Antonio Ante. Además, se siguió un diseño investigativo descriptivo no experimental. La propuesta de este trabajo investigativo estuvo enfocada a la creación de estrategias de lectura y de una guía para que el docente realice actividades que incluyan estrategias de lectura con el uso del WhatsApp. El modelo de esta propuesta es flexible y puede ser adaptado a cualquier material que se quiera utilizar con la herramienta tecnológica.

PALABRAS CLAVE: WhatsApp, estrategias, lectura, docentes de idioma extranjero, comunicación.

ABSTRACT

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The use of WhatsApp for the learning and improvement of reading as one of the strategies used by English teachers to emulate a genuine communication atmosphere outside of EFL classrooms. This research presents a guide for teachers who wish to include reading strategies that can be implemented through the use of WhatsApp as a technological tool with purpose of improving reading skills with activities sent by this tool. This research work was done with ninety-four students who were in the last three years of high school, and with three teachers who helped to collect quantitative information related to reading strategies and the use of WhatsApp; this study was made in a public educative institution in the rural area of Antonio Ante in the province of Imbabura. Furthermore, this research followed a descriptive non-experimental design. The proposal was focused in the creation of reading strategies and a guide for the teacher in order to set reading activities that can be sent by the application WhatsApp. The model of this proposal is flexible and can be adapted to any reading material that teachers want to implement by using WhatsApp as technological tool.

KEY WORDS: WhatsApp, strategies, reading, English teachers, communication.

CHAPTER I

THE PROBLEM

1.1. Introduction

The contemporary psycholinguist Frank Smith (1983), in one of his famous quotes asserts that "One language sets you in a corridor for life. Two languages open every door along the way." This quote states that many people can learn an additional language, which can open new experiences in different settings, and one of these sets can be the educational world. As a global language in education, English serves as a foundation of many majors and has become a required language to be learned and taught in certain countries.

Nowadays, English has become an international language worldwide and it is spoken by millions of people across the world. In Ecuador, English is a required language at all educational levels and according to the Ministry of Education (2014), the English language is mandatory to be learned and taught from elementary school through university. Specifically, in public and private schools, this language is compulsory from second grade to the last year of high school.

Learning a language requires training to master its different skills, and in the case of the English language, it has two productive skills (speaking-writing) and two receptive skills (reading-listening). Regarding this research, an emphasis on reading development is done as it is a skill that has shown some difficulty in students. Consequently, the strategies proposed in three approaches,

just like the Communicative approach, CLIL and Connectivism approach, are considered, and the usage of a technological tool also be described in detail in this investigative work.

After being approved, this research work is structured as it follows:

Chapter 1 shows the description of the main problem. Additionally, this chapter also contains its significance, justification, and a description of the objectives established for this research.

Chapter 2 covers the theoretical framework which supports this study, made up of theories, research studies, and different definitions regarding the variables.

Chapter 3 encompasses the methodology, tools, and population used in the research. Likewise, it includes pertinent information about the setting and sample.

Chapter 4 presents all the research findings; thus, an appropriate analysis of the complete data gathered through the research instruments.

Chapter 5 encloses an academic proposal that holds the identified problem. Furthermore, it includes the objectives and a digital manual designed for teachers.

Chapter 6 gathers a list of conclusions and pertinent recommendations regarding this research.

1.2 Problem description

English has become a global language. This fact has made that inside the EFL classroom, using the Content and Language Integrated Learning approach is seen with much interest in many educational studies and backgrounds (Cenoz, Genesee et al. 2014). A clear example is the Ecuadorian ministry of education in which impulses to use this approach in the current national

curriculum. On one side, some teachers use this approach to teach the language by using real communication with the students just during classes inside schools. On the other side, outside the classrooms there is no use of the language to practice it and establish authentic communication among learners and teachers.

What can be done to improve the use of the language in classrooms or outside of them? It is a big interrogation to be answered. Nowadays, in different educational backgrounds the practical English language teaching is turning its attention towards conventional teaching approaches (Bax, 2003), and this is an opportunity to improve the way of instructing the language. In other words, English can be seen as an interaction to get the students' attention and also perform better teaching not only in the classrooms but also outside of them, with the use of technology and even social media tools.

“Social media is often used to refer to new forms of media that involve interactive participation” (Manning, 2014, p. 271). This definition has a broad meaning and leads to the fact that using social media requires on people some sort of interaction. Moreover, “English language teaching (ELT) is an area which often actively embraces social media in its teaching and learning activities” (Inayati, 2015). Consequently, education is one of the fields that now use social media as a way of interaction when teaching English.

Ellis (1994) in one of his studies mentions that learners usually benefit from formal language instruction when this education is combined with opportunities for natural exposure to the language. Likewise, Freed (1995) in her work states that learners whose classroom instruction

is based on a combination of grammar and a communicative approach, benefit the most from classrooms with no contact. Therefore, the use of social media tools could be one beneficial option outside of the school to stimulate authentic communication for English learners.

In Ecuador, the lack of technology use in some schools does not offer the learners the opportunity to improve their English skills, and using such technologies applied in reading activities is almost none. Specifically, in the province of Imbabura, there is a public high school located in the urban area of Atuntaqui – Antonio Ante, which is the place where this study takes place. Here at this school, there is no exposure to reading activities in the English language outside of the classrooms; there are only a few hours of general English every class; which, in other words, the only contact to reading are the activities provided by the English class teacher every week.

Furthermore, in general, the students from public schools in Ecuador “have low interest in reading. They are known for not putting effort into literacy-related activities as a result of the perception of books and text as being boring” (Fabre, Boroto et al. 2015) and because of the fact that according to a census done by INEC in 2012, “reading is not seen as an enjoyable experience and that does not belong to the group of activities that Ecuadorians consider to be leisure” (Fabre, Boroto et al. 2015). In other words, students do not like books, and in public schools, the only usage of texts books or lately modules where there are readings do not help students improve their English communicative skills. Consequently, there is the need for new ways of increasing the learning outside classrooms, going by hand from formal instruction to more authentic communication such as using a social media tool for educational purposes.

In brief, Ecuadorian public education nowadays is dealing with a big educational change. First, with a short amount of time of three hours per week in elementary schools and not more than five hours in high schools dedicated to learning English in classrooms, and the lack of an established material to guide the classroom's learning. All these antecedents show that there is the nonexistence of practice of the language, and there is the need to solve this absence of a communicative atmosphere; where learners can practice their language skills, specifically reading with some technology's help by using a social media tool, like WhatsApp.

1.3 Research Questions

For a better understanding, it is vital to address the following research question:

- How would the use of social media emulate a genuine communication atmosphere outside the EFL Classroom?

1.4 Justification

This research work is inspired by a permanent reflection of the author who has always wondered if there is more beyond an onsite class. English classes with short amounts of time, and the only language practice that the learners receive is when the teacher is in a classroom are reasons why learners do not master the reading skill; indeed, there is a lack of exposure to the language in the EFL classrooms which do not help to develop adequate learning and development of the language skills.

The use of different approaches like the Communicative Approach, the Content and Language Integrated Learning approach (CLIL) and the connectivism in the development of the Reading Skill by the use of a technological tool, like the WhatsApp application, outside of class is one of the options to generate more training in order to master the language skills; likewise, the use of this application would help to complement the daily work for teachers. Moreover, by adding this additional tool to complement the everyday teaching, teachers will see a difference in the learners' performance and the motivation for learning.

Across the development of this investigation, it has been determined the need for a digital sharable manual with reading strategies to accompany the teaching of the English teachers of this rural high school, which it can be used to apply reading activities with the students from the last years of "Chaltura" high school, outside of the English classes. It also contributes to the learners learning, not only with reading inside the classroom but also with additional reading strategies outside of the established time in high schools by generating a genuine communicative atmosphere between them and the teachers. Therefore, as this proposal becomes the main stone of this work, it generates a change in everyday teachers' methodology.

1.5 Significance

The present research work is significant for the educative community because it might provide practical information of reading strategies that can be applied in EFL classrooms; with all this amount of information, English teachers can improve their teaching methodologies relating on the Communicative approach, the Content and Language Integrated Learning approach CLIL

approach and the connectivism. Likewise, students will improve their reading skills in the target language by becoming active users of specific strategies to understand and use it.

The benefits of this research will be concentrated in two parts. First, students as well as teachers will have new knowledge, which will be useful in order to master the language learning and teaching of the reading skill; moreover, this research helps to enhance a possible atmosphere where learners can interact with their pairs and their teacher by using a communicative approach. Second, it also contributes to the Ecuadorian EFL curriculum. This research encounters the main characteristics and the most relevant strategies needed to improve an essential skill as it is Reading; likewise, it provides a proposal that serves as instruction for other researchers to further research works and other teachers to be used in EFL Classrooms.

This research also benefits the author of this work, who fulfills knowledge that exploring this problem would be discovered; moreover, other researchers will also benefit from this research. They would be attracted to this study because they will have a base or additional information to start or continue their research, related to the lack of exposure to the language outside of the classroom.

Finally, this research work's feasibility is seen in all the collaboration of the authorities, teachers, and students from this rural high school where the research took place. Likewise, it is supported with enough information collected in the theoretical framework section.

1.6 Objectives

1.6.1. General objective

- Explore how would the use of social media emulate a genuine communication atmosphere outside the English as a Foreign Language Classroom.

1.6.2. Specific objectives

- Investigate the most used social media used in EFL classrooms in previous educational studies.
- Identify the different social media that learners use in the high school in terms of education in public institutions.
- Identify the attitudes of the students towards the use of social media in learning English.
- Measure the level of social media usage in a public school outside the EFL classroom by purposes of education.
- Propose some recommendations in the use of this tool for complementing the teachers' work in the EFL classroom.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Theories of Language Acquisition

Plenty of scholars in the past have studied how children acquire language competency. Scholars such as Chomsky, Krashen, Asher, Cummins, O'Malley, and Chamnot have developed different theories in this regard.

According to Noam Chomsky (1965), children are born into this world with an inherited capability to learn languages. In his opinion, all children possess a language acquisition device' (LAD) that enables them the encoding and decoding of the principles of languages they frequently come across. LAD helps children store the grammatical rules and vocabulary deep into their brains. When they come across new words or phrases, the only thing they need to do as part of language acquisition or making sentences is to apply the syntactic structures from the LAD they already have. Chomsky believes that imitation alone may not be helpful for the children to learn language property since they occur irregularly and ungrammatically most of the time (Chomsky, 1965).

Chomsky's theory of language acquisition is a universal one since it can be applied not only in the English language but also in all languages. The only requirement for applying this theory in the case of language learning is that the language should have elements like nouns, verbs, consonants, and vowels. Another interesting point put forward by this theory is that language learning is independent of intellectual ability. In other words, all children, irrespective of their

intellectual abilities can learn their mother tongue within five to six years from their birth. Chomsky has put forward the theory of Universal Grammar that developed the idea of innate, biological grammatical categories such as nouns and verbs that facilitate language learning among children and adults (Ambridge & Lieven, 2011).

Stephen Krashen has developed the theory of second language acquisition based on five hypotheses. Acquisition-Learning, Monitor, Input, Affective Filter, and the Natural Order (Krashen, 1988). In his opinion, there are two independent systems for foreign language learning: the 'acquired system and the learned system. While the acquired system learns foreign languages through the observance of meaningful interaction, the learning system does the same using through conscious knowledge (Crystal, 1997). The **Monitor** hypothesis deals with the influence of learning on acquisition whereas the Input hypothesis argues that a learner improves his/her proficiency in a foreign language along with a natural order as he/she receives the inputs of that language (Krashen, 1988). While the affective filter hypothesis stresses the role of motivation, self-confidence, anxiety, and personality traits in controlling a person's foreign language learning capabilities, the natural order hypothesis argues that a learner maintains a predictable natural order while acquiring grammatical rules of a foreign language (Krashen, 1987).

According to Asher (1977), proper use of the imperative by the instructor plays a vital role in the learning of most of the grammatical rules and vocabulary items. He has placed a verb or the verb in the imperative as the core element in the process of second language learning. In his opinion, second language use and learning are organized around the verb in the imperative. He has visualized language as a total of certain abstractions and non-abstractions (nouns and imperative

verbs). He argues that abstractions should not be introduced in the second language learning process until the student develops a comprehensive knowledge of the target language (Asher, 1977).

Cummin's second language learning theory argues that if a learner has ample knowledge in his/her native language, he/she may not face any difficulties in learning a second language. In his opinion, proficiency in the native language will help a person learn the basic skills and concepts related to the second language. He has mentioned that a third or fourth language learning becomes easier for a person that learns a second language (Cummins, 1984; Cummins, 1991; Cummins, 2000).

O'Malley and Chamot (1990) have developed three types of strategies for language learning. They are: metacognitive, cognitive, and social or affective. While the metacognitive strategy is about the learning processes, planning, monitoring, and evaluation of learning, cognitive strategies are intended for comprehension and acquisition. On the other hand, social strategies aimed at assisting comprehension and learning through social interactions (O'Malley & Chamot, 1990).

2.2 The Approach in language and its importance

In language teaching, an approach refers to the theoretical way of looking at the learning and teaching processes. It helps teachers develop proper ways or methods for the teaching process based on the needs of the learners. Teachers in such cases develop classroom activities only after assessing the needs of the learners (BBC, 2020). An approach used successfully to teach English

in the case of a learner need not be successful in another learner as the needs of the learners could be different. The teachers need to identify the needs of the learners and use a suitable approach for each learner.

2.3 Different Approaches in English Language Teaching

Nowadays, English teaching methodologies have become a big chance to improve teaching for many educators worldwide, and it is meaningful to introduce to some of these different approaches used when teaching English.

Going back to the nineteenth century there were some teaching approaches or well known as teaching methods which are considered traditional methods. According to Yavuz (2012) there is the grammar translation method which is the first and the most traditional method for teaching English that depends on the use of the native language as a way of introducing the second language, in other words each sentence has to be translated from the target language to the native language and vice versa. Another traditional method to mention is the total physical response or well known as TPR which is meaningful for young learners, this method uses movements to teach language and is a great way to teach in pairs, groups or to the whole class as stated by (Uysal and Yavuz 2015).

Other findings mention about more modern methodologies to teach English such as that the project-based method is a suitable way for teaching English as a language because this method focuses on small projects directed to the learners' interest and needs. This method uses group work to perform project works, and while they do these projects usually students exchange ideas and thoughts which help enhance learning the language by giving arguments, arguing and practice listening patterns (Bolsunovskaya, Phillips et al. 2015).

There are many methods or approaches to teaching English as a second language; in the following chart, there will be a quick review of few of them with their main characteristics, advantages, and disadvantages.

Table 1

Characteristics, advantages and disadvantages of different approaches.

APPROACH	MAIN CHARACTERISTICS / ADVANTAGES	DISADVANTAGES
Gamification	<ul style="list-style-type: none"> • Promotes motivation on learners by the use of games that foster teamwork, competition and other features usually used in gaming. • By using gamification, a boring topic can be an interesting topic. 	<ul style="list-style-type: none"> • For some learners, gamification can be distracting and uncomfortable. • Some learners will only try to use gamification as a matter of winning and not learning.
Content-Based Instruction	<ul style="list-style-type: none"> • It can provide an exciting and motivating learning experience. • Learning can come from different topics. • All four skills are involved. 	<ul style="list-style-type: none"> • Needs teachers with a good level of English. • For low-level students finding some information can be a

		problem understanding the information.
Project-based learning	<ul style="list-style-type: none"> • Learners collaborate in challenging projects. • It is student-centered. • Provides intrinsic motivation. • Develops teamwork. • Generates deep learning. 	<ul style="list-style-type: none"> • Usually, learners have more responsibility and commitment. • Learning does not occur equally in all the students.
Cooperative learning	<ul style="list-style-type: none"> • It fosters interaction and exploration. • Promotes responsibility on the learners. • Encourages effective communication. 	<ul style="list-style-type: none"> • For some learners, sharing ideas is a problem with this approach. • Not all the learners work the same quantity, and few end up doing everything.

All of the above mentioned have similarities and differences, but the majority focus on teaching the language by developing the different skills that learning a second language implies (Intarapanich 2013). The most common approach used by many language teachers nowadays is the communicative approach. The communicative approach or CLT stated by (Stakanova and Tolstikhina 2014) refers to learning the language in a similar way as it was learned in the first language; in this case the listening skill goes before the speaking skill. Some teachers from other countries explain first the new structures before learners start to communicate by introducing

phonetic transcriptions, using drilling and letting learners know about rules. With this approach "students mainly work with authentic materials in small groups of students on communicative activities" (Intarapanich 2013). Additionally, the Content and Language Integrated Learning is an approach where learners learn a specific subject and at the same time, they learn the second language. Likewise, Connectivism which in general terms is a learning theory that was designed mainly for the digital age and uses available technology by integrating and practicing the language when using social networks.

2.4 Communicative Approach

The communicative approach is the approach in which interaction is used extensively for language learning. While using this approach, the learners regularly communicate orally and in written forms through the target language. Although using this approach, teachers often use informal means of teaching. Instead of grammar and vocabulary, teachers encourage informal means of communication among the learners through the targeted language. Learners in this case will be encouraged to use or incorporate their personal experiences into the learning process. While using the communicative approach, teachers provide certain tasks to the learners and ask them to complete those tasks. If any errors occur on the part of the learners, teachers will correct them and provide them new assignments (Nunan, 1991).

The communicative approach considers the ability to communicate in the target language as the most essential goal of second language learning (Savignon, 1997). It should be noted that other approaches give more importance to the improvement of grammar and vocabulary.

Moreover, this approach considers the teacher not as an instructor but as a facilitator. It does not use a precise textbook or a curriculum while helping students learn foreign languages (Bax, 2003).

The communicative approach uses mainly six activities for the language learning process. They are role play, interviews, group work, information gap, opinion sharing, and the scavenger hunt. The purpose of role play is to develop communicative abilities among learners through oral activities performed among groups (Mitchell, 1988). While interviews were used for improving students' interpersonal skills, group works were performed as a collaborative activity to enhance communication skills in the targeted language (Brandl, 2007). The information gap is another collaborative activity, used for collecting unknown information from the past whereas opinion sharing is a content-based activity, conducted to improve students' conversational skills (Richards, 2006). On the other side, scavenger hunt is a mingling activity intended for the promotion of open communication among students (Brandl, 2007).

In regard of all the above mentioned about this approach, the following table summarizes the main characteristics, advantages and disadvantages of this approach:

Table 2

CLT characteristics, advantages and disadvantages.

APPROACH	MAIN CHARACTERISTICS / ADVANTAGES	DISADVANTAGES
-----------------	--	----------------------

<p>Communicative Language Teaching</p>	<ul style="list-style-type: none"> • Develops communicative competence. • Student-centered. • It avoids explicit grammar rules. • Students can be instructed by using different skills. • The learners have the opportunity to practice real communication. 	<p>Risk of concentrating on oral skills over reading and writing.</p>
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In the study done by (Naeem 2014), the author mentions that there are some strategies that can be applied to improve reading by using the CLT, some of them include:

Checking comprehension is a reading strategy where the learners monitor their comprehension, in other words the student knows when he/she understands what he/she reads and when he/she does not. This strategy also teaches learners to use the correct strategies to solve comprehension problems (Armbruster, 2010).

Semantic and graphic organizers in reading represent a strategy where learners do use these types of organizers to illustrate concepts and relationships from the text. There are many names for these graphic organizers some of them are charts, clusters, webs, clouds, maps. On the other hand, semantic organizers are called semantic maps or webs (similar to a spider web where

lines are connected to a concept that is in the center of the web). Some of the advantages of this organizers is that help learners to focus on how the text is (its structure). Another advantage is that they provide to the learners tools to identify relationships within the text. Finally, they also help learners to write better and organized summaries (Armbruster, 2010).

Responding questions, is a strategy where teachers question learners about the text. As mentioned by Armbruster (2010) "teacher questioning supports and advances student's learning from reading" (p. 43). Some of the advantages of this type of strategy is that provides learners a focus on the purpose of reading, help learners to think actively while they read, boost learners to observe their understanding, and help learners to check content and make connections between what they know and what they have learnt.

Producing questions is a strategy that learners are encourage to train when teaching English. Teaching learners to ask questions fosters an active thinking on the leaners' comprehension. While using this strategy learners are more aware of the questions they can make and also if they understand the text (Armbruster, 2010).

Identification of text structure is another reading strategy which refers to how the information and what happens in the text are organized in a story. As Armbruster (2010) mentions there are some benefits of using this strategy, by using this strategy leaners can identify the structure of the story and the categories of the content (setting, events, goals); moreover, this strategy helps leaners to improve comprehension and memory. To use this strategy learners usually need to use story maps which are a sort of graphic organizers that show sequence between events.

Summarizing is a strategy that synthesizes or shortens the most important ideas within a text. This strategy requires on the learners to decide what is significant to condense the information as a way of summary. Some of the advantages of using this strategy is that helps learners to recognize or produce main ideas, make connections between main and central ideas, remove unnecessary information, and recall what they read.

2.5 Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning is a learning approach in which students get the opportunity to learn a language and a subject at the same time. For example, while learning a science subject like Physics, students get an opportunity to improve their English language skills as most of the physics texts are written in English. This approach is not meant only for second language learning. Its purpose is to learn two things at the same time without making any compromise with each other. Reading is the essential required when CLIL is used as most of the lessons in this approach are based on reading resources (Hamidavi, Amiz, & Gorjian, 2016). While reading more texts, a student automatically improves his/her language proficiency. In addition, it helps students improve their vocabulary and comprehension abilities (Šulistová, 2013).

In regard of all the above mentioned about this approach, the following table summarizes the main characteristics, advantages and disadvantages of this approach:

Table 3

CLIL characteristics, advantages and disadvantages.

APPROACH	MAIN CHARACTERISTICS / ADVANTAGES	DISADVANTAGES
Content and Language Integrated Learning CLIL	<ul style="list-style-type: none"> • Lessons are based on reading and listening to texts or passages. • Reading practice can start from the very first day of classes. • Promotes language and thinking skills. • It helps learners whose English is weaker. • Improves the target language competence. 	<ul style="list-style-type: none"> • Lack of materials to teach with this approach. • There is not one version of CLIL. Each one is different and designed by different purposes and objectives.

As the different approaches, the CLIL approach has some reading strategies, which are the following:

Predicting is one of the most important reading strategies because it enables learners to use information from any lecture or text, including headings, titles, pictures, and charts, to know what would happen or what will come next in a lecture basing this prediction on prior knowledge. In a nutshell, predicting is guessing basing ideas on clues perceived in pictures, texts, or plots.

Connecting is a strategy to help learners comprehend what they are reading. Harvey and Goudvis (as cited in Riot, 2011) mention that readers usually relate information within the text, connect the information to what has been read in the past, and connect the information to personal experiences. Riot (2011) exemplifies connecting as follows:

All too often students make connections that are fairly simplistic, for example, I can connect with this character because he lives in a city, just like I do. While this is a legitimate text-to-self connection, students need to be encouraged to think deeper, beyond literal and superficial connections. They need to add details and make inferences when they make connections. For example, if this character lives in the city, then maybe he lives in the same type of apartment that I do. If he does, then maybe he has to share a room with his brother because city apartments can be small. (p. 7)

Inferring involves the identification of hidden messages within a text. Riot (2011) mentions that "Making inferences involves creating a meaning that is not explicitly stated by the author. Readers use clues in the text plus their own personal insights and experiences to make meaning of the text" (p. 4) which in other words, this reading strategy makes on the reader build the meaning of the text, interact directly with the text and use the prior knowledge to understand the meaning.

Self-questioning is a strategy that is used by learners to help them become effective readers. According to Andre & Anderson (as cited in (Daniel and Williams 2019) the main idea of this reading strategy is for learners to produce questions about the text that they are reading in

order to help monitor their understanding, "typically through regularly stopping and asking themselves questions" (p. 2). By using this strategy according to (Daniel and Williams 2019) usually learners think about the information and enthusiastically involve with the activity. Likewise, this strategy helps students to learn when to stop into the reading if they are unable to give an answer to any self-question produced, and go back into the reading to review the information.

Summarizing helps readers to recall the most significant information of a text. This strategy encourages learners to identify and recall the most relevant information and the key words of the text. Likewise, when doing this strategy readers must be aware of avoiding unimportant information and connect ideas in an structured way. (Zafarani and Kabgani 2014) include in summarization four steps that the reader does when it is mastered "review the passage, evaluate the paragraph, answer with a paraphrase, and determine a passage summary" (p.1961).

2.6 Connectivism

As the name suggests, connective is the process of connecting a learner into a learning community. Connectivism considers that knowledge is spread across a network and a learner must become a part of this network if he/she wants to improve his/her knowledge. For example, a lot of information and knowledge are currently stored digitally on the internet. Therefore, a learner needs to connect with an internet network and community to enhance his/her knowledge (Kop & Hill, 2008).

Connectivism can play a vital role in EFL classrooms. For example, a diverse range of opinions is necessary for the learning of English. Connectivism helps learners to establish connections with a diverse range of learners and improve their knowledge. Learning itself is a process of creating a connection among information sources. These information sources can be located at different locations. In EFL education, the learners need to use a variety of resources such as books, the internet, mass media, and ICT. Connectivism helps them very much in this regard (Vesela, 2013).

In regard to connectivism there are some characteristics, advantages and disadvantages summarized in the following table:

Table 4

Connectivism's characteristics, advantages and disadvantages.

APPROACH	MAIN CHARACTERISTICS / ADVANTAGES	DISADVANTAGES
Connectivism	<ul style="list-style-type: none"> • Learning is not an individualistic activity with connectivism. • It promotes contribution and involvement in the group. • It connects the learner into a learning community. 	<ul style="list-style-type: none"> • Potential risk of getting addicted to technology and be isolated from social life. • Tools used can be harmful for learners and a distractor in the lessons.

Connectivism uses some apps or platforms that can help to improve the reading skill, some of them are the following:

WhatsApp is an application used in cellphones and also on computers that can help improve reading in learners if it is used in classrooms. By creating a group in this application in English could be an efficient tool to motivate learners to get into reading and to improve this skill, the opportunity to practice the language gets the attention of the learners in an easy and kindly way.

Kindle from amazon eBook store is also a great app and platform that can be used to improve reading on the learners. This app is able to provide eBooks in all genres, and the most interesting part of this app is that learners can get access to free samples of every book which is great to work in EFL classrooms.

Quizlet is another app used to improve reading. This application provides different academic topics presented in a friendly way which is small notes. Quizlet helps learners to study and also has different features such as games to enhance students into the practicing of reading.

Kahoot is a popular application among teachers to practice reading comprehension. This application presents the information in a simple and fun way. Kahoot is well known to foster competitiveness due to it presents the information as a game giving points to the faster reader.

Rewordify is a useful platform that is free and helps to improve reading comprehension. This platform helps learners to simplify any text in order to improve comprehension; furthermore, it provides the opportunity to the learner to identify all the different parts of the speech.

Wattpad is a great application to use in classrooms to improve reading comprehension. This app is connected to a big community of readers where every person can read stories from different genres. Wattpad also can be used to improve writing because every user can also share a story. This app has different genres such as romance, mystery, comedy and other genres.

WordPress and **Blogger** are webs that provide the opportunity to learners to read different blogs and websites created by others, and also to create content if the learners want to write. They are free and easy to use.

Twitter is a social media tool that could help learners to transmit messages to others and also to read all the different content everyday uploaded about news and trends. This free web app is a kind of microblogging, it joins the advantages of blogs, social media and instant messaging. It is a new way for communication that allows learners to practice reading.

Facebook more than being the most popular social network among people, this application enhances reading and English learning because it can be used to improve all the different skills promoting listening and writing. This social network offers different content related to diverse topics presented in videos, memes and writing. It can be used by teachers to foster reading by using quotes and memes, or joining or creating reading groups.

2.7 What is Language?

According to Kamusella (2016), Language is a structured medium of communication that involves human elements only. In more complex terms, language refers to the cognitive ability to learn and use systems communication properly. The study of language is often referred to as linguistics. The power of language and its words has been in discussion during the periods of Socrates and Plato. There are plenty of debates regarding how language has been evolved out as the most important medium of communication. Thinkers like Rousseau attributes the power of language to express the emotions properly as the reason for it to become the mainstay of communication. At the same time, philosophers like Immanuel Kant cites rational and logical thought as the major reason for the evolution of language as an important element of human life. In their opinion, philosophy is the origin of every sort of knowledge, and philosophy is nothing but the study of language (Kamusella, 2016).

As explained by Hauser, Chomsky, and Fitch (2002), language has the features of productivity and displacement and it relies completely on learning and social convention. Although animals also communicate through different languages, their languages are incapable of using a wider range of expressions as that used by humans. It is believed that language has been originated at the time of early hominins itself. It started to develop along with the developments of early humans (Hauser, Chomsky, and Fitch, 2002). As pointed out by Anderson (2012), the language was invented only once. In other words, all modern languages have some connections with each other although they appear as different things. However, it is difficult to identify these connections accurately because of the limitations of the methods of reconstruction available at present. As

explained by Fitch (2010), the study of early human fossils has revealed the traces of physical adaptations to language.

2.8 Language Skills

In language there are four skills: reading, writing, speaking and listening. Reading is a skill that demands on the reader the capacity of processing information written in texts. Speaking is the audible form of communication in which the communicator uses the support of a language. Writing on the other hand helps a learner express his/her ideas and opinions properly to others. Good knowledge or proficiency in the language is necessary for writing something properly. Many people have the illusion that listening has nothing to do with communication. However, the truth is that a good communicator should have the good listening ability. Listening helps people understand the ideas of the other party properly and reply properly (Sousa, 2011).

2.9 The Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages (CEFR) is an international standard, working on a six-point scale A1-A2 for basic users where A1 is a beginner level and A2 is considered the Elementary English; and the scale goes up with B1, B2 (required for teachers that work in public schools), C1 and C2 which are considered proficient English users. All these levels developed for assessing the language ability of a person. Those who have basic reading skills have been included under the A1 category and those who have excellent fluency in reading have been categorized under C2. Although there were no standard rules for assessing

reading comprehension, it is considered that those who read a passage with knowledge of the meaning of each text in the passage has the good reading ability (Velleman & van der Geest, 2014).

2.10 Reading

According to Grabe (2009), reading is the ability to process text, understand its meaning, and integrate it with the previous knowledge of the reader. Proper knowledge of the letters is necessary for a person to read something. Reading becomes passive if the reader is unable to understand the meaning of the text properly. Active reading is the one in which a person reads something and understands its meaning properly. Active reading helps the reader connect his/her previous knowledge with the meaning of the passage he reads (Grabe, 2009).

The English learner needs to improve his/her vocabulary and awareness of the grammatical rules of that language if/she wants to command excellent proficiency in that language. Reading is the mean through which both these goals can be accomplished. In spoken language, people may not care much about grammar. As a result of that, a learner may not get knowledge of the grammar of a foreign language through listening alone. At the same time, people usually take care of grammar when they write something for publication. In other words, written texts usually follow grammar rules. Therefore, a foreign language learner will get ample awareness of grammar while reading texts written in the target language. Reading may be a difficult task for a foreign language learner initially. However, regular reading even at a slow pace will help the learner get more awareness of sentence structure, grammar, and new vocabulary. Learners who read foreign books regularly will grasp the foreign language more quickly than those learners who attend second

language teaching classrooms. Reading feeds the brain with the current language structure and it links memories with grammar and vocabularies (Dong, 2019)

Reading is essential since this skill exposes the learners to different structures, vocabulary and new information that fills up the mind of the reader as no other skill does. This exposition makes on the students capable of acquiring a better understanding of the language. The more they read, the more they get better at reading, as it is practicing the skill. Likewise, reading exposes the learners to the appropriate language structures and vocabulary that the learners need when learning a second language.

2.10.1 Reading Sub Skills

According to Krashen and Terrell (1998), there are four main sub-skills of reading: skimming, scanning, intensive reading, and extensive reading. These sub-skills of reading interact with each other and help the learner master the basics of the targeted language properly.

Skimming or reading for gist is a reading sub-skill that lets the reader go through a text quickly and get a general idea of the content. As per the views of Spratt, Pulverness, and Williams (2011), skimming is done for a global understanding of a particular language. While skimming a passage, the intention of the learner is not to get the in-depth or specific knowledge of the passage, but to collect an overall idea of the content of the passage (Krashen & Terrell, 1998).

In the case of a foreign language learner, it is difficult to get specific knowledge of content while reading. At the same time, him/her can skim through the passage and understand what the

passage is all about. Regular skimming practices would help a learner command mastery over the foreign language in the long run. As noted by Krashen and Terrell (1998), the purpose of skimming is only to collect superficial information of a text. Skimming also enables the learner to get a general idea of what the text is about. Harmer (2007) exemplifies this sub-skill as follows:

When we run our eyes over a film review to see what the film is about and what the reviewer thought about it, or when we look quickly at a report to get a feel for the topic and what its conclusions are. (p. 101)

Scanning or reading for specific information, on the other hand, is the process of searching a text for a specific piece of information. In other words, scanning has exactly the opposite meaning of skimming in the case of foreign language learning. While skimming collects general information, scanning helps to collect specific information (Spratt, Pulverness, and Williams, 2011). Scanning demands on the learners to look for particular chunks of information to understand specific parts of the text, in this regard, Harmer (2007) likewise represents this sub-skill as follows:

When we look for a telephone number, what is on television at a certain time or search quickly through an article looking for a name or other detail, in other words this skill means that they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully. (p. 100)

Extensive reading is all about reading great quantities of contents and texts. It helps readers read any interesting content and enjoy the activity of reading. Extensive readers usually read the bulk amount of content in a quick time. They are more interested in reading more quantity

of content without bothering too much about the quality of those contents. Their primary goal is to read as much as possible without bothering too much about whether the text is written by authentic or credible writers or not (Yamashita, 2015). Extensive reading is a great quality in the case of foreign language learners. It helps them master the grammar and new vocabulary of the language as quickly as possible. It enables readers to get constant exposure to a foreign language. Such repeated exposure helps them grasp the basics of the language quickly.

Intensive reading or reading for detail demands on the reader searching for the detail, an intensive reader may not be interested not in the quantity, but in the quality of the content being read. Intensive readers select the content for reading after investigating the credibility and authenticity of the author. As noted by Hatami and Asl (2017), intensive reading helps readers extract specific elements of languages from the short portions of text being read. Such readers use texts as a linguistic object to analyze grammatical patterns and lexical items (Hatami and Asl, 2017).

2.10.2 Reading Stages

Reading normally involves three stages: pre-reading, through reading and post-reading. Khan (2019) mentions that these three stages combined refer to the stages of reading, and also that reading influences the amount a reader recalls and comprehends a text. Likewise, (Toprak 2009) states that "to encourage learners to use effective strategies when reading in a foreign language, the teacher can develop simple exercises to elicit information via targeted strategies. These exercises can be divided by the stage of reading at which they occur" (p. 23).

Pre-reading is the first stage when reading a text. This stage provides students a familiarization with the information intended to be read, during this stage learners activate schemata. Introducing a text to the learner ought to stimulate their attention and helps them to think about the information presented into the text. In other words, the pre-reading stage prepares the reader to what is going to be read; moreover, pre-reading a text would increase the interest of the learner within the text. (Toprak 2009) mentions some activities that can be included in this stage: "discussing author or text type, brainstorming, reviewing familiar stories (students review Cinderella before reading Cendrillon), considering illustrations and titles, skimming and scanning (for structure, main points, and future directions)" (p. 23). Additionally, the primary purpose of these activities done in this stage is to simplify the through reading activities.

Reading or while reading is the next stage in reading where learners use the attained understanding into similar readings to integrate their reading skills with other language skills such as listening, writing, and speaking. The activities presented in this stage help learners acquire reading strategies and interpret complex texts; some of them are jigsaw reading, matching exercises, predicting what comes next, reading puzzles, word search, and true-false activities. Similarly, Toprak (2009) mentions that teachers can help learners during this stage with few strategies:

Nevertheless, the teacher can pinpoint valuable strategies, explain which strategies individuals most need to practice, and offer concrete exercises in the form of "guided reading" activity sheets. Such practice exercises might include guessing word meanings by using context clues, word formation clues, or cognate practice; considering syntax and sentence structure by noting the grammatical functions of unknown words, analyzing

reference words, and predicting text content; reading for specific pieces of information, and learning to use the dictionary effectively. (p.23)

Post-reading is the last stage when reading; during this stage the learners use their knowledge acquired with other similar readings to combine all this gotten information with the rest of the language skills such as listening, speaking, and writing. Some of the activities that this stage includes can be discussions, role plays, semantic mapping, retelling, summarizing, and gap-filling.

CHAPTER III

METHODOLOGY

3.1 Research Approach

The present study was based on a Quantitative Approach. Hernandez (2014) the author collects as much information as possible from the sample with this approach. This research closely explored a group of students of EFL classrooms with the primary purpose of compiling information about their usage of a technological tool such as WhatsApp. Likewise, this study explored teacher's views about their use of the application for academic purposes in their classrooms. Consequently, an interpretation was applied to know how this application emulated communication outside of the school within the reading skill.

Since the objective of this study was to explore how the use of social media emulated a genuine communication atmosphere outside the English as a Foreign Language Classroom, a quantitative approached was considered for this research. Furthermore, this approach supported the present study by considering different perspectives from scholars and educators who have experienced WhatsApp outside of the class because of the pandemic lockout.

3.2 Research Method

Since this study aimed to explore how the use of social media emulated a genuine communication atmosphere outside the English as a Foreign Language Classroom, a non-experimental descriptive design was applied. Ergo, the researcher intended to collect information to describe insights of the sample within the use of the application among reading activities outside

of the classroom. According to Creswell (2005), with this methodology, the researcher usually measures attitudes, insights, behaviors, and also features of the sample. Using this method provided the possibility to have a better image of how the participants felt about the matter of this study.

Regarding this, the following research question guided this study:

How would the use of social media emulate a genuine communication atmosphere outside the EFL Classroom?

3.3 Population and Sample

This research was conducted in a high school located in the rural area of Antonio Ante, in the province of Imbabura in the north of Ecuador. For the sample, participants from this public high school with an A1-B1 English level were selected for the study; in total, three classes from the last years of high school. This study used non-probability sampling at the convenience of the author. Creswell (2008) mentions that non-probability sampling is a process of quantitative sampling where the researcher selects the participants, which are usually available and reachable to be studied. For this reason, it can be said that the chosen sample was on purpose and by the convenience of the researcher because they represent a group of ninety-four participants that use technology and have an appropriate level of English for the study. Furthermore, the sample also considered three teachers who teach to all these participants subjects such as English and Literature.

It is essential to mention that all the participants had been using the application among all the lockout time because of the pandemic. That is why this sample was chosen with convenience

sampling. Besides, this group of participants also represented a rich amount of information to conquer the objectives of this study.

3.4 Tools and Techniques

As Hernandez (2014) mentions, there are different types of instruments that measure the variables of interest. In some cases, these techniques can be combined according to the interest of the researcher. In this way, for this study the author chose two instruments as a system of collecting information from the participants.

The first instrument used by the author was a computer questionnaire. This instrument was chosen due to that it was the most attractive for the participants, which were teenagers that ranged from the ages of fifteen to eighteen years old. Furthermore, it was chosen because of its diverse benefits for the participants. One of them was that the participants could perform it at different times, whenever they felt available; with this, they could respond more accurately to all the questions. It is essential to mention that this instrument was applied to ninety-four students from three different classrooms. In addition, this questionnaire contained eleven questions. (See Appendix 1, 2 – Instruments).

The second instrument was a structured interview. According to Mcleod (2014), an interview with this characteristic mainly focuses on open-ended questions which the interviewer reads in the same way to all the participants with a standardized format. This instrument was applied to three teachers who teach in the same school. In addition, this interview contained seven questions related to the topic of the study. (See Appendix 3, 4 – Instruments).

3.5 Ethic Considerations

School authorities guaranteed access to conduct the computer questionnaires and interviews to get all the information required from the participants, as well as the consent of the participants was considered and guaranteed with a letter of consent previously sent before the application of the instruments. (See Appendix 5 – Consent letter). The researcher informed the participants about the objective of the study and the subject of the study. On the other hand, in this study anonymity was considered; thus, the information about the participants, such as personal information is not mentioned in this research to guaranty the collected data confidentiality.

CHAPTER IV

FINDINGS

4.1 Discussion of findings

This chapter presents the findings of this quantitative non-experimental study conducted in a rural public high school in Atuntaqui - Ecuador. Information was gathered from 94 senior year high school learners and five teachers from the same high school.

Owing to the pandemic caused by the Virus Sars Cov-19, technology was used to gather all the information; these are Google forms, Zoom and WhatsApp.

4.1.1 Research questions:

For a better understanding, it is essential to mention the research question of this study:

- How would the use of social media emulate a genuine communication atmosphere outside the EFL Classroom?

This chapter presents a concise abridgment from all the data collected. All the information was collected through a learners' questionnaire and few teachers' interviews. For a better understanding, the students' questionnaires' responses are presented in the first part, then the teachers' interviews responses and finally the discussion of findings.

4.1.2. Description of the Context of the Study and Participants

4.1.2.1. Description of the context of the study

This research was conducted in a high school located in the rural area of Atuntaqui, Ecuador. This public institution was chosen due to it is a whole educative unit. Nowadays, this institution has all the different levels of education, such as kinder garden, elementary school, and high school. Furthermore, this public institution has English as a Foreign Language teaching since the second year of EGB, starting with three hours of English per week in elementary school, and five hours of English per week in high school. Additionally, this rural school was also chosen because all the teachers worked with technology during the pandemic.

4.1.2. 2. Student Participants

In this part, a questionnaire was applied to 94 students from the last three years of high school which means first, second and third year of High School:

Table 5

Students' population in numbers

Number of students	Year of high school
15	1st-year BGU
40	2nd-year BGU
39	3rd-year BGU
94	TOTAL

The questionnaire had eleven questions that focused on collecting important information concerning the different social media that learners in this high school used, attitudes towards the use of social media in EFL environments, students' reading strategies preferences, and usage of social media in the academic field. Due to the pandemic the questionnaire was created with the technology, in this case the questionnaire was created with Google Forms and sent to the students through WhatsApp.

It is essential to state that in order to illustrate this part in a better way the majority of results had been added in the form of pie charts, in this way the results can be clearer and more understandable. The purpose of this study was to explore how social media emulated the communication outside of the classroom and to represent this, the following results exemplify what the author found when gathering information from the student participants:

4.1.2.2.1 Students' questionnaire findings

The following part explores the information collected within the eleven questions asked to the learners in the questionnaire. The information has been structured in four portions: the first one refers to the digital means of communication, the second about WhatsApp use, the third about reading, and the last part about students' perceptions and preferences. The results are presented in the same order that were presented in the questionnaire.

Table 6*Student's questionnaire questions and categories*

No. question	Question	Category
1	Do you identify with the digital means of communication? ...	Digital means of communication
2	From the following social media, which one do you use most often in your classes? ...	Digital means of communication
3	How often do you use WhatsApp as a means of communication with your teachers? ...	WhatsApp use
4	From the following academic activities, what activities do you use most frequently on WhatsApp? ...	WhatsApp use
5	Which of the following skills do you consider to be the best way to increase your vocabulary? ...	Students' perception and preference
6	Is it difficult for you to understand text or readings in English? ...	Reading strategies
7	Why is it so difficult for you to understand texts or readings in English? ...	Reading strategies
8	From the following topics. Which of them would you like to read in English? ...	Students' perception and preference

9	Would you like to expand your vocabulary using readings in English through the WhatsApp application? ...	WhatsApp use
10	Would you like to learn new reading strategies? ...	Reading strategies
11	Which of the following strategies would you like to learn? ...	Reading strategies

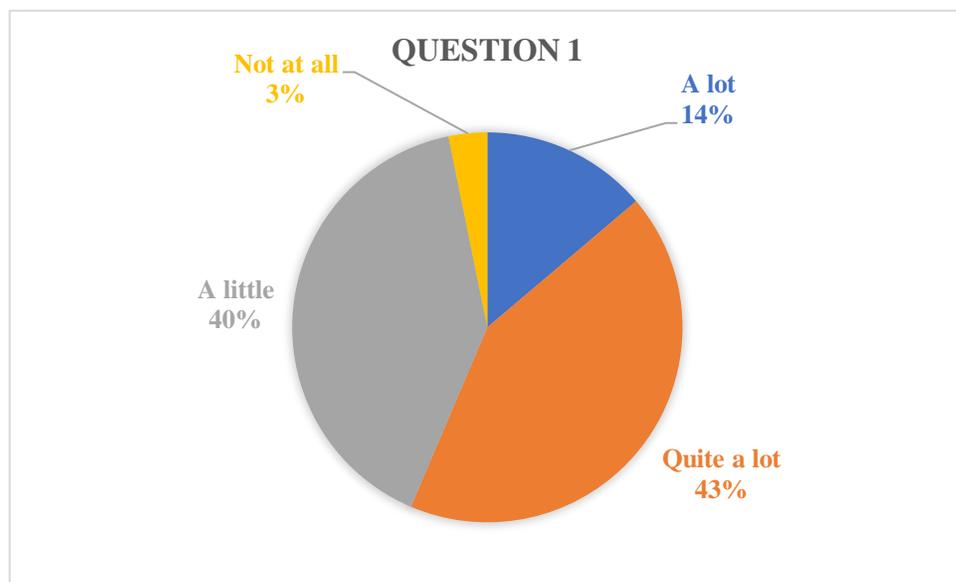


Figure 1. Social media identification

According to the student’s questionnaire, almost fifty percent of the learners indicated that a lot and quite a lot identify with the digital means of communication (most of the responders), a little with the forty percent and “not at all” identify with the three percent. All these results illustrate that the digital means of communication is one important topic that all the learners are aware of currently. Additionally, these results also show that learners are aware of what the digital means of communication are; all this includes phone calls, video conferencing, emails, chats, messaging like SMS, blogs, sites and platforms, and even video conferencing.

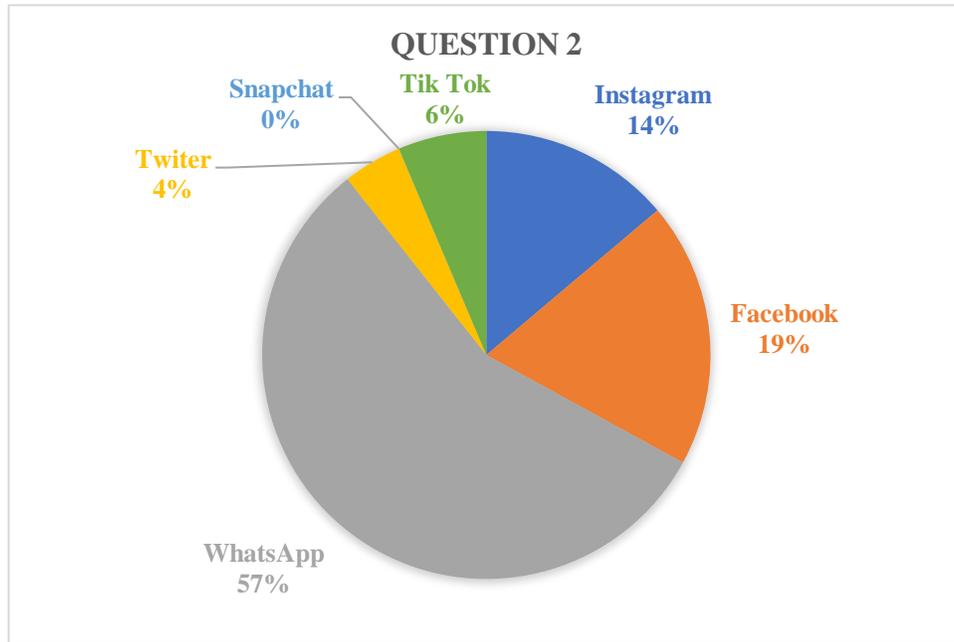


Figure 2. Social media use frequency

Social media sites and platforms are trendy among teenagers and mainly between all the generation of "Zoomers", that are also called the "Generation Z" because they were born between 1998 and 2012 ("Who uses social media the most?", 2019b). According to the students' questionnaire applied in this rural school, more than fifty percent of the learners use WhatsApp in their classrooms with more frequency than other social media sites and platforms. This means that the majority of academic activities are performed throughout this application. On the other hand, Facebook and Instagram are also mentioned but with a lower percentage going from nineteen to fourteen percent respectively. In a nutshell, WhatsApp, Facebook, and Instagram are the top three social means and platforms most popular among classroom activities in this high school.

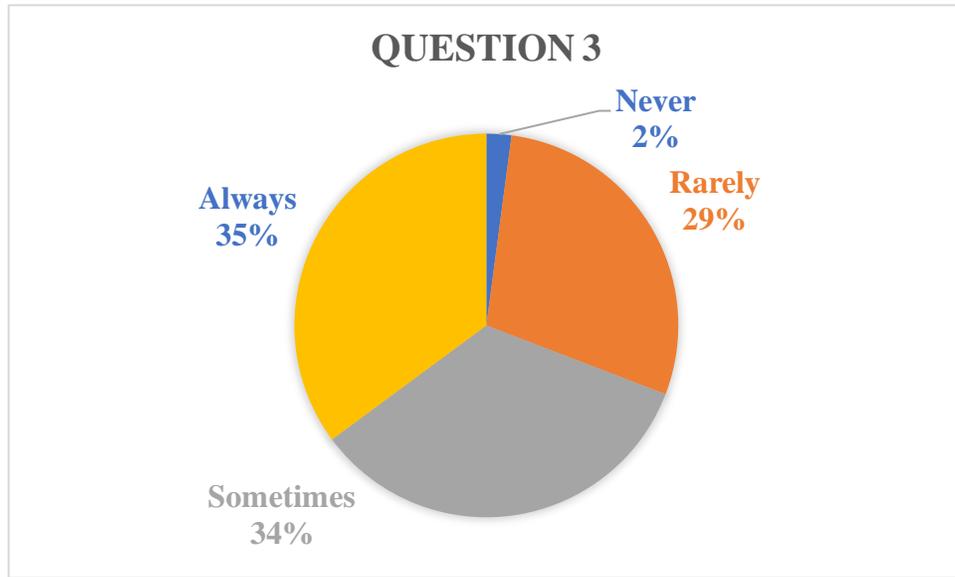


Figure 3. WhatsApp frequency use with teachers

In reference to this question asked to the student participants, the frequency of usage of WhatsApp application among learners and teachers is mainly high because most learners mentioned that they always use it with teachers. In other words, this question relates and confirms with the previous question, which also noted that WhatsApp was the first option at the moment of receiving classes. The frequency of usage and election of this application to be the first option in classrooms might be because this application is user friendly, allows text messaging in the most remote places of the world, saves money as it sends unlimited messages for free, and has many other features that help learning in academic fields (Vithala, 2019).

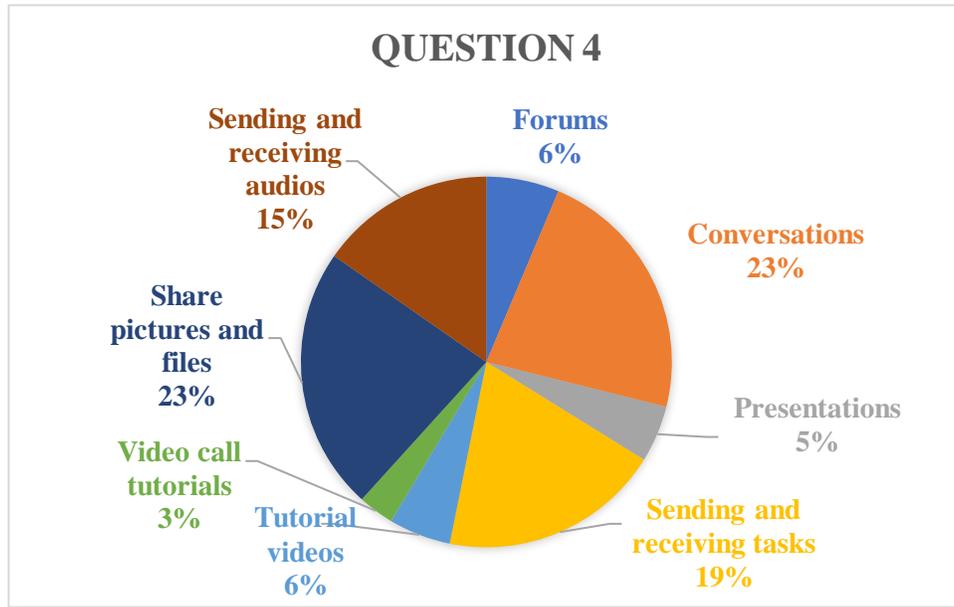


Figure 4. Frequently academic activities used in WhatsApp

Learners like interaction when using the WhatsApp application, and this is why by asking this question responders show that conversations prime when using WhatsApp. This answer is represented with twenty three percent of the whole, followed by sharing pictures - files, sending and receiving tasks which are useful features of this application to exchange content. Forums, video tutorials, presentations, and video calls tutorials are on the other side as the less expected activities to be used in classrooms. In brief, there are different academic activities performed through this application, and the features of this application provide a broad interaction between learners which can be an advantage when using this application outside of classrooms.

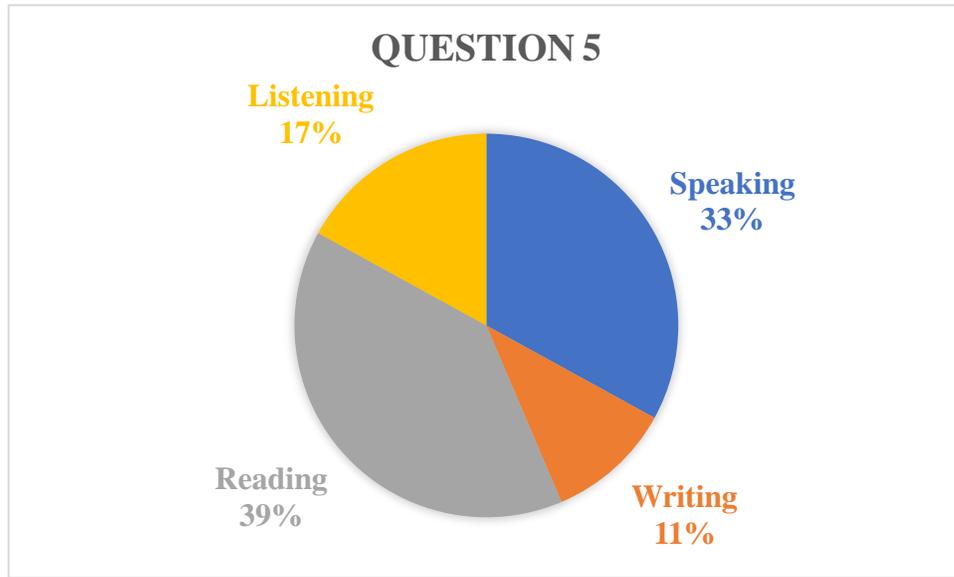


Figure 5. Best ways to increase vocabulary

Regarding this asked question, the best way to increase the vocabulary is reading, and the results show that thirty-nine percent of the responders believe that; furthermore, Speaking is also mentioned as another way to increase vocabulary. Additionally, listening and writing are also considered in the answers of the student participants as ways to increase vocabulary. According to Cook (2012) reading for any learner is the best way to improve his vocabulary, by getting into reading learners can quickly learn new words, match the new vocabulary with the correct meaning, and associate new words that they learnt previously.

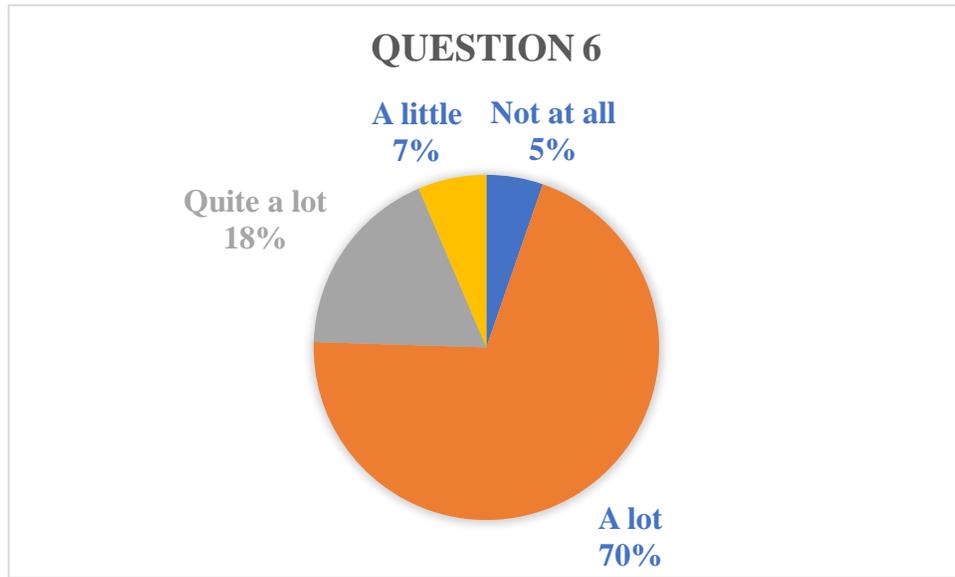


Figure 6. Difficulty in understanding readings in English

Many learners believe that reading strategies do not help in the comprehension of texts and will not make any difference when reading; likewise, learners do prefer traditional strategies over more effective strategies. To overcome these beliefs learners, need teachers to guide them with more effective reading strategies (Carrel, 1988). By asking this question to the participants, the seventy percent of the responders believed that it is difficult the understanding of texts or readings in English, and this might be because these participants do not have some knowledge of reading strategies and this makes them believe that they do not understand text or readings in English.

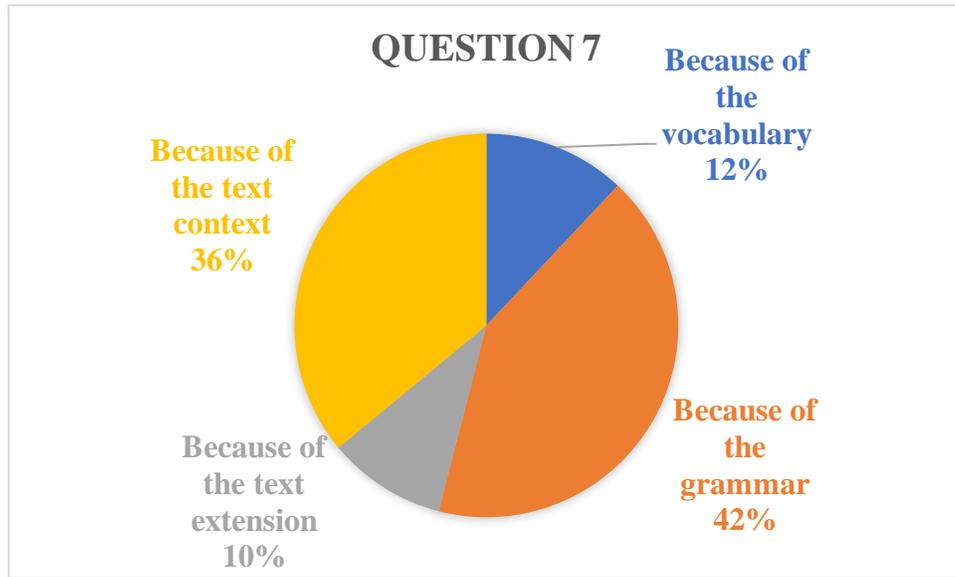


Figure 7. Reasons for not understanding readings in English

According to the question the majority of the responders mentioned that it is difficult to understand texts or readings in English because of the grammar, according to Bernard (2018):

There is a lot of evidence showing the importance of grammar in reading comprehension. Studies over the years have shown a clear relationship between syntactic or grammatical sophistication and reading comprehension; that is, as students learn to employ more complex sentences in their oral and written language, their ability to make sense of what they read increases, too. (para. 1)

There is also the belief that learners while reading will understand grammar with no formal instruction of it and usually these students take it for granted this belief; but the reality is that they need to be instructed and taught grammar in order to effectively comprehend when reading.

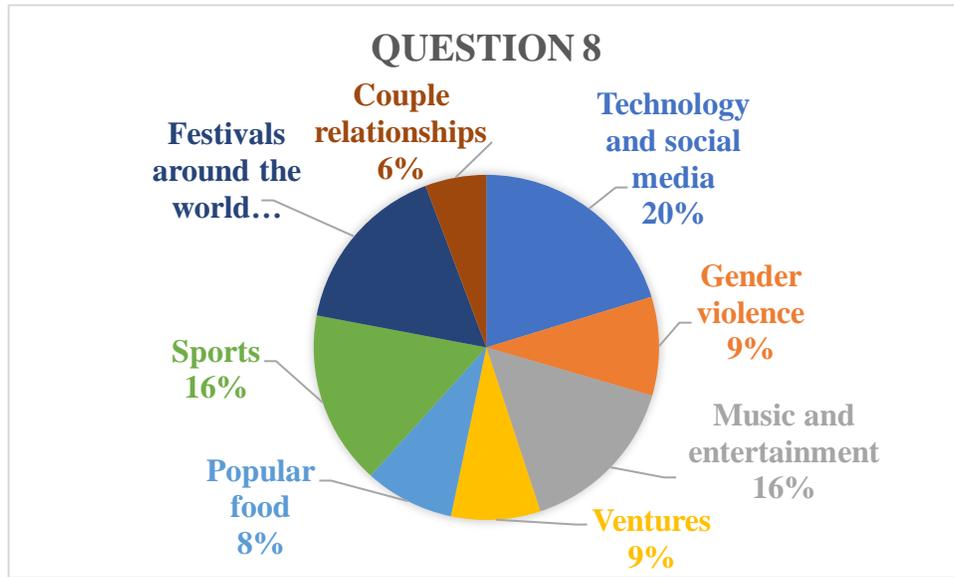


Figure 8. Students' topic preferences for readings

The topics that are most interesting for participants are technology and social media, followed by music and entertainment, and festivals around the world, the author refers to them as the top-three in preference by the learners. Reading for learners needs to be stimulating, in a certain way needs to be like a hook to capture the attention of the learners. In this way, when choosing material for reading activities it is recommended to choose interesting material that will make the students be excited to read more and to understand new vocabulary. Additionally, when reading it is necessary to choose material according to the level of the learners. In other words, the chosen material needs to be not too easy neither too hard to read, in this way the learners will be motivated when doing reading (Cook, 2012).

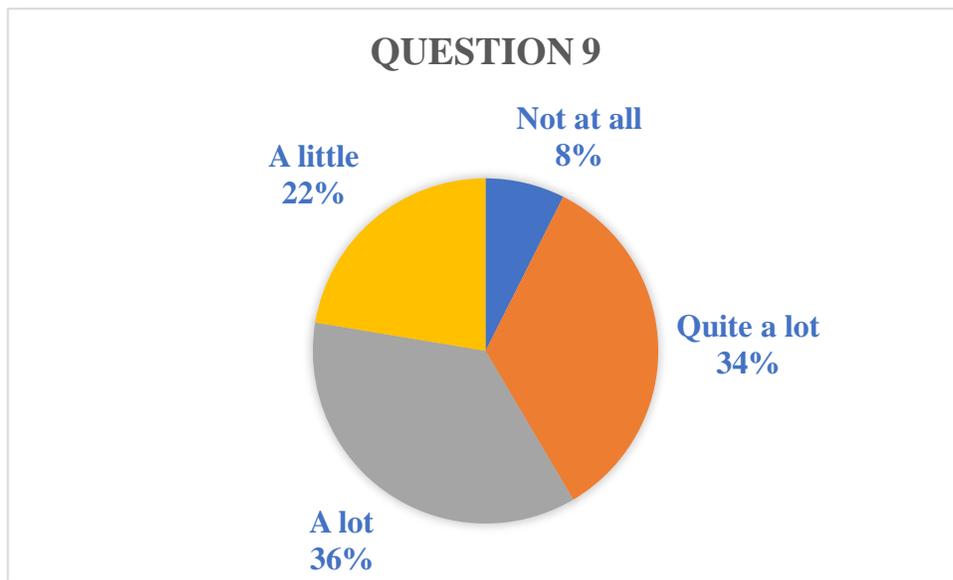


Figure 9. Reading preference with WhatsApp use to expand vocabulary

According to Ahmed (2019) reading increases with the use of technology by creating groups of English where learners can have this easy and successful tool to improve their English learning. Likewise, Hamad (as cited by Ahmed, 2019) shows in his study findings that " using WhatsApp enhances students' learning and enthusiasm, helps students to develop English skills, enriches their vocabulary, makes them learn from their mates' mistakes" (p. 150). By asking to the participants about using readings in English through the WhatsApp application the majority agreed that they would like to use the application in reading activities, and this is shown in the thirty six percent of the participants responses.

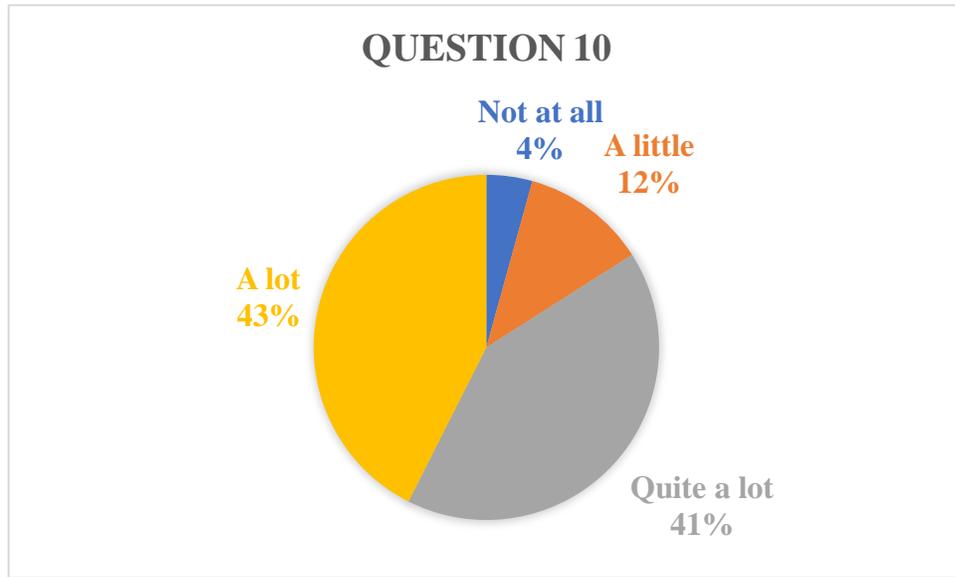


Figure 10. New reading strategies students' preference

After asking this question to the participants, there is a clear percentage where learners would like to learn new reading strategies and this is reflected with the forty three percent that answered "a lot" and also with the forty one percent that answered "quite a lot". In other words, the results show that more than the fifty percent of the participants would like to learn new reading strategies to improve this skill. Likewise, there is a small percentage that will not.

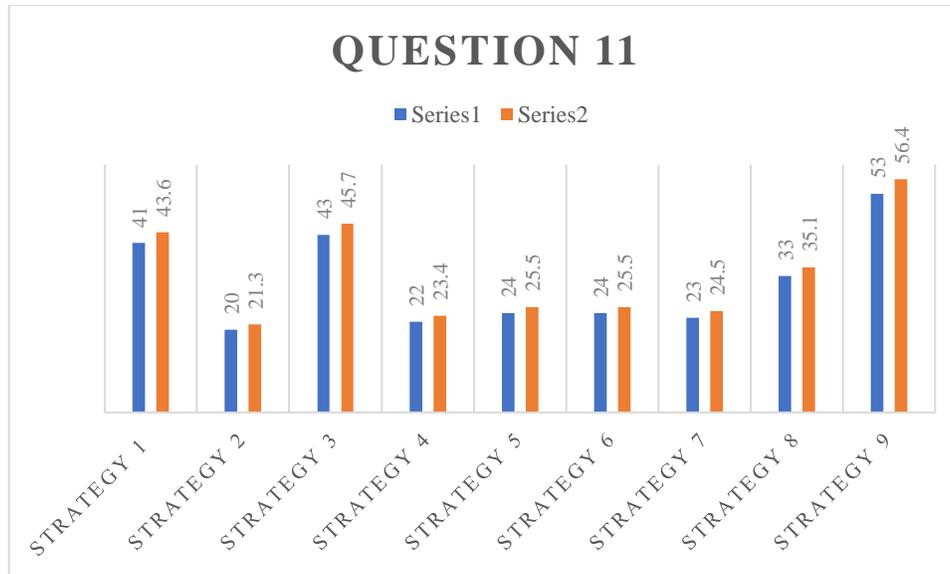


Figure 11. Reading strategies students' preference

Regarding this question, from all the strategies presented to the participants there were three strategies that the majority selected and would like to learn. As the first option, forty-one participants that represent the forty three percent would like to learn how to identify the purpose of the text; as second option, forty-three participants that represent the forty five percent would like to learn how to do questions about the text. As third option, fifty-three participants that represent the fifty six percent would like to learn strategies related to how to summarize/synthesize.

4.1.2.4 Teacher participants

In this part, an interview was applied to 3 teachers who work with the student participants of the present study. As mentioned before, because of the pandemic the interview was also carried out with the help of the technology, in this case the applications of WhatsApp and Zoom were used to interview the teacher participants. It is important to mention that to give anonymity to the

teachers, names are omitted in the present study, for this reason each teacher will be addressed as “teacher 1, teacher 2, and teacher 3.

4.1.2.4.1 Teachers’ interview findings

The following part explores the information collected within seven questions asked to the teachers by an interview. The information gathered was about preferences in social media usage in classes, reasons why these tools were used, WhatsApp use, and reading strategies. The questions were asked to the teachers in a clear and friendly way to gather as much information as possible.

The interview for the teacher participants was created based on the research question proposed in this study. Consequently, the analysis of the teachers’ answers from each interview will be presented in order, from question one to question seven.

The first question asked was: **What digital means do you use most frequently in your classes to interact with your students in your subject?** All the participants agreed by answering with one of the options presented. Teacher 1 believed WhatsApp was the first option to interact with his students in his subject, this teacher mentioned that he used the application in almost every class. Teacher 2, for instance, said that she used WhatsApp every day to interact with her learners; moreover, this teacher also mentioned that she liked this application. Finally, teacher 3 declared that the easiest way to interact with the learners was WhatsApp. As Napratilora, Lisa, and Bangsawan (2020) expressed, the use of this application nowadays is extremely popular among young learners everywhere. Likewise, WhatsApp is used to access information in a fast way. In fact, the use of it is nowadays in academic fields such as schools and universities. This application

helps learners interact with peers in any place and whenever they want, making it an easy application for learners. Furthermore, this application allows learners to develop all the different language skills (Almeida, 2003).

The second question asked to the teacher participants was: **What is the reason or reasons why you use this digital media?** All the participants expressed different opinions. Teacher 1 said that this application was easy to use, because it sent messages individually and in groups. Teacher 2, for instance, mentioned that WhatsApp application provides many opportunities to help teachers in the classroom whenever and wherever the teacher wants to connect with the learners. Finally, teacher 3 affirmed that this application helped him to send tasks and materials at any time to all the learners. In a research done by Napratilora, Lisa, and Bangsawan (2020) it is expressed that there are different reasons why teachers and students use this application, one of this is for "Education purposes like sending and doing homework and task, another is increasing reading interest" (p. 119). Furthermore, this application besides it is easy to use it provides the learners and teachers with the possibility to produce a course publication and thus show the produced work in the class group. Lastly, this application enables cooperation and collaboration among learners and teachers from home or any place.

The third question was: **Do you send reading texts to your students through these digital media? Yes () No () Why?** Teacher 1 and 2 mentioned that they always send reading text to their students through these digital media and teacher 3 said that he hardly ever sent reading texts to the learners. Some of the reasons why they sent reading texts to the learners were that sending reading texts to learners helped learners to understand in a better way the topics and the information for

the classes. Another reason was that sometimes they send homework or tasks through this application. Lastly, they also mentioned that this application helped the learners improve vocabulary and their motivation. According to (Gutierrez-Colon Plana, Gimeno et al. 2013) sending reading text through this application benefit learners to get into the routine of reading in English with more frequency and learn new vocabulary; furthermore, learners can improve reading comprehension as a result of activities sent in this application. The author also mentioned that learners increased motivation as a result of using the application in reading.

The fourth question proposed to the teacher participants was: **Do you think it is difficult for students to read comprehensively when using this digital media? Yes () No () Why?**

Regarding this question, all three teachers mentioned that it is not difficult for learners to read comprehensively when using WhatsApp because young learners like technology and this fact help learners to put more effort in activities that include using applications. Another reason given by the participants was that learners usually perceive reading as an easy activity to do in comparison to other skills like speaking. Gutierrez-Colon, Gimeno et al. (2013) in a research mention that sending reading text to learners by this digital media helped made on learners' improvement in reading because these activities usually are more motivating and challenging than the activities given in classrooms; likewise, by sending activities by this application reading was easier because they could read at any time with no pressure of time and this gave independency to the learners.

The fifth question asked was: **Do you consider that the WhatsApp application can be an effective tool to develop reading skills? Yes () No () Why?** Concerning this interrogation

all the participants mentioned that this application can be an effective tool to develop reading, the reasons included that this application was very popular among learners, the application was very simple to manage and the application seem as an extra tool that teachers could use beside using textbooks in classrooms. WhatsApp used as an application to develop reading skills can benefit learners in different ways. First, learners can be able to improve their vocabulary, grammar and reading comprehension. Second, by using this application to develop reading skills, learners observe mistakes and errors of their classmates and can learn from this. In other words, by using this application with reading activities when chatting in groups low learners can improve from others (Ahmed, 2019).

The sixth interrogation asked was: **Would you like to use this application to send homework and improve the reading of your students?** Yes () No () Why? In this question, all the participants agreed that they would like to use the application to send homework and also to improve the reading of the learners. Teacher 1 mentioned that sending homework was the first option why he would use the application, and by sending homework he also had the opportunity to send extra reading material to include as a reinforcement for any topic. Teacher 2 and 3 agreed that reading is the main objective why they would use the application, and that by using this application they surely wanted learners to improve reading and also have a connection with the learners at any time. Ahmed (2019) provides a recommendation to EFL teachers where the use of this application is an opportunity to motivate learners, improve learners reading skills by joining groups of WhatsApp where learning depends on each learner and also learners learn from each other. Additionally, Ahmed concludes that using this application is very effective in developing learners reading skills.

Finally, the last question asked was: **From the following strategies, which one do you think would be the most feasible to apply to improve the reading ability by using this digital media?** Teacher 1 and 2 mentioned that the most feasible to use to improve reading ability by using WhatsApp would be the identification text structure. Teacher 3 for instance, production and responding questions, and summarizing would be the most feasible to apply. For the author of the present research, according to its own experience the majority of the strategies are feasible to apply through this application, but the most relevant are the questioning, identification of text structures, and summarizing. Likewise, it is feasible to predict the content by using activities where the learner can predict based on the identification of introductory phrases.

4.1.3 Discussion of main findings

This research work employed questionnaires and interviews. The application to the participants demonstrated that the conjunction of reading strategies and the use of specific technology could improve English comprehension. One of the main findings is that the application WhatsApp used by the majority of the learners is also used to communicate with teachers and pairs in the educational field. This has provided the opportunity to use the application for learning purposes and not only for social purposes.

According to Armbruster (2010), six reading strategies can improve reading by using the CLT approach; in this regard, by the questionnaires and interviews applied, there are four strategies that learners would like to learn with WhatsApp, and teachers would like learners to improve and try by using the application proposed. These strategies are teachers questioning, learners

questioning, identification of text structure, and summarizing, and as a result these strategies are illustrated in the following chapter as a proposal of this research.

In addition, another important fact found is that by using technology in classrooms learners can easily learn and acquire knowledge that is not usually learn only with books. Nowadays, learners need to be connected to something, and this can be a network or a community to enhance knowledge (Kop & Hill, 2008). In this regard, teachers support that students are open to learn with different tools, and learners cooperate and collaborate more by using technology, in this case the Application WhatsApp is a good option for this school where all learners and teachers use it. Furthermore, learners would like to learn more about technology and social media as one of the most predominant topics to learn in reading activities.

CHAPTER V

ACADEMIC PROPOSAL

5.1. Proposal

“Read Out” – A teachers’ guide with recommendations and reading strategies to develop reading skills in EFL learners by using WhatsApp.

5.2. Rationale

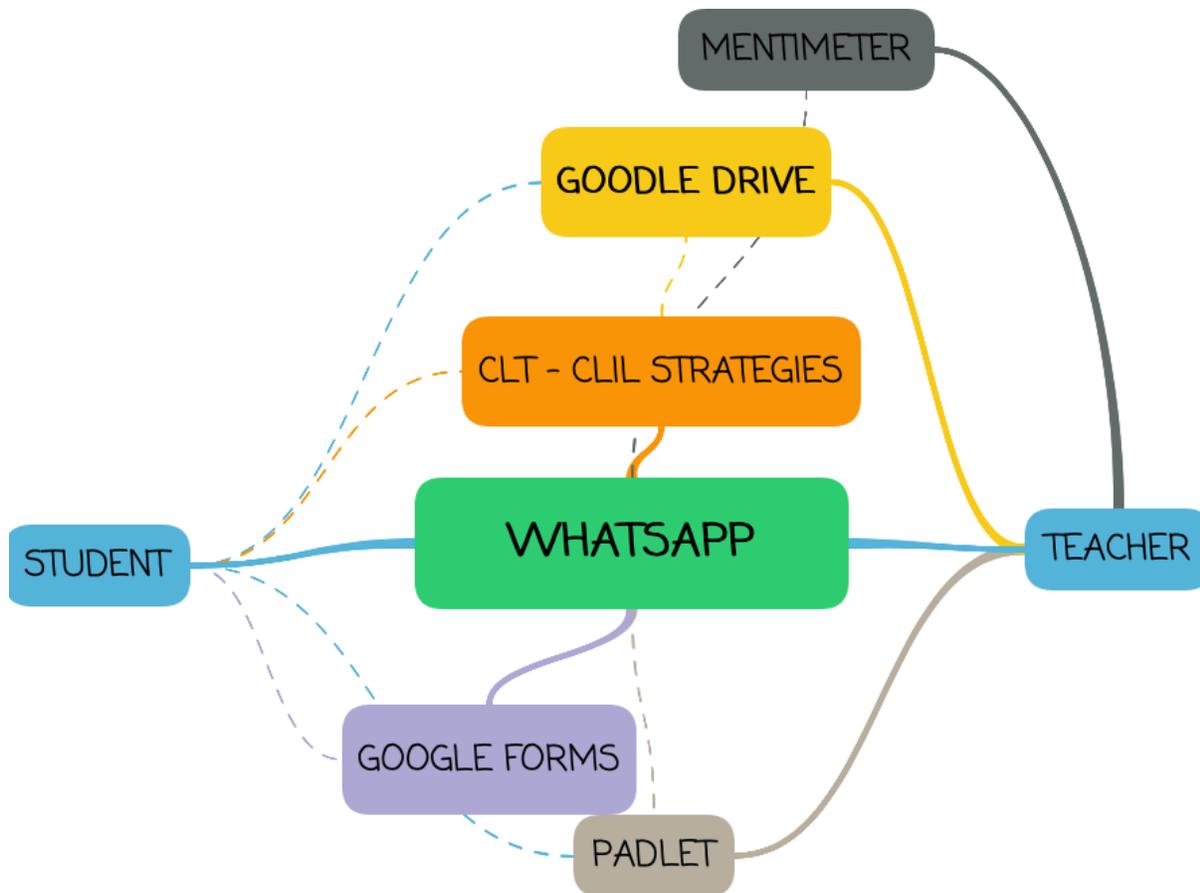
Reading, considered one of the skills that provide a lot of input, is generally seen as challenging for the learners due to its complexity and variety of structures and vocabulary. However, using proper reading strategies can lead to a deeper understanding and reinforcement of this skill. Although, reading in public high schools is only practiced inside English Classrooms.

According to the Ministry of Education, English is practiced five times per week at high schools in Ecuador. Each time that teachers see the learners is for only forty minutes maximum. For all these antecedents, it might be relevant to include extra reading activities, which can increase the learners’ performance in the practice of this skill.

On the other side, there are plenty of materials around the web and in the different books that can help teachers who seek to increase their students’ performance regarding this skill. Unfortunately, there is not a book that teachers can use in public schools, like in the past. In this case, teachers need to create authentic material based on the national curriculum, which is challenging for teachers. Therefore, this proposal seeks to provide the English teachers affordable

reading strategies and recommendations that can help improve the learners' reading skills by using WhatsApp outside of the English Classrooms.

The following graphic represents how this proposal is connected using the different tools suggested and the connections teachers could have with students to recreate a genuine communication atmosphere by using WhatsApp to improve reading comprehension.



5.3. Objectives

5.3.1 General Objective

- Provide a teachers' guide with recommendations and reading strategies to develop reading skills in EFL learners by using WhatsApp.

5.3.2 Specific Objectives

- Develop an English teacher's guide as a tool to develop reading skills in the students using technology.
- Improve students' reading skills by using WhatsApp and reading strategies that combine CLT, CLIL, and Connectivism.
- Promote and improve the communication between teacher-students and students-students.
- Set up specific knowledge regarding reading with WhatsApp for future research works.

5.4 Theoretical Foundation

Due to the lockout caused by the Coronavirus COVID-19 that has affected different fields worldwide, there have been many changes in Education; one of them is Education in high schools. Nowadays, Education in public schools requires to be online and inside schools for short terms; this fact has opened new opportunities to create new materials, strategies, and ideas to teach. As Kop and Hill (2008) mention, learners need to connect with a network and the community to enhance knowledge. In other words, students need to be connected to something, and not only to a book, to be able to communicate with the community. As a matter of this research, learners need

to communicate by WhatsApp to communicate with the teacher and their classmates. This type of communication is the perfect opportunity for teachers to help improve specific skills, in this case, reading by WhatsApp.

5.5 Development

The following proposal has two parts. The first part refers to the recommendations on using the application by setting the different features and using the app to send EFL activities. The second part refers to the CLT and CLIL strategies proposed by the author to use with WhatsApp to improve the learners' reading skills.



“Read Out”

A teachers’ guide with recommendations and reading strategies to develop reading skills in EFL learners by using WhatsApp.



“Strategies”





Strategy 1 - “Teacher’s Questioning”



Description

Questioning is a strategy that teachers can use to monitor and guide students learning. This strategy can be used during the pre-reading, while-reading, and post-reading stage of any reading activity prepared by the teacher. Questioning is a strategy where the teacher usually asks questions to the learners that direct or monitor the reader’s attention.

Didactic Goals

- Provide the learner a purpose for reading.
- Center learners’ attention to what is being read.
- Help learners to be active thinkers.
- Incite learners to observe their understanding.
- Help learners examine the content and connect with what they know and what they recently learned by reading.

Materials

- Reading material
- WhatsApp application

Directions

1. Set the appropriate environment in the WhatsApp group by greeting learners.
2. Share rules and directions about the activity that you will present.

Pre-reading

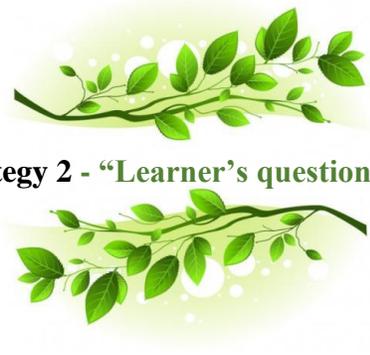
3. Option 1: Communicate to the learners how you feel about learning new content and ask the learner about it. This type of question can be related to the topic or any word connected to the reading text.
4. Option 2: Share a quote in the target language related to the topic you want to present and ask them about it.

While-reading

5. Present a matching activity with terms and definitions of words found in the reading you will present.
6. Present the reading text you want the learners to read and analyze.
7. Ask questions about the text to monitor the reading and get into a deep understanding. This type of questions can be about explicit information from a single sentence, information implied presented in 2 or more phrases, or scriptal information that is not in the text but can be related to the text and part of the readers' previous experiences.

Post-reading

8. After finishing all the activities prepared by the teacher, there can be a short questioning time to confirm comprehension of the topic the students have read. Such questions should be related to the text to ensure understanding. Example: question about a person found in the reading, description of something or someone, etc.



Strategy 2 - "Learner's questioning"

Description

Learner's questioning is a strategy that can be used in EFL classrooms where learners ask their own questions to activate deep understanding of any text. This strategy needs to be trained by providing opportunities for practice and developing skills for questioning; furthermore, teachers always need to foster a culture inside and outside class where learner's questions are valuable.

Didactic Goals

- Foster learners active processing of any text.
- Help learners to be aware of what they are learning.
- Help learners to identify the different parts of the text.

Materials

- Reading material
- WhatsApp application
- Google forms

Directions

1. Set the appropriate environment in the WhatsApp group by greeting learners.
2. Share rules and directions about the activity that you will present.

Pre-reading

3. Present a picture related to the topic you will present to your students.
4. Motivate your students to ask questions about the picture to see what the topic will be (guess the topic game).

While-reading

5. Present a matching activity between words and pictures of terms found in the reading you will present.
6. Present the reading text you want the learners to read and analyze.
7. Tell your learners you want them to create a question related to the reading, where they will use the chart "skills and stems" to guide their creation of questions. In this part, the teacher can distribute paragraphs, so the questions do not relate to the same piece of text and the learners will produce variety of questions. For this activity the teacher will send to the group a link of google forms where the learners will fill up the question they have created.

Post-reading

8. After finishing the previous activity, provide two questions to every person so they can answer the questions as a way of confirming their understanding. This can be presented as an individual task and also as a group task.

Chart "Skill and stems"

Skill

Sample Stems

<p>Ask questions to yourself to make meaning of the most important facts or ideas you read or hear.</p>	<p>What seems to be the most important idea?</p> <p>What is confusing me?</p> <p>What don't I understand?</p> <p>How would I explain this in my own words?</p>
<p>Ask questions to connect content to what you already know.</p>	<p>What comes to mind when I read (or hear) this?</p> <p>What do I already know about this?</p> <p>Does this contradict something I think I already know?</p> <p>In what ways does this add to or extend what I already know?</p>
<p>Ask questions to clarify and better understand the meaning of a topic or text</p>	<p>What did the author mean when she wrote _____ ?</p> <p>What do you mean when you say _____ ?</p> <p>Can you say this in another way?</p> <p>What example can you give?</p> <p>How would you summarize _____?</p>
<p>Ask questions to understand the relationship between two different things.</p>	<p>How is _____ similar to _____?</p> <p>How is _____ different from _____?</p> <p>What do _____ and _____ have in common?</p> <p>What may have contributed to _____? What resulted from _____?</p>
<p>Inquire about the importance or value of something.</p>	<p>What contributes to the significance of _____?</p> <p>How might we go about evaluating _____?</p> <p>What criteria (or standards) could we use to judge _____?</p>
<p>Express curiosity.</p>	<p>I wonder why _____. How might we _____?</p> <p>Have you ever thought about _____?</p>
<p>Challenge a traditional way of thinking about a topic.</p>	<p>What might be an alternative way of thinking?</p> <p>What if _____? What's another way of thinking about _____?</p>
<p>Test new ideas.</p>	<p>I am thinking _____. How do others react?</p> <p>Imagine _____. How might that play out? What if _____?</p>

Note: this table has been created by **Jackie Walsh (2019)**, MiddleWeb: All About the Middle Grades. <http://www.middleweb.com/wp-content/uploads/2019/05/questioning-skills-grid.doc>

Source: Walsh, Jackie (2019)



Strategy 3 - "Identification of text structure"



Description

Identification of text structure is a reading strategy where learners identify all the elements that comprises a story, and also how these elements relate. This strategy is a great tool to improve comprehension, detailed reading, and memory.

Didactic Goals

- Promote on the learners a better appreciation of what they read.
- Help learners to understand new terms.
- Help learners to recognize the different parts of the text such as setting, characters, place, problem, solution.

Materials

- Reading material
- WhatsApp application
- Padlet wall

Directions

1. Set the appropriate environment in the WhatsApp group by greeting learners.
2. Share rules and directions about the activity that you will present.

Pre-reading

3. Provide five words to the group related to the story, which each one needs to represent: the setting, the character, the time, the place, an event.
4. Send a padlet link to the group where learners will need to stick pictures that relate to the five words presented by the teacher.
5. After all the posts in the padlet wall, take a picture and post it in the WhatsApp group.

While-reading

6. Present the reading text you want the learners to read and analyze.
7. Create a storyboard by listing all the elements that a basic story should contain. An example can be: beginning, middle, end. These parts can be different depending of the teacher objective.
8. To create the storyboard, it is suggested to use empty boxes so the learners can recreate by doing a picture or a sentence of an scene of the story that represents each part. To do this activity it can be done in a piece of paper and the learners will send a picture to the group when it is ready so everybody can see and analyze.

Post-reading

9. After finishing the previous activity, as a finishing and close up activity the teacher can provide again the padlet link.
10. In padlet, learners can write sentences relating to their favorite parts of the story.



Strategy 4 - "Summarizing"

Description

Summarizing is a great reading strategy which helps to synthesize a big text into the most important ideas from the text. This strategy requires on the learners to identify what is important and what is not important from a text and reduce all this information in their own words.

Didactic Goals

- Promote on the learners the generation or identification of main and secondary ideas.
- Distinguish what information is valuable and not within a text.
- Help learners to increase their retention of information.

Materials

- Reading material
- WhatsApp application, Mentimeter app

Directions

1. Set the appropriate environment in the WhatsApp group by greeting learners.
2. Share rules and directions about the activity that you will present.

Pre-reading

3. Provide a sentence related to the text or an event from the text.

4. Ask the learners to give just one word that summarizes the sentence and to write it in the link sent that will be done in mentimeter.com, here in this web students will be able to see a word cloud.
5. After finishing this activity, the teacher needs to take a picture and sent it to the WhatsApp group.

While-reading

6. Present a cluster map, a time line template, a picture graphic organizer.
7. Present the reading text you want the learners to read and analyze.
8. Option 1: if the teacher decides to use a cluster map, the learners need to be asked to write the topic in the largest circle, then write the main ideas about the topic in the medium circles, finally, in the smallest circles to write down the details regarding the main ideas.
9. Option 2: if the teacher decides to use a timeline, the learners should be asked to write the events in order they have taken place, from the left to the right side.
10. Option 3: if the teacher decides to use a graphic organizer, learners need to draw pictures in this graphic organizer which represent what they found in the text. This is a kind of graphic novel page.
11. This activity can be done in pieces of paper and the learners can present it in the group by taking a picture and posting it.

Post-reading

12. After finishing the previous activity, learners need to recall what they liked the most from the text and summarize it in a sentence.



“Recommendation’s guide”



By Fanny M. Norváz

READ OUT

A teachers' guide with recommendations and reading strategies to develop reading skills in EFL learners by using WhatsApp.



“Reading is to the mind what exercise is to the body.”

Let's help our students to learn how to read!



Index



- Objective
- App definition
- Benefits of using Whatsapp in Education
- Quick instructions
- Where to start
- Creation of WhatsApp groups
- Setting information on WhatsApp
- Setting rules
- Giving format to texts
- How to set up a reading activity on WhatsApp
- Example activity
- Reflexion and evaluation



What is this guide looking for?

This guide will help teachers to set reading activities with reading strategies for students, in order to improve the reading skills of the learners in EFL classrooms.



What is WhatsApp?



Quick definition:

WhatsApp is a mobile messaging app for mobile devices or desktop PCs. It uses Wi-Fi connections to make free text, voice or video calls.



Why using WhatsApp is a good option in Education?



The app is with many people

WhatsApp is already in the homes of many families in Ecuador, and many other countries. The last years it has become a part of the lifestyle of many people. Everyday is increasing the number of users.

Easy to use

The application is very popular for been a friendly platform. It can be use by children and adults.

Even a non experienced person can manage the application.

Accessible Application

In remote areas such as rural high schools is a good option using this app, because this app is not heavy in the cellphones and also it can be used everywhere in the planet.

Other benefits

- It gives a sense of belonging to the group.
- High interaction with the teacher.
- It provides learning anytime.
- Provides a secure environment.
- Provoques a conductive environment.



Quick Instructions:

Keep it simple!

Reading sometimes can be very difficult for learners, but it is the teachers task to make it simple so the students can enjoy the activity and fulfill their expectations in every task or class. Do not give long activities nor too advance readings.

Set clear rules!

Managing a group of students is a big challenge, everybody acts out differently. To manage a group is important to set clear rules so the group can work in a nice and smooth way.



Where to start:



01

Creating a group

Groups are useful when setting a task or activity, that can work outside of the classroom and to help the teacher to keep in touch with the learners, and also to create confidence and a nice relationship between the users inside the group.

02

Setting rules and group's info

Setting rules is the key for the success of the group, with clear points everybody will flow in the same way and talk the same language. Furthermore, setting the groups info is a motivating strategy to engage learners.

03

Think of an interesting topic

The best way to engage thelearners is to choose a topic according to their age and level. Something that can catch their attention and interest on the task, a topic related to a subject from the ones they use in the classroom with other teachers.

03

Set the task

Setting a task is the most difficult part for teachers, that is why this guide will guide you though the best way to implement activities by using this application.





Creating a WhatsApp Group (part 1)

- Go to the Chats tab in WhatsApp.
- Tap New Chat > New Group. Note: If you have an existing chat on the Chats tab, simply tap New Group.
- Search for or select contacts to add to the group. Then tap Next.

Creating a WhatsApp Group (part 2)

- Enter a group subject. This will be the name of the group that all participants will see.
- The subject limit is 25 characters.
- Optionally, add a group icon by tapping the Camera icon. You can choose Take Photo, Choose Photo, or Search Web to add an image. Once set, the icon will appear next to the group in the Chats tab.
- Tap Create when you're finished.



5%

This is the percentage that you have done until now!

Be sure to add all your students in the group

You can add them one by one or by sharing the link so they can join the group.





Setting group's information

- The information that you add to your group is very relevant at the moment of creating the group.



Example:

1. Choose a picture for the group that can identify the objective of the group.
2. Choose a fun name which the learners feel identified.
3. Add the objective of the group
4. Use emojis



Setting rules (part 1)

- Create an infographic like the example, and state the rules with do's and don'ts. This infographic will help your learners visualize what they are expected to do and do not do.

WHATSAPP ETIQUETTE
THE DO'S AND DON'TS

- Do's:** Be courteous enough to respond to those who text you. Don't leave them hanging. It may be important.
- Don'ts:** Don't be rude. Just because you are talking and not speaking face-to-face doesn't mean you can get the whole "high school mean girl" attitude.
- Do's:** Send emojis. According to researchers, some students have actually taken the time to study emojis. They also make conversations less awkward. Remember, it has become a bit strange when someone sends you an emoji first message. You internally think out that they may be upset with you.
- Don'ts:** Don't send too many emojis! No, we are not trying to confuse you with our previous post! But please you should know not to over do it. You don't have to send an emotion with each text bubble.
- Do's:** Be careful when you send your screenshots to the group. If we have all been screenshots, don't let us all see any one's screen. However, do pay attention not to send the screenshot to the same person in the original conversation.
- Don'ts:** Don't forward a group message to all your contacts. That is annoying. Not everyone will be interested in whatever is in that text so you disturb your audience.
- Do's:** Put the mute button to use. The larger the group, the more the messages. In order not to miss anything or anyone around you, make it make it.
- Don'ts:** Don't Post: "Hi" or "Welcome to everyone!"
- Do's:** Take care of addresses! You don't need your message to convey completely different meaning than you intended. Encourage sending "I am home" instead of "I am going" or just not the usual.
- Don'ts:** Don't just add people to WhatsApp groups. Ask the already existing members of the group if they would mind that. Sending a message has been suddenly to just add your friends, acquaintances and family.

<https://destinationksa.com/whatsapp-etiquette-the-dos-and-donts/>





Setting rules (part 2)

- Every time you send an activity, resend the message with the summary of the rules that you expect the learners to follow for each activity, check the example.



Example:

This activity will be monitored and I expect you to follow the rules:

1. This is an only English group, so I expect you to just use this language.
2. Proper grammar and spelling should be use all time.
3. Do not abuse on using emojis.
4. Respect other ideas and do not mock at any classmate.
5. Use appropriate content.
6. Cooperate with others ideas by sharing your thouthts .



How to format texts for the activities?

- To italicize your text, place an underscore on both sides of the text:
`_text_`
- To bold your text, place an asterisk on both sides of the text:
`*text*`
- To strikethrough your text, place a tilde on both sides of the text:
`~text~`
- To monospace your text, place three backticks on both sides of the text:
````text````





UTN

# 20%

This is the percentage that you have done until now!

**Be sure to add all your students in the group**

---

You can add them one by one or by sharing the link so they can join the group.

→

## How to set up an activity on WhatsApp? (1/2)

UTN

<p style="font-size: 1.5em; font-weight: bold; margin: 0;">01</p> <p style="font-weight: bold; margin: 5px 0;">●</p> <p><b>Greet and add the rules to your students on whatsapp.</b></p> <p>Greet them with the same enthusiasm that you always do in your classroom by writing a nice message.</p> <p>Add the rules that your expect them to follow such as: use one entry , or respect others' ideas, write properly, etc.</p>	<p style="font-size: 1.5em; font-weight: bold; margin: 0;">02</p> <p style="font-weight: bold; margin: 5px 0;">●</p> <p><b>Use pictures</b></p> <p>Introduce your activity by inviting them to infer the meaning of the picture, so the learners can think about it and say something regarding to the picture that you present</p> <p>in many cases to provide more excitement to the activity, it is recommended to use memes or colorful pictures.</p>	<p style="font-size: 1.5em; font-weight: bold; margin: 0;">03</p> <p style="font-weight: bold; margin: 5px 0;">●</p> <p><b>Do a glossary Post-reading</b></p> <p>Present words from the text that you will give your students where learners can guess the meaning of each word, this part can be an activity of matching words and meanings.</p> <p>In this part the learners can answer as quick as possible just by using numbers and letters.</p>	<p style="font-size: 1.5em; font-weight: bold; margin: 0;">04</p> <p style="font-weight: bold; margin: 5px 0;">●</p> <p><b>Using imagination Predicting</b></p> <p>Ask the learners to answer and discuss the questions provided and make predictions by using their prior knowledge.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

→

# How to set up an activity on WhatsApp? (2/2)



05

## Making inferences While-reading

Post the text on whatsapp and ask the learners to read the text and answer true or false in the statements by writing the number and the word true or false.

06

## Self-questioning While reading

In this part it is necessary to create questions by using multiple choice desing. Here the learners need to reflect on what they are reading and answer by choosing the correct option based on the text provided.

07

## Extra activity Post-reading

Here this activity is optional and can be labeling a picture with words.



# Reading Activity based on CLIL approach example (1/3):



01

## Greet and rules

Hello dear Students! Welcome to this new whatsapp reading activity 📱

Today I want you to:

- 1: Cooperate in every activity
- 2: Write properly with correct spelling and grammar.
- 3: Answer as soon as possible.
- 4: Respect others opinions.

02

## Use pictures

Here you can use Strategy 1

Here you have this picture:

- 1: look at it
- 2: What do you think it means this picture?
- 3: Write a sentence for your class



03

## Glosary

Here you can use Strategy 2

Read the words and match them with their meaning, answer by writing the number with the letter.

- |                 |                                                         |
|-----------------|---------------------------------------------------------|
| 1. specific     | a) intelligent                                          |
| 2. smart        | b) similar                                              |
| 3. alike        | c) help                                                 |
| 4. conversation | d) detailed plan                                        |
| 5. teamwork     | e) a talk                                               |
| 6. strategy     | f) the ability of group of people to work well together |
| 7. method       | g) a particular way of doing something                  |
| 8. assist       | h) particular                                           |

## Reading Activity based on CLIL approach example (2/3):



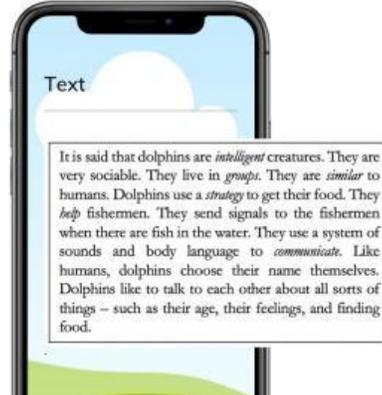
04



05



06



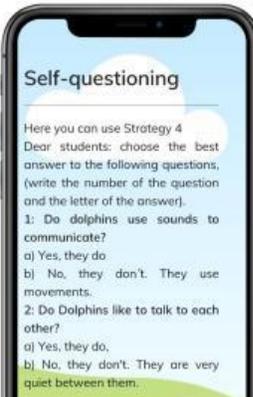
## Reading Activity based on CLIL approach example (3/3):



07



08



09





UTN

# 95%

This is the percentage that you have done until now!

Now, just do the last activity!

---

Make the learners reflect on their performance and self evaluate.

→

Reflection and evaluation

## Ask your learners to do the last activity...

In this part, the learners need to grade their performance and reflect on it by using emojis. In whatsapp their evaluation can be with the number and the emoji they choose.

My achievements	I can do it 😊	I can do it better 🤔	I need to improve 😞
I can infer the message by looking at a picture...			
I can predict the main theme of the reading...			
I can make connections between words and definitions...			
I can make inferences between information I already have and new one...			
I can answer questions about a text by recognizing the main ideas and the most important information...			
I can use reading strategies when the teacher provides me a text...			

→

UTN



UTN

# 100%

This is the percentage that you have done until now!

**That's it!**

---

You made it!

→

About the author...



UTN

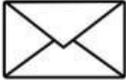
Fanny M. Narváez has been a teacher for eleven years in Ecuador. She has been involved in the educative field due to her passion for teaching. She has conquered two majors, one in business administration and another in teaching English as a Foreign Language.

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**Phone Number**

☎ 0958844949 

**Email Address**

✉ fanny20us@yahoo.com 

→

## CHAPTER VI

### 6.1 Conclusions

- The most common social media tool used during the lockout time has been WhatsApp in the field of Education, and this tool has contributed to the learning of the majority of the students, and also as a mean of communication between students and teachers in this public rural school.
- Students feel comfortable with the use of different technological tools as a matter of using these tools for their improvement in terms of learning with more motivation and satisfaction.
- When using the WhatsApp application, teachers need to create authentic and motivating materials in order to use the strategies proposed in this work; furthermore, to be constant and open minded to any suggestion given by the learners for the purpose of creating a genuine communication.
- Connectivism can be included in any teaching process in order to conjugate and mix different tools and approaches with the objective of improving reading skills in the learners.
- Using the strategies proposed in this work and the guide to set the work on WhatsApp helps to improve the reading skills of students, and is the starting point for other different researches in the field of including technology in the teaching.

## 6.2 Recommendations

- It is crucial for teachers to add more tools in the teaching process to improve reading skills and also the other different skills. The use of technology makes the process of learning more inclusive and relevant for the learners.
- When teaching English, Teachers need to use specific tools such as WhatsApp in their classes to enhance communication between learners and teachers and between learners and learners because learners feel comfortable when using this tool for their learning.
- When using the proposed application in this work, teachers need to use material that is authentic and motivating for the learners; moreover, teachers need to be open to the different suggestions that learners would make regarding their learning and improvement.
- Teachers need to use connectivism to improve reading skills and conjugate new tools with knowledge for the benefit of the students.
- By using the strategies proposed in this research, teachers will be able to help improve the learners' knowledge and be a material to continue or start new research in teaching with WhatsApp.

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## Appendix

### Appendix 1 – Instruments (Spanish form)



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**INSTITUTO DE POSGRADO**  
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES  
Y EXTRANJEROS - MENCION EN INGLÉS.



### QUESTIONARIO PARA ESTUDIANTES

**TEMA:** El uso de las redes sociales como emulador de una atmósfera de comunicación auténtica fuera del Aula de Inglés.

**OBJETIVO:** La presente encuesta tiene como objetivo obtener información sobre el uso de las redes sociales en el campo educativo. Cabe señalar que esta información será utilizada con propósitos académicos exclusivamente; por lo que, le solicitamos comedidamente contestar el siguiente cuestionario:

#### **DATOS DE IDENTIFICACIÓN**

1. INSTITUCIÓN: \_\_\_\_\_
2. NIVEL: \_\_\_\_\_
3. SEXO:        MASCULINO ( )    FEMENINO ( )
4. EDAD:                13 – 14 ( )                15 – 16 ( )                +17 ( )

**Instrucciones:** Marque con una X la opción más adecuada según su criterio

1. ¿Se identifica usted con los medios digitales de comunicación?

	<b>Nada</b>	<b>Poco</b>	<b>bastante</b>	<b>Mucho</b>
<b>Marque con una X</b>	( )	( )	( )	( )

2. De los siguientes medios digitales, ¿Cuál utiliza usted con más frecuencia en sus clases?

	<b>Instagram</b>	<b>Facebook</b>	<b>Whatsapp</b>	<b>Twitter</b>	<b>Snapchat</b>	<b>Tik Tok</b>
<b>Marque con una X</b>	( )	( )	( )	( )	( )	( )

3. ¿Con que frecuencia usa usted la aplicación WhatsApp como medio de comunicación con sus maestros?

	<b>Nunca</b>	<b>Rara vez</b>	<b>A veces</b>	<b>Siempre</b>
<b>Marque con una X</b>	( )	( )	( )	( )

4. De las siguientes actividades académicas, ¿Cuáles actividades utiliza usted con más frecuencia en Whatsapp?

<b>No.</b>	<b>Activities</b>	<b>Marque con una X</b>
<b>1</b>	Foros	( )
<b>2</b>	Conversaciones	( )
<b>3</b>	Presentaciones	( )
<b>4</b>	Envío y recepción de tareas	( )
<b>5</b>	Videos tutoriales	( )
<b>6</b>	Tutorias por video llamanda	( )
<b>7</b>	Compatir Imágenes y archivos	( )
<b>8</b>	Envio y recepción de Audios	( )

5. ¿De las siguientes destrezas cual considera usted es la mejor manera de incrementar su vocabulario?

	<b>Hablar</b>	<b>Escribir</b>	<b>Leer</b>	<b>Escuchar</b>
<b>Marque con una X</b>	( )	( )	( )	( )

6. ¿Se le hace a usted difícil entender textos o lecturas en inglés?

	<b>Nada</b>	<b>Poco</b>	<b>Bastante</b>	<b>Mucho</b>
<b>Marque con una X</b>	( )	( )	( )	( )

7. ¿Por que le resulta tan difícil entender los textos o lecturas en inglés?

	<b>Por el Vocabulario</b>	<b>Por la Gramática</b>	<b>Por la Extensión del texto</b>	<b>Por el contexto</b>
<b>Marque con una X</b>	( )	( )	( )	( )

8. De los siguientes temas ¿cuales de ellos le gustaria a usted leer en Inglés?

No.	Temas	Marque con una X
1	Tecnología y redes sociales	( )
2	La violencia de genero	( )
3	Música y farandula	( )
4	Emprendimientos	( )
5	Comida popular	( )
6	Deportes	( )
7	Festivales alrededor del mundo	( )
8	Las relaciones de pareja	( )

9. ¿Le gustaria a usted ampliar su vocabulario utilizando lecturas en inglés a travez de la aplicación WhatsApp?

	<b>Nada</b>	<b>Poco</b>	<b>Bastante</b>	<b>Mucho</b>
<b>Marque con una X</b>	( )	( )	( )	( )

10. ¿Le gustaría aprender nuevas estrategias de lectura?

	<b>Nada</b>	<b>Poco</b>	<b>Bastante</b>	<b>Mucho</b>
<b>Marque con una X</b>	( )	( )	( )	( )

11. De las siguientes estrategias ¿Cuáles le gustaría aprender?

<b>No.</b>	<b>Estrategias</b>	<b>Marque con una X</b>
<b>1</b>	Identificar que propósito tiene el texto	( )
<b>2</b>	Predecir el contenido del texto	( )
<b>3</b>	Producción de preguntas	( )
<b>4</b>	Hacer una lectura rápida del texto y escanear el texto para buscar información específica	( )
<b>5</b>	Usar el contexto para adivinar el significado de las palabras	( )
<b>6</b>	Identificar las ideas principales del texto	( )
<b>7</b>	Leer en detalle e identificar las ideas secundarias	( )
<b>8</b>	Identificar los conectores y su significado para ver la relación entre ideas	( )
<b>9</b>	Resumir / Sintetizar	( )

Appendix 2 – Instruments (English form)



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**INSTITUTO DE POSGRADO**  
 MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES  
 Y EXTRANJEROS - MENCION EN INGLÉS.



**STUDENTS' QUESTIONNAIRE**

**TOPIC:** The use of social media as an emulator of genuine communication atmosphere outside the EFL classroom.

**OBJECTIVE:** The present questionnaire has as the objective to obtain information about the use of social media in the academic field. It is important to mention that all the information will be used exclusively with academic purposes; and that is why, please answer the following questions:

**IDENTIFICATION DATA:**

1. SCHOOL: \_\_\_\_\_
2. CLASS: \_\_\_\_\_
3. GENDER:    MALE ( )                  FEMALE ( )
4. AGE:            13 – 14 ( )                  15 – 16 ( )                  +17 ( )

**Instructions:** Mark with an X the most appropriated option according to your criteria.

1. Do you identify with the digital means of communication?

	Not at all	A little	Quite a lot	A lot
Mark with an X	( )	( )	( )	( )

2. From the following social media, which one do you use most often in your classes?

	Instagram	Facebook	Whatsapp	Twitter	Snapchat	Tik Tok
Mark with an X	( )	( )	( )	( )	( )	( )

3. How often do you use WhatsApp as a means of communication with your teachers?

	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
<b>Mark with an X</b>	( )	( )	( )	( )

4. From the following academic activities, what activities do you use most frequently on WhatsApp?

<b>No.</b>	<b>Activity</b>	<b>Mark with an X</b>
<b>1</b>	Forums	( )
<b>2</b>	Conversations	( )
<b>3</b>	Presentations	( )
<b>4</b>	Sending and receiving tasks	( )
<b>5</b>	Tutorial videos	( )
<b>6</b>	Video call tutorials	( )
<b>7</b>	Share pictures and files	( )
<b>8</b>	Sending and receiving audios	( )

5. Which of the following skills do you consider to be the best way to increase your vocabulary?

	<b>Speaking</b>	<b>Writing</b>	<b>Reading</b>	<b>Listening</b>
<b>Mark with an X</b>	( )	( )	( )	( )

6. Is it difficult for you to understand text or readings in English?

	<b>Not at all</b>	<b>A little</b>	<b>Quite a lot</b>	<b>A lot</b>
<b>Mark with an X</b>	( )	( )	( )	( )

7. Why is it so difficult for you to understand texts or readings in English?

	<b>Because of the vocabulary</b>	<b>Because of the grammar</b>	<b>Because of the text extension</b>	<b>Because of the text context</b>
<b>Mark with an X</b>	( )	( )	( )	( )

8. From the following topics. Which of them would you like to read in English?

<b>No.</b>	<b>Topics</b>	<b>Mark with an X</b>
<b>1</b>	Technology and social media	( )
<b>2</b>	Gender violence	( )
<b>3</b>	Music and entertainment	( )
<b>4</b>	Ventures	( )
<b>5</b>	Popular food	( )
<b>6</b>	Sports	( )
<b>7</b>	Festivals around the world	( )
<b>8</b>	Couple relationships	( )

9. Would you like to expand your vocabulary using readings in English through the WhatsApp application?

	<b>Not at all</b>	<b>A little</b>	<b>Quite a lot</b>	<b>A lot</b>
<b>Mark with an X</b>	( )	( )	( )	( )

10. Would you like to learn new reading strategies?

	<b>Not at all</b>	<b>A little</b>	<b>Quite a lot</b>	<b>A lot</b>
<b>Mark with an X</b>	( )	( )	( )	( )

11. Which of the following strategies would you like to learn?

No.	Strategies	Mark with an X
1	Identify the purpose of the text	( )
2	Predict text content	( )
3	Questioning	( )
4	Skimming and scanning the text	( )
5	Use the context to guess the meaning of words	( )
6	Identify the main ideas of the text	( )
7	Read in detail and identify supporting ideas	( )
8	Identify the connectors and their meaning to see the relationship between ideas	( )
9	Summarize / synthesize	( )

### Appendix 3 – Instruments (Spanish form)



# UNIVERSIDAD TÉCNICA DEL NORTE

## INSTITUTO DE POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES  
Y EXTRANJEROS - MENCIÓN EN INGLÉS.



### ENTREVISTA A DOCENTES DE BACHILLERATO

#### (INGLES Y LITERATURA)

La presente entrevista tiene como objetivo obtener información para la realización de la investigación “**El uso de las redes sociales como emulador de una atmósfera de comunicación auténtica fuera del Aula de Inglés**”. Cabe señalar que esta información será utilizada con propósitos netamente académicos.

1. **¿Qué medios digitales utiliza con más frecuencia en sus clases para interactuar con sus alumnos en su asignatura?**

	Instagram	Facebook	Whatsapp	Twitter	Snapchat	Tik Tok
Marque con una X	( )	( )	( )	( )	( )	( )

2. **¿Cuál es la razón o las razones del por qué usted utiliza este medio digital?**

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3. **Envía usted textos de lectura a sus alumnos a travez de estos medios digitales?**

Si ( ) No ( ) **¿Por qué? Razones**

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**4. ¿Cree Ud. que le es difícil a los alumnos leer comprensivamente cuando utiliza este medio digital? Si ( ) No ( ) ¿Por qué?**

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**5. Considera usted que la aplicación Whatsapp puede ser una herramienta eficaz para desarrollar la habilidad de lectura? Si ( ) No ( ) ¿Por qué?**

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**6. Le gustaria utilizar este medio digital no unicamente para el envio de tares sino para mejorar la lectura de sus alumnos? Si ( ) No ( ) ¿Por qué?**

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**7. ¿De las siguientes estrategias, cuáles cree usted serían las más factibles de aplicar para la mejora de la habilidad de lectura a través de este medio digital?**

Produccion de preguntas ( )

Escanear el texto para buscar información específica ( )

Usar el contexto para identificar el significado de palabras ( )

Identificar de partes del texto ( )

Resumir ( )

¡Gracias por su colaboración!

## Appendix 4 – Instruments (English form)



# UNIVERSIDAD TÉCNICA DEL NORTE

## INSTITUTO DE POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES  
Y EXTRANJEROS - MENCIÓN EN INGLÉS.



### TEACHERS' INTERVIEW

#### (ENGLISH AND LITERATURE SUBJECTS)

The present interview has the objective to obtain information about the use of social media in the academic field for the study "The use of social media as an emulator of genuine communication atmosphere outside the EFL classroom." It is essential to mention that all the information will be used exclusively for academic purposes.

- 1. What digital means do you use most frequently in your classes to interact with your students in your subject?**

	Instagram	Facebook	Whatsapp	Twitter	Snapchat	Tik Tok
Mark with an X	( )	( )	( )	( )	( )	( )

- 2. What is the reason or reasons why you use this digital media?**

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- 3. Do you send reading text to your students through these digital media? Yes ( )  
No ( ) Why?**

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**4. Do you think it is difficult for students to read comprehensively when using this digital media? Yes ( ) No ( ) Why?**

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**5. Do you consider that the WhatsApp application can be an effective tool to develop reading skills? Yes ( ) No ( ) Why?**

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**6. Would you like to use this application to send homework and improve the reading of your students? Yes ( ) No ( ) Why?**

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**7. From the following strategies, which do you think would be the most feasible to apply to improve the reading ability by using this digital media?**

Questioning ( )

Scanning the text to find specific information ( )

Use the context to guess the meaning of words ( )

Identification of text structures ( )

Summarizing ( )

Thank you for your collaboration!

## Appendix 5 – Consent letter

### Letter of Consent for Participation

Dear participant,

The primary purpose of this research is to explore how the use of social media emulates a genuine communication atmosphere outside the EFL classroom. For this reason, this questionnaire/interview has been written to collect data to argue this educational matter. The following letter of consent has been developed where you accept the participation and collaboration in this study. Thank you for reading the information about this questionnaire/interview. If you agree to participate, then please read the following guidelines:

- I volunteer to participate in a research work performed by Ms. Fanny Margarita Narváez Caicedo, from UTN, postgraduate institute. I truly understand that this research is designed to collect information about a specific matter.
- I have read and understood this information sheet and have had the opportunity to ask questions if I have them about the questionnaire/interview before this has been applied.
- I comprehend that my participation is voluntary and that I must cooperate by giving the most accurate information for the study.
- I know that my responses such as my name will be kept strictly confidential.

Participant's name:	Date:	Signature
Researcher:	Date:	Signature