

ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL

Facultad de Ciencias Sociales y Humanísticas



**“Effect of voice messages and short videos through WhatsApp application to
enhance the communicative skills of EFL B1 learners between the age of 18 to 25
in an Ecuadorian University”**

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DEDICATION

This work is dedicated to almighty God, to my late mother Oye, Taiwo Ejima who belived in me and told me to always make her proud. To my wife Oye, Ibiyemi Adebisi and my daughter Oye, Osoname Morireoluwa for all their encouragement and patience.

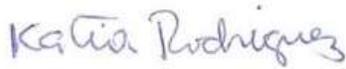
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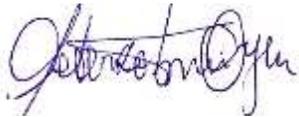
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ABSTRACT

This qualitative study explores the use of voice messages and short videos through WhatsApp application to enhance the communicative skills of EFL B1 learners between the age of 18 to 25 in an Ecuadorian University. The study reveals the

impact of the uses WhatsApp application for EFL learners. It shows that short videos improve the uses of grammar and pronunciation more than voice messages which in turn enhance learners' speaking skills in L2. Their improvement in communicative skills were noted due to the use of WhatsApp application. Participants used voice messages and short videos through WhatsApp application in the classroom according to the activities in teachers' lesson plans. Surveys, interviews, and observation were used to collect qualitative data from the participants, and descriptive statistics and cross tabulation were applied to analyze data. The analysis of data showed that the use of short videos is significant more effective than the voice messages to enhance the communicative skills of participants.

Keywords.

Qualitative study, descriptive Statistics, voice messages, short videos, WhatsApp, EFL B1 learners, survey, interviews, communicative skills

Definition of terms

To avoid ambiguity and misconception of meanings in this study, the terms below are defined in the context of this study.

Application: It is a program from the computer that can be installed in cellphones, laptops, and desktop computers to realize a specific function.

B1 learners: It refers to English language learners that can speak and understand topics of interest on any subject. They could understand general ideas in everyday life.

Common European Framework level: It is also known as the Common European Framework of Reference for languages (CEFR). It categorizes language proficiency to levels from A1 to C2, showing different learners' abilities.

Communicative skills: The ability to speak effectively using appropriate structures and listening for details.

Cellphones: It is a phone that is connected to a radio with signals that can be used anywhere without the use of wire or cable.

Chatting: Talking to someone with a smartphone in a friendly manner, either by texting or by speaking.

CLT: Communicative language teaching. **CALL:** Computer-assisted language learning.

Closed-ended questionnaire: a set of questions gives a few options to select an answer according to individual opinions.

Descriptive statistics: It is a form of using numbers to describe gathered information.

The digital age: It is a period of the information age where the uses of the computer are available to access information as fast as possible.

Ethical issues: Problem that can be caused by doing what is against societal values.

EFL: English as a Foreign Language.

English sufficiency level: It is the level for English learners to communicate and write in English meaningfully.

ICT: Information and Communication Technologies.

L1: This is to refer to English learners' first language.

L2: It means the target language that a student wants to learn.

LSM: Learning Management Systems.

MALL: Mobile assisted language learning.

WhatsApp: It is an application that can help users send voice messages, text messages, and have video calls through any device with the use of the internet.

CHAPTER 1

1. Introduction

This study addresses one of the concerns of language teachers regarding the difficulties that language learners find to speak in English after several years of studying the language. English learners have a lot of problems engaging in meaningful conversations. Most learners have difficulty in the acquisition of communicative skills (Altiner, 2018). Some language teachers focus more on the uses of English and vocabulary; so, content-based approaches are more visible in the classroom leaving behind communication-based approaches. Passing English exams that consist of grammar structures and writing about their individual experiences are not sufficient to enhance their spoken communicative skills. Not speaking is a common problem of learners from the university where this study is set. In addition, learners have mentioned being shy or afraid of errors whenever they want to communicate in the English language.

According to the Ministry of Education of Ecuador, concerning English language learning, article 31 of council of higher education states that students must have B1-level of English according to the common European framework level before they graduate from the university (CES, 2019).

The participants of this research are English language learners of B1 level from the university, as well as students from various high schools in Quito, come to learn English in the English language center of the National Polytechnic where the

research took place. Some of the students who come from high schools are usually those that are in their final years and ready to enroll in universities. The English language is necessary for them, and they need preparation to pass the English sufficiency level of English. The English sufficiency level exam in the university is equivalent to B1 of the common European framework level.

1.2 Rationales.

Communicative skills are important in the field of EFL. Therefore, one of the evidences that must be demonstrated by all learners is the ability to use words to form sentences and engage in meaningful conversation in English language. Speaking English language will give students the chance to explore their world in other English-speaking countries to study or to get job opportunities (Song, 2016). Due to this, the study focused on how students could use WhatsApp application to enhance their communicative skills since it has become common nowadays to see students with at least one cell phone.

Faulkner (2018) mentions that students living in the digital age have access to the use of the Internet and application like WhatsApp to send short videos and voice messages. They spend many hours looking at the screen of their cellphones, chatting, checking pictures, and sending voice messages. The features of the WhatsApp application that are mostly used are sending voice messages and watching short videos to relatives and friends. Parashkouh et al., (2016) discover that some language teachers consider this to be a strong distraction for them to participate during teaching and learning. Sepehrinia, Nemati, and Khomijani Farahani (2019) believe that young people use more digital technology not only in school but also after school; therefore, they suggest language teachers need to introduce digital

technology into their teaching.

The use of technology is claimed to help improve students' communicative skills if only language teachers could embrace the importance of including technology in the classroom. Yang et al. (2012) point out that L1 learners find it difficult to communicate due to a lack of a good environment. Therefore, with technology and the Internet, they will be able to use their cellphones to communicate anywhere. Wali & Omaid (2020) suggest the idea of telling students to put away their cellphones during classes must be revisited since cellphones are great tools that could be used in the classroom with all the educational functions of their applications. Instead of seeing cell phones as a distraction in the classroom, they can be converted to a meeting point for students for communicative skills enhancement. Uluyol and Sahin (2016) state that the use of information communicative technology tools like the WhatsApp application will enable learners to send voice and video messages to one another and to the teachers, which means the uses of cellphones must not be seen as a distraction but a vital tool to enhance teaching and learning processes. Kruk (2019) points out that language learners can be motivated to engage in better interaction where students will not be ashamed to express their mind on any subject since it will become possible for language teachers to send specific assignments on certain topics to discuss in real-time through the uses of WhatsApp application.

The university applies four different exams for students to pass to the next level, and these exams do not guarantee their communicative skill at the end because they are administered by another English teacher who does not know them; therefore, the students' abilities in oral speech performance could be hindered by

listening to a different accent that they are not used to with different talking speed. The class teacher should be the one administering the oral exam to his or her students to give them the necessary help and the feedback they need since he or she knows their abilities.

According to Galaczi (2014) communicating in a second language is what is trending in the universe. Therefore, the relevance of this study is to show how the uses of voice messages and short videos could enhance the communicative skills of English language learners using the WhatsApp application. Various researchers in the field of teaching English as a foreign language considered speaking as one of the important skills that demonstrate both sufficiency and proficiency in L2 (Alina et al., 2007). Language teachers where this study is carried out have used various methods from a repetition of words and sentences to the introduction of short phrases to help students speak in English. Some teachers in the A1 and A2 levels even translate from English to Spanish to help them understand the meanings of some common vocabulary. However, the problem of communicative skills can also be seen when students get to the B1 level. They still lack the confidence and choices of words bringing about hesitation in their communicative skills.

The above reasons have made the author of this study explore ways to find a solution with voice messages and short videos in English through the WhatsApp application. The study was carried out during the entire learning cycle which involved a total of eight weeks; all data collected from the responses of the students in the research survey, interview, and observation could be of assistance to language teachers in the university to introduce WhatsApp voice messages and videos to their

daily lesson plans for students to reap the benefits of having better communicative skills at the end of B1 course.

Communicative skill is a vital skill that all English learners must acquire; as Giguere and Hoff observe, native Spanish speakers do not put more effort into communicating in the English language since they always use Spanish as means of communication (Giguere & Hoff, 2020). They went further to reveal that learners find it difficult to speak in comparison to how they write. It was supported by Ozsevik that most students prefer grammar lessons to speaking lessons (Ozsevik, 2010). Therefore, students who find it difficult to speak need to be motivated to use the grammar and vocabulary they have learned in the class. Furthermore, language teachers must not focus on teaching grammar and vocabulary alone, they also need to dedicate quality time for language learners to practice speaking the English language among themselves and to the teachers. Learners who are afraid of making mistakes could have a change of mind and develop more confidence in speaking English when it becomes a frequent task in the classroom. Lys reminds us about the difficulties of scoring speaking skills compared with other skills, therefore, speaking meaningfully in L2 is seen as an essential skill to demonstrate the sufficiency or proficiency level of a learner with listening, writing, and reading skills (Lys, 2013). Speaking demands quick thinking to respond during an interaction or formal conversation. It must be noted that listening and speaking are involved in communicative skills that English language learners must take seriously.

1.3 Problem statement.

The purpose of this study is to explore the use of voice messages and short

videos in the English language from the WhatsApp application in EFL classrooms to enhance communicative skills among B1 learners, from the ages of 18 to 25, in an Ecuadorian University. Students at this University long to speak in L2, which they believe will serve as an opportunity to graduate and travel to an English-speaking country or to explore the world because of this they need help to improve their communicative skills in the English language to show their proficiency.

Students need to use tools that they know well to help them improve their learning. According to Schutz (2005), comprehensible input is needed for language learners to improve their learning skills. Since learners are used to the WhatsApp application, it means that introduction of WhatsApp voice message and short videos could be another tool in the classroom. The good internet connection in the university would help both students and teachers to access.

1.4 Research Questions.

The research questions of this study are:

1. How does EFL B1 communicative skill improve with the use of voice messages in WhatsApp application?
2. How does the use of short videos in the English language through the WhatsApp application enhance EFL B1 communicative skills?
3. What are EFL B1 learners' perceptions of the uses of voice messages and short videos from the WhatsApp application to enhance their communicative skills?

1.5 General Objective:

The objective of this study is to explore the use of voice messages and short videos in the English language from the WhatsApp application in EFL classrooms to enhance communicative skills among B1 learners between the ages of 18 to 25 in an Ecuadorian University.

1.6 Specific Objectives.

The specific objectives of this study are:

1. To establish to what extent voice messages in the English language through the WhatsApp application enhance the communicative skills of EFL B1 learners in the classroom.

2. To establish to what extent short videos in the English language through the WhatsApp application enhance the communicative skills of EFL B1 learners in the classroom.

3. To describe the perception of EFL B1 learners towards the uses of voice messages and short videos in the English language from WhatsApp application in the EFL classroom.

CHAPTER 2

Literature Review.

2. The use of technology.

Higher education institutions have undergone series of trainings to empower and motivate language teachers to be more creative in the classroom. The installations of smartboards and modern projectors with adequate internet speed without passwords are available for students to use them during teaching and learning processes (Kim, 2016).

Since technology has become part of human life, most people cannot do without due to how it makes everyday tasks easy (O'Bannon & Thomas, 2014). Some authors suggest that education system cannot do without technology such as smartphones in the hands of teachers and students (Abedi et al., 2019). Applications such as WhatsApp, Facebook, Instagram, etc., are very common with students since they use them for sending voice messages and watching short videos from them. The use of technology is not only to help in improving social relationships, but it can also as well be beneficiary for educational purpose in the classroom and outside the classroom (César & Cañizález, 2018). Students love to bring cell phones into the classroom and see cell phones as necessity for them, cell phones are not seen as any form of distraction but part of their learning processes during discussions (Ahmad, 2018)

The use of WhatsApp must not be mistaken for texting messages alone. Users will always text what they want to say to the receivers. Sherine et al. (2020) state that there is a relationship between what is said and what is written. They

emphasize the choice of words using WhatsApp for dialogue, which can lead to the enhancement of both oral communication and writing skills among students. The same with short videos that stand as virtual communication for people on day-to-day happenings. Students can also use videos in the English language as a basis to find topics to speak about in and outside the classroom.

2.1 Education through technology

The UNESCO (2008) states that people are living in a complex environment that is full of knowledge and information. Hence, with the use of digital technology in the classroom, learning and teaching will be effective. Information and Communication Technologies (ICT) could help students acquire the necessary skills to become problem solvers, among other capabilities. UNESCO (2011) report shows: Pedagogy and Didactics are branches that educational technology must be applied which is known as Education Science. Education Science must be seen as the production of artifacts, but also for the introduction of technology in the classroom.

2.2 ICTs historical background.

Classrooms are spaces where teaching and learning processes take place which means teachers oversee those processes by giving instructions for students to carry out. The uses of technology are under the control and management of teachers who are trained to use them when the needs arise to support and facilitate teaching in the classroom. However, the birth of technology has given the right to students who are digital natives to explore various uses of their smartphones. Dadas, Ashtewale, and Samudre (2012) reveal there is no perfect definition of smartphones. However,

most scholars would agree that smartphones were upgraded to do more than what Alexander Graham Bell initially planned for the creation of telephone in the 1870s. Recent smartphones are capable of using different applications (Gorman, 2011). Many applications have been created to facilitate the use of smartphones as sensors. For instance, smartphones can be used as road maps since there is integration of internet in them. to detect urban space and predict weather conditions and help identify locations and a lot more(Sarwar & Soomro, 2013).

Therefore, every cell phone is important to be functioning when the needs arise in any geographical location at any time (Shah, Haq, Bashir, & Shah, 2016). The popularity of smartphones has been based on the fact that they are portable and wireless in terms of connectivity. These two functionalities of smartphones make users able to effortlessly communicate with others on the go (Tindell & Bohlander, 2012). They usually use it to communicate and interact with their friends and relatives.

It is time for language teachers to see smartphones as tools to use in language classrooms to enhance the communicative skills of students instead of prohibiting them. Hamad (2017) encourages teachers to allow students to make use of technological tools in the classroom, which smartphones and applications are some of them. Moreover, Maqueda and Onieva (2017) describe the WhatsApp application as a way of communication, with the ability to improve speaking with the aid of icons as visual contents. Their study shows the uses of WhatsApp applications are endless in English language classrooms. It is possible to create different activities that promote the development of oral skills with appropriate teaching and learning strategies.

2.3 Previous studies.

According to Minalla (2018), using WhatsApp is more of outside classroom activity and not in the classroom. The study was about the use of WhatsApp group to enhance EFL learners' verbal interaction. Descriptive methods were applied through questionnaire, pre and post-tests were used. Experimental and control group were chosen with the use of only voice messages with one group and another group with the use of only text messages. The findings revealed that learners that were receiving voice messages from their WhatsApp group about class activities did better than learners who were receiving only text messages. This study demonstrated the educational importance of WhatsApp application and has left a gap to be investigated with the use of voice messages, without the use of text messages but short videos. Huashan (2019) suggests that language teachers need to know that most learners are afraid to speak in the classroom. For this reason, they must create a good environment to help learners to solve this problem in the EFL classroom.

The uses of WhatsApp's voice messages and short videos would play a vital role in EFL classrooms because it would give learners more confidence to produce (Ko, 2019). Aslan and Thompson (2018) believe that language learners who have personal boldness and not be afraid to use English. Learners will be able to get use not only their cellphones but to the contents they get from it. It becomes easy for them to listen or watch educational contents as many times as possible at their own convenience. According to Oxford et al (1991) the interaction of people through contextual language will increase communicative

competence. Learners must be able to discover the meanings of words by paying attention to the situations where such words could be used in conversation to remove fear of speaking in the class and outside of the classroom. Also, Ko (2019) strongly agrees on the use of smartphones in the classroom to improve learners' vocabulary and motivate them to participate in the learning process.

2.4 The roles of social media in Education.

The integration of popular social media like WhatsApp, Facebook, and Instagram stands a chance to increase the contents that are featured for their users. Students could link their individual accounts and share contents that appeal to them across all applications. Hence, the use of social media will be a good educational platform for a project on communicative skills. This idea was supported by Tze (2014), when stating the uses of social media make students to be engaged during teaching and learning. It suggests social media as engagement tools that appeal to the interest of students.

2.5 The roles of WhatsApp in education.

Maria (2016) states that the use of the WhatsApp application help improves language skills. This shows that the use of smartphones with the internet make students able to communicate in real-time. Voice messages and short videos could be sent by their language teachers or among themselves like topics to be discussed in the classroom. WhatsApp application will have a long way to assist language teachers in using flip class strategies to enhance students' communicative skills. Students could send voice messages to their language teachers in any location from

the school environment for teachers to play in the classroom for all to listen. This could increase interaction during peer evaluation and teachers' feedback in the school. Funny videos in the English language from the WhatsApp application make students relax and be ready to comment on them.

Andujar-Vaca, and Cruz-Marinez, (2017), reveal that the uses of WhatsApp application in instant messaging have helped students to develop their oral skills. It shows that students could correct themselves during the process of sending messages. Man (2014) observes that the uses of the WhatsApp application help students to increase their vocabulary during language learning. The WhatsApp application gives room for users to delete voice messages and pause short videos. These features give users time to reflect and be certain about contents before they are sent to their receivers. The application will give authentic information and build constructive feedback among users to help in teaching and learning processes. In support of this, Ghada (2016) points out that the uses of WhatsApp applications improve students' proficiency in language skills.

Aburezeq and Ishtaiwa (2013) note that even though the uses of WhatsApp application in the classroom could often stand as distractions during teaching and learning, it stands as a tool that makes students freely express their individual ideas and exchange information anytime and anywhere. It shows that students are not timid to send voice messages and short videos and receives the same from their classmates in the absence of their teacher. It serves as inclusion for learning processes for language teachers to evaluate.

In support of the above finding, Aicha (2014) in her experiment shows a real

difference of 0.05 alpha level in the achievement of the experimental group in the uses of WhatsApp application for learning activities in comparison with the control group that only receives face to face teaching and learning in the classroom. Lessons could be planned with the use of WhatsApp application in the classroom for the achievement of classroom objectives. It makes students spend quality time interacting with one another as they use the application.

2.6 Theories and approaches

According to Richard (2008), Communicative skills in English is a piece of evidence to show that students understand a second or foreign language. It brings students to the conclusion of how far they are doing with the level of their proficiency once they could speak. It becomes a challenge for language teachers to search for textbooks and approaches to teach students how they could express themselves. Language teachers have applied questioning strategies, management of topics, and turn-taking to enhance students' communicative skills.

Language teachers need to expose students to a different style of speaking, which is different from one topic to another in terms of age and sex. He also reveals that language teachers must know the type of speaking activities for the students and the strategies to be used in teaching them.

Approaches to teach communicative skills have changed from both repetitions and translated methods which means language learners need to be able to use chunks of words repeated or translated in the classroom to create their personal ideas to communicate. Language teachers need to encourage learners not only to concentrate on having good scores in the classroom but to practically speak using English language According to Prensky and Thiagarajan (2007), the digital age with

the natives has brought about the use of technology devices like computers and smartphones with the internet to improve their learning experience. It becomes easy for students to search for answers to all questions. Meanings to difficult words and expressions could be found anywhere and anytime.

Computer-Assisted Language Learning (CALL) and Mobile assisted language learning (MALL) have served as tools to facilitate the acquisition and learning of a second language. Hine et al (2004) reveals that they help as collaborative learning, and Bull and Reid (2004) suggest that they facilitate independent learning. Attewell and Savill-Smith, (2004) point out that Mobile assisted language learning provides lifelong learning, and Liu et al. (2008) demonstrate how they help in the teaching of English as a foreign language. According to Warschauer and Healey (1998), CALL provides various benefits during teaching and learning a second language. Computer-Assisted Language Learning makes it easy for students to practice as many times as possible with constant feedback. It stands to individualize group numbers of students and makes learning to be fun for students.

MALL makes the use of smartphones possible, which is cheaper than a computer. They are used more around the world and gives a sense of freedom for students to carry them to any location for learning to take place. Inserting a sim card into cell phone makes the use of the internet to be possible. Miangah and Nezarat (2012) assert that learning with the help of mobile phones may take more time in comparison to the use of a computer. That been said, the use of mobile phones for specific skills such as communicative skills through WhatsApp application stands a better chance for quick learning instead of using it for learning all four skills in the

English language.

Allagui (2014) observes that the uses of WhatsApp application stand to correct users' spellings and vocabulary. It means that if spellings stand for accuracy in writing, Fattah (2015) and Jafari and Chalak (2016) remind us that vocabulary will help in fluency during the production of communicative skills. Fattah, Jafari and Chalak state that there is an increase in the knowledge of vocabulary for both male and female students after the use of the WhatsApp application for four weeks in teaching the English language to sixty Iranian junior school students. Ta'amneh, MAAA (2017) observes that the uses of WhatsApp improve students' achievement assessments, while Hamad (2017) notes through students' questionnaires and instructor's observation that WhatsApp application brings an enthusiasm for students to learn from their mates' mistakes and to continue learning English language skills.

2.7 Methods to teach communicative skills strategies.

The constructivist teaching method is aimed to make learners be creative with their vocabulary and interact with one another through the uses of WhatsApp application to help establish the effects on their communicative skills. Chelliah & Clarke (2011) state that the use of digital devices contributes to learners' cooperation and brings about social construction in the classroom. Hence, activities involved watching short videos of their choice in English and sending voice messages to both the teacher and learners. Activities made learners to be motivated and made efforts to express their thought and ideas in the English language and bring out real-life situations for learners to communicate spontaneously with or without hesitation. Tan (2012) points out that teachers are in charge of the classroom which means that proper instructions during activities will make classroom objectives to be realized.

Communicative language teaching (CLT) or Communicative strategies is the method of teaching language with emphasis on interaction among the students to achieve communicative skills (Khadidja, 2009). The CLT strategy is the study that allows one-to-one communication. It means that students could communicate with one another and with the teachers using the target language in the classroom. According to Nunan (1991), students have the chance to discuss their personal experiences and for the teachers to also teach topics that are outside the grammar syllabus.

Language teacher must stand as a facilitator and not an instructor in the classroom. Teachers must look for a way to keep the conversation going in the classroom (Richard, 2008). CLT strategy is a non- methodical system that does not focus on the uses of textbook series. Bax (2003) points out that teachers must focus on developing oral sound and verbal skills before reading and writing to enable students to speak more.

Other strategies involve the ability for teachers to be prepared by searching for interesting topics that will appeal to the interest of students for them to take part in the learning processes. For example, language teacher must be ready to be involved in the conversation by encouraging students to keep participating and give necessary feedback. The constant interruption must be avoided by the language teacher. However, teacher can write down students' errors for correction purposes after students' participation and not during students' time of speaking which means that teacher talking time must be less than students talking time.

Comprehension of what has been said is of great importance for students. Therefore, language teacher can ask students to find out if they actually understand

the main idea during classroom conversation. Native English speakers tend to speak very fast, and students complain of not understanding everything they say. Spoken language is connected to pronunciation. Therefore, students not been able to understand natural speech reveals that English native speakers do not pronounce all sounds in sentences (Ozcelik et al., 2019). Furthermore, students must be taught about the linking of words and the importance of paying attention to keywords during a conversation using social media like.

2.8 Fluency and accuracy in communicative skills.

Fluency is the ability to apply speed during expression during a natural conversation with or without errors. The flow of representation of one's ideas using grammar patterns and discussions that are meaningful and exchanged between speakers shows individual knowledge of a language. Fluency is also considered the pace of utterance in each word during communication without going out of context. However, it involves proper pronunciation, but it is not the same as accuracy.

Accuracy in language learning deals with using grammar structures, punctuations, pronunciation, and vocabulary to communicate properly. It does not involve only writing but also speaking. Speaking correctly with the appropriate tenses in English gives a student the proficiency they will need to learn other skills. Language teachers need to make sure that students can learn both fluency and accuracy during the teaching and learning process (Ellis & Yuan, 2004).

2.9 The helical model of Communicative skills.

The Helical Model of communication emphasize the difficulties of oral production among people. Frank Dance uses a Helix to demonstrate the

communication process. The theory was created using a simple helix, which increases in size as it goes up. It shows a great feature of communication changes. It reveals how changes occur in conversation from the birth of a person to his or her current stage of life (Frank Dance, 1982).

Human beings start communicating from the very first day of coming to this world. Communication is like a seed that has been planted and needed to be taken care of until it is able to bring fruits. Therefore, the uses of words in simple sentences will later grow to the uses of complex sentences (Elizabeth, 1986). Therefore, learners can begin to add idioms and proverbs for more explanation of one's ideas as they constantly exposing themselves to both simple and complex sentences through the use of WhatsApp application which can make them increase their level of vocabulary for communicative skills (Minalla, 2018).

2.10 Communicative Instructions.

Communication in teaching and learning plays a vital role. It is through communication that instructors reach out to learners and vice versa. Communication between instructors and learners may be synchronous or asynchronous. Synchronous communication occurs mostly during class sessions: this is because instructors and learners are mostly at one physical location. For schools with Learning Management Systems (LMS) or video conferencing facilities, synchronous communication also occurs irrespective of the physical location and physical presence of learners at the physical location (Atto & Kotova, 2020). For Schools with LMS that lack tools for synchronous communication or schools without LMS, achieving asynchronous means of communication between instructors and learners, especially before or after classes, is a challenge. For such schools, communication after or before class

sessions occurs through asynchronous means such as emails. As a tool, WhatsApp can facilitate synchronous communication: Instructors can reach out to learners, learners can reach out to Instructors, and also reach out to their peers as well (Shu et al., 2020).

Acceptance of WhatsApp as technology may not pose a challenge as students are already exposed to the technology and use it very often for their daily communication: usually outside education (Mistar and Embi,2016). This confirms findings that students in universities are oriented and positive about using mobile learning in educational fields. Litchfield et al., (2007) further argues that researchers should investigate how mobile learning technology can be best utilized in education. This study, therefore, seeks to study the uses of voice messages and short videos through WhatsApp to support learners' communication skills in the university.

CHAPTER 3

Methodology

3. Paradigm and tradition.

This qualitative research was aimed to look for ways to resolve the problem facing communicative skills in the EFL classroom. Alina et al. (2007) points out that action research is challenging, and it involves a practical solution to resolve a problem in teaching and learning processes. Siegel (2013) reveals that a practical solution could be applied if learners' perspectives were known about their learning process in order to improve their language skills. Tuan and Nhu (2010) support this statement stating that learners' perspectives must be studied as researcher and learners interact to find a solution to learners' communicative skills in the classroom

3.1 Research Paradigm.

This study employs an interpretative approach to explore learners' perception of their improvement when using WhatsApp as a tool in their learning. Therefore, teachers also have the freedom to use tools that will make them to achieve learning objectives. In this regard, this study has taken qualitative approach which include surveys, interviews and observation to reveal the needs of learners and how to achieve their needs. Hence, data collected were interpreted using descriptive statistics. Findings were analyzed, and conclusions were made according to the data collected from 45 participants.

3.2 Description of Population and Sample.

There were 45 participants in this study. The students were registered for the English language course for cycle five, from October 20 to December 17, 2020. All participants were between the age of 18 to 25 years. They were not only students from the university but also other students from another university who came to learn of English language. They were students who have passed advanced one level to advanced two, and some did the placement test from the university and were placed in advanced two due to their grades. They were B1 level of English according to the Common European Framework of Reference for Languages. Participants understood the contents of the survey and interviews. Participants were able to ask questions for clarifications before and after they signed the participant informed consent. Students in the university of this study attend English language classes two hours every day from Monday to Friday for eight weeks. Students go home using their native language for the rest of the day without the need to use the English language. It shows that they do not have opportunities to practice the grammar structures they have learned in the classroom in their everyday activities and conversations. Also, records of the last results obtained in the first oral exam on November 2 of cycle 5 in 2020, point out that students need more communicative skills to have confidence and fluency to speak with their classmates and other English speakers. Therefore, this study explores the use of voice messages and short videos in the English language through the WhatsApp application to enhance the communicative skills of EFL B1 learners in the classroom.

3.3 Ethical Consideration.

This study was done at a public university in Quito. The researcher communicated about the nature of the study to his supervisor and his students. The researcher fully informed the students of the significance of the study (Annex 2). The participants are between the age of 18 to 25 years, which means they can give consent to participate. Students were free to choose to take part or not to take part in the survey, interview, and observation for data collection. The researcher omitted the participants' names to assure anonymity and confidentiality; as a result, they were able to express themselves freely in answering the survey questions. All voice recordings with their real names during the interviews were kept and stored in a safe place. Students were free to withdraw before, during, and after the study. They could ask questions during the study in case if there was anything unclear to them.

3.4 Introduction of short videos and voice messages to the classroom.

The study was carried out from November 2 to December 17 of cycle five in 2020, a week after the commencement of the cycle. The introduction of the WhatsApp application started as stated in the lesson plans from November 2 to December 17 to establish the effects of the application on their communicative skills. A WhatsApp group was created for students and teachers. Short videos were downloaded from different internet sites available to be freely used for educational purposes. Students were asked to post 3-5 minutes videos telling about the videos using their own words. Students were allowed to speak individually and as a group through a presentation. Short videos include motivational videos, funny videos, and educational videos to give participants the opportunity to count on a diversity of options to choose from. Also, the teacher shared several websites where students could download free videos for their use.

3.5 Voice messages.

One of the features of WhatsApp is the ability to send voice messages among all users. Participants were given conversational topics according to their English level to speak about after the class, as shown in the lesson plans. Explicit instructions were given to prevent participants from reading or spend too much time on the activities. Each participant made a voice recording between three to three and a half minutes. All participants spoke about their topics and sent them as voice messages to the WhatsApp group of the class to enable all participants to listen to all voice

messages, and the teacher played them during the class. All topics for short videos and voice messages through the WhatsApp application were related to eight units of the participants book (Interchange level 3B). Hence, students were encouraged to think about all given topics critically and use their vocabulary to speak about them. The teacher provided feedback for all the students and their voice messages.

3.6 Classroom activities through WhatsApp.

Classroom activities for the use short videos and voice messages through WhatsApp application helped teacher and learners to focus on the topics and give them directions on how to carry out each task (Annex 3). Activities were divided into six weeks. Learners were divided into nine groups with five students in each of the group. Learners work in groups every Friday after watching short videos to give presentation for twenty minutes about given topics related to the short videos while other learners were ready to send their comments after the presentation by voice messages through WhatsApp application for ten minutes.

In addition, learners are allowed to distribute tasks among themselves as teacher would always ask the group leader about their plans and progress before presentations and sending of voice messages to the WhatsApp group.

3.7 Data collection instruments and analysis

The researcher was sensitive to the feelings of all participants during the period of this study and was always available to respond to any questions. All participants were above 18 years old, which gave them the legal right to participate. However, the researcher asked for their consent to take part or to reject taking part as a participant (Annex 4). No participant was obligated in any

circumstance to take part in the study. Participants gave their permission to use all information gathered from participants for academic purposes.

3.7.1 Survey: The survey included a closed-ended questionnaire (Annex1) that was created and given to all participants at the end of the study to find out how the use of voice messages and short videos sent through the WhatsApp application enhanced their communicative skills with the research questions below using 5- point scale ranging from extremely poor to extremely good. The questions in the questionnaire explored the three research questions of this study:

1. How does the use of voice messages through the WhatsApp application improve EFL B1 communicative skills?
2. How does the use of short videos in the English language through the WhatsApp application enhance EFL B1 communicative skills?
3. What are EFL B1 learners' perceptions of the uses of voice messages and short videos from the WhatsApp application to enhance their communicative skills?

3.8 Interviews:

The 45 participants were interviewed using a semi-structured interview to explore their perceptions and how the introduction of the WhatsApp application helped them improve their communicative skills. The interviews were conducted at the start and at the end of the study. The researcher asked follow-up questions if deemed necessary from three to four minutes to help in the reliability and validity of the results. All data collected in both the questionnaire and interview were used to describe how the WhatsApp application has enhanced their communicative skills in this study.

3.8.1 The survey: Collected data helped to state their level of communication skills. The same questionnaire was also administered at the end to all the 45 participants. It was to consider their perceptions and how the uses of voice messages and short videos through the WhatsApp application have enhanced their communicative skills.

3.8 Triangulation:

It was of great importance to use the method of triangulation to enhance the reliability and validity of results (Wahiba, 2014). This shows that the researcher looked at various possible methods of gathering information from the participants. Questionnaire and the interviews were applied for the findings of this study. The Oral exam results at the beginning and at the end of the study were valid as pre and post-test as part of the research findings in this study.

3.9 Reliability and Validity.

Collection of data and proper analysis of them were the greater concern to ensure that all results are valid and reliable. Questionnaires were reviewed and approved by the supervisor before their application to the participants to make sure that proper questions were asked for reliability and validity of the results of this study. All information presented below were the results and analysis of those results to know the effect of voice messages and short videos through WhatsApp application to enhance the communicative skills of EFL B1 learners between the age of 18 to 25 in an Ecuadorian University.

CHAPTER 4

4. Findings and Discussions.

In this chapter, shows the finding of the intervention of 45 university students. The researcher focused on the effect of voice messages and short videos through WhatsApp application to enhance communicative skills.

4.1 Surveys.

The results were presented using a descriptive statistics analysis of data collected from the survey. Table 1 is aimed to explore with numerical data how WhatsApp contributed to participants communicative skills followed by bar chart to provide vivid virtual results. The same procedure was followed for objectives two and three.

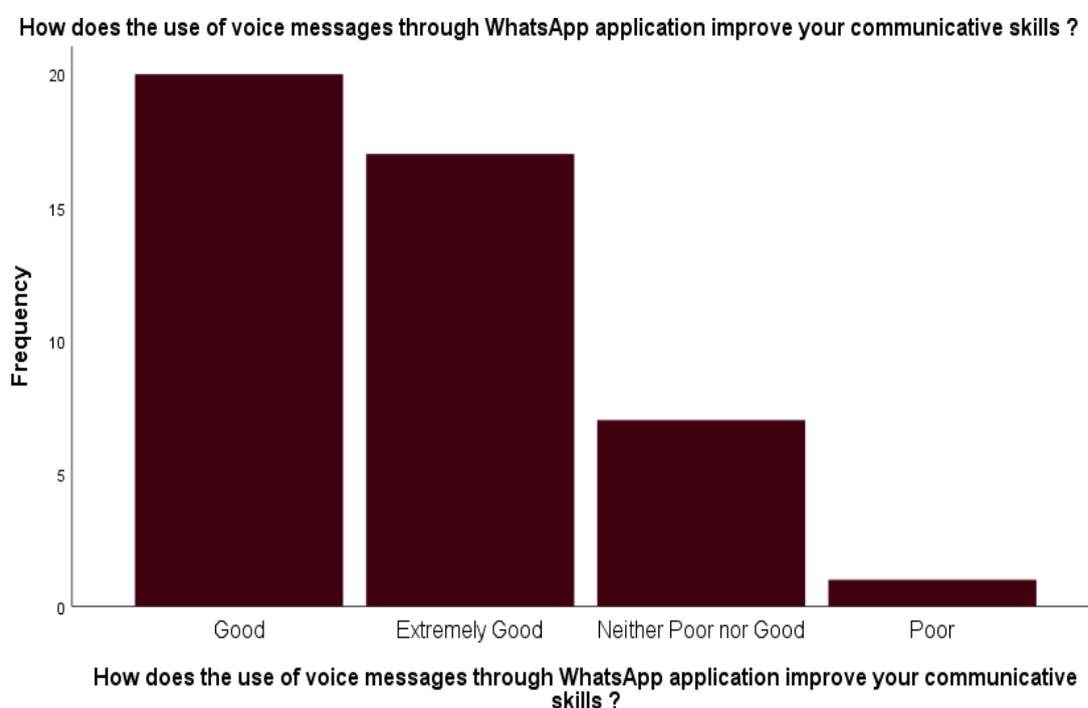
Table 1. Frequency distribution of students' perception of their improvement after the use of voice messages.

How does the use of voice messages through the WhatsApp application improve your communicative skills?

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Poor	1	2.2	2.2	2.2
	Neither Poor nor Good	7	15.6	15.6	17.8
	Good	20	44.4	44.4	62.2
	Extremely Good	17	37.8	37.8	100.0
	Total	45	100.0	100.0	

The table shows the frequency distribution of individual responses about the use of voice messages in WhatsApp application as a source to improve their communication skills. From the table, we can infer that most respondents (n=20;44.4%) agreed that the use of WhatsApp voice messages is a good tool to improve communication skills. While only 1 (2.2%) of the respondents agreed that the use of WhatsApp voice messages is a poor technique to improve communication skills.

Bar chart of the distribution of students' perception of their improvement after the use of voice messages.



The graph above shows the bar chart of individual responses about the use of voice messages through WhatsApp application as a tool to improve their communication skills. From the chart, we can observe that most of the respondents agree that voice messages through the WhatsApp application are a Good tool to improve their communication skills. In contrast, very few respondents consider the medium as a poor channel for improving their communication skills.

The second objective of this study was to (How does the use of short videos in the English language through the WhatsApp application enhance EFL B1 communicative skills?) explore how short videos from WhatsApp contributed to participants communicative skills with numerical data followed by a bar chart.

Table 2. Frequency distribution of students' perception of their improvement after the use of short videos.

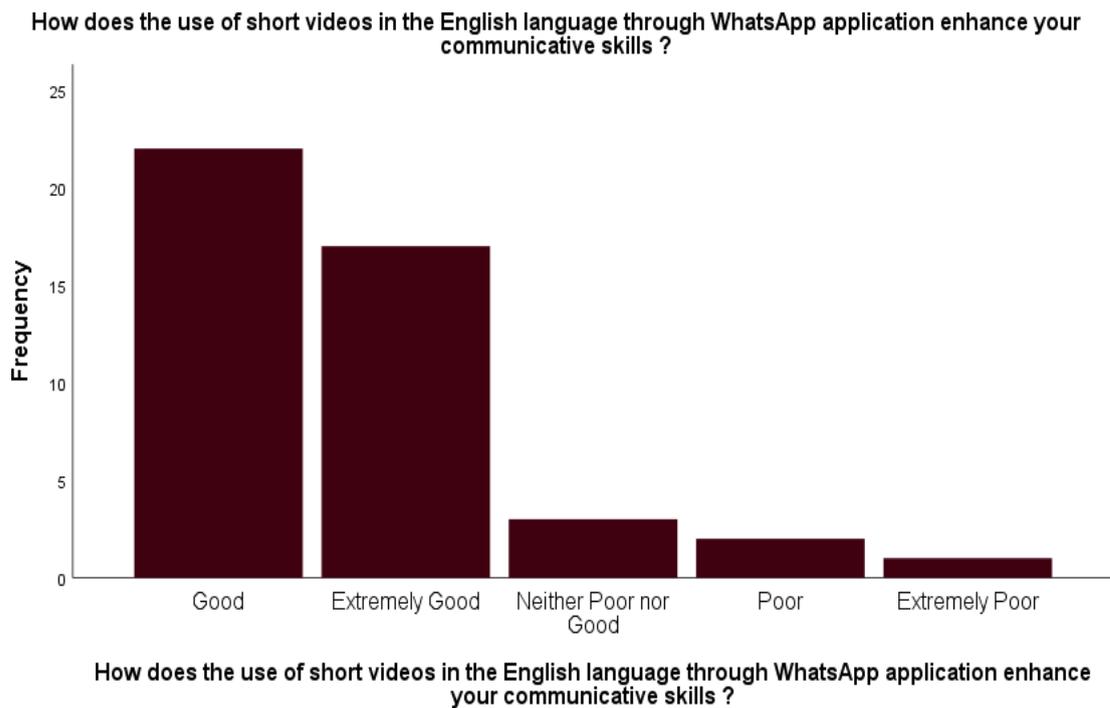
How does the use of short videos in the English language through the WhatsApp? application enhance your communicative skills?

				Valid	Cumulative
Frequency		Percent		Percent	Percent
Valid	Extremely Poor	1	2.2	2.2	2.2
	Poor	2	4.4	4.4	6.7
	Neither Poor nor Good	3	6.7	6.7	13.3
	Good	22	48.9	48.9	62.2
	Extremely Good	17	37.8	37.8	100.0
	Total	45	100.0	100.0	

Frequency distribution of individual responses is shown in the above table about the use of short videos in the English Language through the WhatsApp application as a tool to improve their communication skills. From the table, we can deduce that most respondents, (n=22;48.9%), agreed that the use of short videos in the English Language through the WhatsApp application is a Good tool to improve their communicative skills. While only 1 (2.2%) of the respondents agreed that the use of short videos in the

English Language through the WhatsApp application is an Extremely Poor tool to improve communication skills.

Bar chart of the distribution of students' perception of their improvement after the use of short videos.



The graph above shows the bar chart of individual responses about the use of short videos in the English Language through the WhatsApp application as a tool to improve their communication skills. From the chart, we can observe that most of the respondents agree that short videos in the English Language through the WhatsApp application is a Good to improve communication skills as very few respondents consider the medium as extremely poor.

The third objective of this study was to know the perceptions of the uses of voice messages and short videos from the WhatsApp application to enhance students' communicative skills. Table 5 is aimed to explore students' responses on their perceptions after the uses of voice messages and short videos.

Table 3. Frequency distribution of students' perception of their improvement after the use of voice messages and short videos from the WhatsApp application.

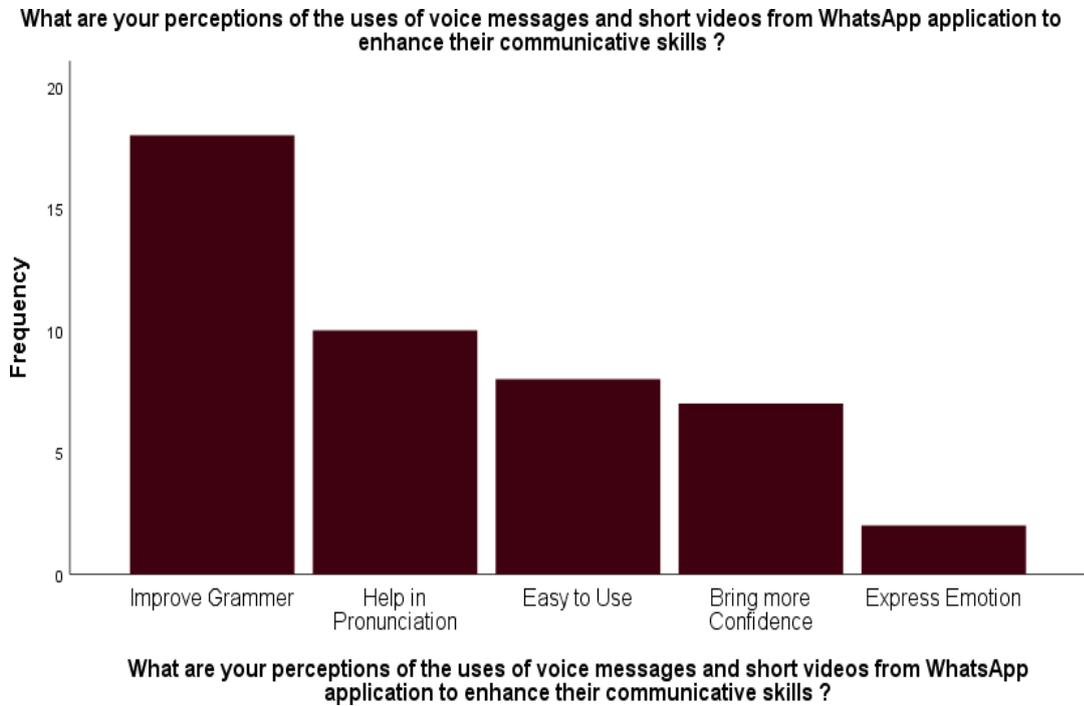
What are your perceptions of the uses of voice messages and short videos from the WhatsApp application to enhance their communicative skills?

			Valid	Cumulative
		Frequency	Percent	Percent
Valid	Easy to Use	8	17.8	17.8
	Help in	10	22.2	40.0
	Pronunciation			
	Bring more	7	15.6	55.6
	Confidence			
	Express Emotion	2	4.4	60.0
	Improve grammar	18	40.0	100.0
	Total	45	100.0	100.0

The table above shows the frequency distribution of respondent's perceptions about the use of voice messages and short videos from the WhatsApp application as a tool to improve their communication skills. From the table, we can infer that most

respondents (n=18;40.0%) agreed that use of voice messages and short videos from WhatsApp application improve their grammar skill. While only 2 (4.4%) of the respondents agreed that the use of voice messages and short videos from the WhatsApp application enhance their emotional expression.

Bar chart of the distribution of students' perception of their improvement after the use of voice messages and short videos.



The graph above shows the bar chart of respondent's perceptions about the use of voice messages and short videos from the WhatsApp application as a tool to improve their communication skills. From the chart, we can observe that most of the respondents agreed that the use of voice messages and short videos from the WhatsApp application improves their grammar skills. While very few respondents agreed that the use of voice messages and short videos from the WhatsApp application enhances their emotional expression.

The purpose the table below is to show the relationship between the use of voice messages and the perceptions of students about it.

Table 4. Cross -tabulation counts of students' perception of their improvement after the use of voice messages from the WhatsApp application in relationship to their views.

*How does the use of voice messages through the WhatsApp application improve your communicative skills? * What are your perceptions of the uses of voice messages and short videos from the WhatsApp application to enhance their communicative skills? Cross-tabulation Count*

What are your perceptions of the uses of voice messages and short videos from the WhatsApp application to enhance students' communicative skills?

		Eas y to use	Help in pronunciati on	Bring more confiden ce	Expres s Emotio n	Improv e Gramm ar	Tot al
How does the use of short videos in the English language through WhatsApp application enhance your communicati ve skills?	Extreme ly poor	0	0	0	0	0	0
	Poor	1	0	0	0	0	1
	Neither Poor nor Good	1	1	1	1	3	7
	Good	3	5	5	1	6	20
	Extreme ly Good	3	4	1	0	9	17
Total		8	10	7	2	18	45

The table above represents the cross-tabulation of the participants perceptions

and individual responses about the use of voice messages and short videos from the WhatsApp application as a tool to improve communication skills. From the table, we can deduce that most of the respondents agreed that voice messages through the WhatsApp application are a good and extremely good tool to improve grammar.

Table 5. Chi – Square test.

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	10.738 ^a	12	.551
Likelihood Ratio	9.912	12	.624
Linear-by-Linear Association	.505	1	.477
N of Valid Cases	45		

a. 18 cells (90.0%) have expected count less than 5. The minimum expected count is .04.

The Pearson Chi-Square value of 10.738 and Significant value (P-value = 0.551) shows that there is no statistically significant association between the participants perception and their individual responses about the use of voice messages and short videos from WhatsApp application as a tool to improve communication skills. Since the P-value of 0.551 is greater than 0.05 (95% confidence level).

The purpose the table below is to show the relationship between the use of short videos and the perceptions of students about it.

Table 6. Cross -tabulation counts of students' perception of their improvement after the use of short videos from the WhatsApp application in relationship to their views.

How does the use of short videos in the English language through the WhatsApp application enhance your communicative skills?

** What are your perceptions of the uses of voice messages and short videos from the WhatsApp application to enhance their communicative skills? Cross-tabulation Count*

What are your perceptions of the uses of voice messages and short videos from the WhatsApp application to enhance their communicative skills?

		<i>Eas y to use</i>	<i>Help in pronunciati on</i>	<i>Bring more confiden ce</i>	<i>Expres s Emotio n</i>	<i>Improve Gramm ar</i>	<i>Tota l</i>
<i>How does the use of short videos in the English language through WhatsApp application enhance your communicati ve skills?</i>	<i>Extreme ly poor</i>	0	0	0	0	1	1
	<i>Poor</i>	2	0	0	0	0	2
	<i>Neither Poor nor Good</i>	1	0	1	1	0	3
	<i>Good</i>	4	4	6	0	8	22
	<i>Extreme ly Good</i>	1	6	0	1	9	17
<i>Total</i>		8	10	7	2	18	45

The table above represents the cross-tabulation of the participants perception about the use of voice messages & short videos from the WhatsApp application and their individual responses about the use of short videos from the WhatsApp

application as a tool to improve their communication skills. From the table, we can deduce that most of the respondents (Good, n=8 and Extremely Good, n= 9) agreed that short videos in the English Language through the WhatsApp application is a good and extremely good tool to improve grammar.

Table 7. Chi-Square Test.

<i>Chi-Square Tests</i>			
	<i>Value</i>	<i>df</i>	<i>Asymptotic Significance (2-sided)</i>
<i>Pearson Chi-Square</i>	28.519 ^a	16	.027
<i>Likelihood Ratio</i>	28.285	16	.029
<i>Linear-by-Linear Association</i>	1.599	1	.206
<i>N of Valid Cases</i>	45		

a. 23 cells (92.0%) have expected count less than 5. The minimum expected count is .04.

The Pearson Chi-Square value of 28.519 and Significant value (P-value = 0.027) shows that there is a statistically significant association between people's perception about the use of voice messages & short videos from WhatsApp application and individual responses about the use of short videos from WhatsApp application as a tool to of improve their communication skills. Since the P-value of 0.027 is less than 0.05 (95% confidence level).

4.2 Interviews.

Semi-structured questions for participants.

Questions were asked in English language since all participants are in B1 level of English. There was no need for translation into their mother tongue. They could

understand all questions during the interviews without any problem (Annex 2).

Question 1. Would you like to use voice messages through WhatsApp application during class activities? Why? Why not?
Question 2. Would you like to use short videos from WhatsApp application during class activities to enhance your communicative skills? Why? Why not?
Question 3. What are your perceptions about the uses voice messages and short videos from WhatsApp application to improve your speaking skills?

Questions were thought to know if participant liked the introduction of WhatsApp application using voice messages and short videos during classroom activities to enhance their communicative skill which was followed by the second question to make participants state their reasons why they want liked to use it and why not? The last question was to know their points of view on the uses of both voice messages and short videos through the WhatsApp application.

The responses from participants interviews are listed as follows:

QUESTIONS	RESPONSES.
Participants who would like the use of voice messages through WhatsApp during learning activities.	All participants said yes to this question. (45 students)
Participants who would NOT like the use of voice messages through WhatsApp during learning activities.	None.
Participants reasons for the use of voice messages.	-It makes it possible to be confident when talking. -It is possible to repeat sentences and delete until. -accuracy is achieved because we can speak well. -It makes it possible to express emotion.

Participants who would like the use of short videos through WhatsApp during learning activities.	All participants said yes to this question.
Participants who would NOT like the use of short videos through WhatsApp during learning activities.	None.
Participants reasons for the use of short videos.	-It helps to improve grammar skills. -It helps to learn more expressions in English. -It helps to improve pronunciation.
Participants perceptions about the uses of voice messages and short videos.	-It is easy to use. -It is funny. -It makes us learn personally. -To understand different accents.

4.3 Observations.

During the period of the study, I observed the improvement in my students' grammar, for example, in the voice messages. I noted in my observation notes 'good use of grammatical structures'. I discovered that mistakes in the use of possessive pronouns have reduced. Three participants have discovered the different between 'your 'and 'their '. Participants were engaging in self-discovery and self-correction of their errors. According to SS1's '*I went to the house and see, sorry saw my brother watching the movie....*' In this above directed quote, participant made a mistake in the second verb using verb in simple form instead of verb in simple past, and quickly made correction. Therefore, this behavior was noted in my observation notes as 'self-

discovery errors and self-corrected’.

SS2 continuous question was *‘Teacher! Can I speak about the short videos?’* I also wrote this in my observation notes as ‘motivation to speak’ I saw the energy and the drive in most of the participants who wanted to present their findings about short videos in the WhatsApp application. They were motivated to copy expressions and use them in the classroom.

I also recorded in my notes how curious and investigative they were in watching a full movie to record a particular area that was related to their given topics. Noted also was their level of teamwork and great cooperation during participants preparation for both presentations and sending of voice messages. Therefore, in have it written in my notes ‘Cooperation and not competition’ Each participant knew the role to talk about what to say and what not to say during presentation and also sending of their observations and comments to the WhatsApp group. It was possible to note from their expressions through laughter, interjections, and the uses of adjectives to describe their voice messages and short videos in the English language.

Finally, I discovered that participants made some mistakes while listening to their voice messages. However, during the process of the study, participants were able to have more confident and speak with few or no errors for more than three minutes. Short videos appealed more to them since they were given the chance to select their short movies and send them to the WhatsApp group for all to watch before presentations. Participants were able to include some funny videos that were sometime relevant to their topics. Funny videos made them to feel relaxed after a good laughter. SS3’s comment *‘Teacher! I remember to speak about it because it is very funny’*. Teacher needs to keep an eye on participants to avoid students sending

voice messages or watching short videos in their native language.

CHAPTER 5

5. Conclusions and suggestions.

To explore the effect of voice messages and short videos in English with the WhatsApp application to enhance communicative skills was the objective of this study. Lack of communicative skills is one of the problems students encounter in learning English as a second language therefore, it was of great importance to find solution to this problem. Most students are looking forward to expressing themselves in L2. This is related with the study of Kovac and Mrsic that learners 'attitude to speak second language create more confidence in them (Kovac & Mrsic, 2017). They went further to say that students having boldness will make oral production easy for them to improve their communicative skills. The positive effects given to the students were the confidence they have during and after the use of the WhatsApp application. They have the chance to repeat and be confidence listen to their individual voice in the classroom and outside of it.

The results have shown that most participants agreed that the uses of voice messages and short videos through WhatsApp enhanced their communicative skills in the areas of pronunciation, grammar usage and increased their confidence in speaking English. The researcher asked questions in the survey for collection of data and analysis as revealed in the tables in objective one, 44.4% agreed that voice messages through WhatsApp helped to enhance their communicative skill while 2.2 % disagreed. In objective two, 48% agreed that short videos through WhatsApp enhanced their communicative skills while 2.2% disagreed. In objective three, 40% agreed while 4.4% disagreed in their perception of the uses of WhatsApp application to enhance

their communicative skills. Those who agreed made it known that it helped them with pronunciation and made them to feel confident to speak while others said it made them to improve their knowledge of grammatical structures in English language.

The use of WhatsApp application also created a social bond among students as they listened and watched videos individually and collectively to react and speak in the classroom. The funny videos brought by the students were also kept in files for further use, reducing the problem of language teachers to come up with another.

The use of WhatsApp application gave neurological values which is the ability to use one's brain to patiently think critically about what is going on their mind before a decision is made to send voice messages or to watch short videos. Therefore, students were able to concentrate and focus on discovering specific words, chunks, and phrases as they listened and watch short videos in English from the WhatsApp application. Using the application makes students create interest and values when they concentrate in learning activities (Stepp, 2002). However, language teachers need to be creative in how they could introduce the uses of WhatsApp into their lesson plans. Some students sent good voice messages and short videos to the WhatsApp group that were not related to the given topics and too long. Voice messages and short videos from WhatsApp must not be too long for students not to get carried away and miss the purpose of learning English language. Therefore, language teachers would not be able to achieve the objective of improving their communicative skills if they do not supervise all activities using WhatsApp as a tool. All voice messages and short videos must be planned according to the given English syllabus.

Short videos must be cleared and audible. It must be on a specific topic to enable students to react to them using their learned vocabulary in the classroom. Topics must be chosen according to their level of English for proper understanding that would motivate them to speak. Language teachers need to pay attention to chunks, phrasal verbs, collocations, and other short phrases that they want students to learn during the teaching and learning process in the classroom. It means that language teachers must watch and listen to both videos and short messages to be certain about their contents before they send it through the WhatsApp application to the students.

5.1 Limitations of the Study.

There were no major limitations that could affect the results of the study. The researcher planned beforehand to make sure that all limitations were under control by discovering the actual problem in the classroom during teaching and learning English language. This led to finding solution to solve the problem through this study. There was a discussion with participants to have their consent. The uses of survey, interview and observation were applied for collection of data. Having said that, there were minors that were faced during the period of the study. For examples, timidity of students, students wanted to choose the short videos, some students did not follow given instructions.

Students were timid to speak out during the first activities on sending voice messages to the WhatsApp group of the class. It was very difficult to understand the main idea of their discussion due to their low voice. Some gave excuses of using bad earphones while some complained about noisy environments. However, there was improvement after that.

Moreover, students wanted to choose the videos they like which were not according to the learning objectives. It was also discovered that students often got carried away by wanting to

continue watching even after the allocated time lapsed. Some students wanted to use their earphones covered with their eyes to pretend they were paying attention in the class main while still looking at the screens of their phones.

Some students had to repeat their activities because they refused to send their short videos and voice messages within the allocated time assigned by the researcher. All efforts to make sure that participants followed instructions given to them were carried out to make sure that the results of this study are valid and reliable.

5.2 Further Areas for Research.

At the end of this study, the result gotten might be useful to both language teachers and learners on the uses of WhatsApp application in the classroom to help in the enhancement of communicative skills. The uses could be extended not only in the university but also in other English language institutes in Ecuador. Language teachers could make a proposal to Universities and language institutes about the significance of internet in teaching and learning environment for learners to be able to use WhatsApp application in their different classroom. This will help the permission for mobile phones in the classroom since they could be useful as learning tools.

Further research could be done on the uses of other social applications like Instagram, Facebook, Telegram, Twitter, QQ, WeChat, QZone, etc., as tools in the classroom. One of these applications could be helpful not only in improving communicative skills but to help in the understanding of topics that are difficult in language teaching. Creativity in the uses of technology in the classroom will be of good help to help in the teaching of EFL in the classroom.

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ANNEXES.

Annex 1. Informed consent.

EFFECT OF VOICE MESSAGES AND SHORT VIDEOS THROUGH WHATSAPP FOR COMMUNICATIVE SKILLS.

APPROVED COPY OF SURVEY BY THE SUPERVISOR.

The purpose of this study is to explore the effects of voice messages and short videos in English language from the WhatsApp application In EFL classroom to enhance communicative skills among B1 learners between the ages of 18 to 25 in an Ecuadorian University.

By responding to this survey, I am giving the permission to use the survey for academic purpose. You also have the right to withdraw if necessary. For further information you can contact me at roye@espol.edu.ec or 0999365795.

1.How does the use of voice messages through WhatsApp application improve your communicative skills?

Choose from 1 to 5. 1 is extremely poor. 5 is extremely good.

Opción 1
Opción 2
Opción 3
Opción 4
Opción 5

2.How does the use of short videos in the English language through WhatsApp

application enhance your communicative skills?

Choose from 1 to 5. 1 is extremely poor. 5 is extremely good.

Opción 1
Opción 2
Opción 3
Opción 4
Opción 5

3. What are your perceptions of the uses of voice messages and short videos from WhatsApp application to enhance their communicative skills?

Write your answer.

Annex 2.

Semi-structured interviews questions for participants.

Question 1. Would you like to use voice messages through WhatsApp application during class activities? Why? Why not?.....
.....
.....
.....

Question 2. Would you like to use short videos from WhatsApp application during class activities to enhance your communicative skills? Why? Why not?.....
.....
.....
.....

Question 3. What are your perceptions about the uses voice messages and short videos from WhatsApp application to improve your speaking skills?.....
.....
.....
.....

Annex 3.

Class sessions lesson plan.

School: Continued Education Center for National Polytechnic.

Level: B1 English learners.

Age: 18 to 25 years.

Subject: English language.

Topic: Communicative skills.

Aim: To improve communicative skills using short videos and voice messages through WhatsApp application.

Time allocation.	Activities to be done for the uses of voice messages and short videos from WhatsApp application.	Form of tasks.	Tasks and topics.	Resources.	Teacher's observation and feedback.
Twenty minutes for presentation and ten minutes for comments.	<p>1. Find two short videos in English language (3 mins to 5 mins). Parts of interesting moving could be chosen</p> <p>2. Watch the videos, send to the WhatsApp group and make a presentation according to the given topics.</p> <p>3. Reactions and comments must be sent through voice messages (Not less than 3 minutes) to the WhatsApp group of the class.</p>	Group 1 and 2 presentation and individual comments through voice messages from Group 3, group 4 and group 6.	The importance of advice or suggestion for difficult moment.	WebEx platform, internet, laptop, cellphones and WhatsApp application.	Teacher's observation and feedback depend on the output of group and individual learners.
Twenty minutes for presentation and ten minutes for		Group 5 and 6 presentation while group 7 and 8 give comments and	Historic events and their importance.	WebEx platform, internet, laptop, cellphones	Teacher's observation and feedback depend on the output of

comments.		suggestions through voice messages.		and WhatsApp application.	group and individual learners.
Twenty minutes for presentation and ten minutes for comments		Group 3 and 4 presentation and group 1 and 6 comments through voice messages.	Popular and Ecuadorian milestones.	WebEx platform, internet, laptop, cellphones, and WhatsApp application.	Teacher's observation and feedback depend on the output of group and individual learners.
Twenty minutes for presentation and ten minutes for comments		Group 7 and 9 presentation and comments from group 8 and 4.	Describing qualities for success in any career.	WebEx platform, internet, laptop, cellphones, and WhatsApp application.	Teacher's observation and feedback depend on the output of group and individual learners.
Twenty minutes for presentation and ten minutes for comments.		Group 8 and 4 presentation and comments from group 1 and 2.	Describing the importance having career goals.	WebEx platform, internet, laptop, cellphones, and WhatsApp application.	Teacher's observation and feedback depend on the output of group and individual learners.
Five minutes for each group leader.		All learners commented on their perceptions on voice messages and short videos through WhatsApp has done for them in their	How do voice messages and short videos enhance individual communicative skills.	Survey and interview.	Analyzing collected data and outlining findings.

		learning process.			
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Annex 4

PARTICIPANT CONSENT FORM.

TITLE OF THE THESIS: _____

PARTICIPANT INFORMATION: _____

Please indicate your position, check all that apply

- Program Administrator
- Student/ Participant
- Teacher/ Professor
- Parents of participants under 18 years of age
- Other, (please explain)

I _____, have been invited to participate in this research study, which has been explained to me by (Students' name). This research is being conducted in order to create knowledge regarding the _____ Field in Ecuador.

PURPOSE OF THE RESEARCH STUDY

The purpose of this research study is to report on _____.

DESCRIPTION OF RESEARCH METHODS

The research methods and techniques to be used in this study will be _____ (e.g. qualitative). The participants will be _____.

REQUIREMENTS OF THE PARTICIPANTS

The participants have to _____ and comply with _____ requirements, which are: _____.

Participants will _____ (e.g. be interviewed and fill out surveys). I will also _____ (e.g. observe them in class, and review their assignment submissions).

BENEFITS FOR THE PARTICIPANTS

Participants will benefit from (e.g. their reflections on their

RISKS AND DISCOMFORTS

The only predictable discomfort or risk for the participant is the time for the completion of the surveys and/or questionnaires.

Please contact the researcher _____ (name of the researcher , telephone number and e-mail. If needed, also the name and e-mail of the supervisor)

CONFIDENTIALITY

I understand that any information about me obtained as a result of my participation in this research will be kept as confidential as legally possible. In any publications that result from this research, neither my name nor any information from which I may be identified will be included.

VOLUNTARY PARTICIPATION

Participation in this study is voluntary. I understand and I am free to withdraw my consent to participate in this study or any specific activities at any time. I understand that neither my employment status, nor my academic status will be affected if I decide not to participate in this study. I have been given the opportunity to ask questions about the research, and I have received answers concerning areas I did not understand. The data I provide in this study will remain anonymous. By signing this attached consent form, I signify that I understand the terms associated with the study. I willingly consent to participate in this study.

Signature of the Participant

Date
