

ELEVENTH GRADERS' LEARNING EXPERIENCES THROUGH A WHATSAPP GROUP IN EFL

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ABSTRACT

In this twenty first century, it is known that technological advances have been having a notable influence in teenagers' lifestyle. Actually, researchers have identified a situation in Moderno Engativá School, a private school in Bogota where eleventh graders use their cell phones interacting with social networks and applications throughout their classes. Consequently, instead of avoiding the use of these devices and apps, researchers decided to take advantage of these technological resources and use them as a support for the English class in order to promote different learning experiences and in this way analyzing them.

Therefore, the objective of this research project was to analyze students' learning experiences during the participation in a WhatsApp group in EFL. This qualitative study was an Action Research which generates a cycle on the situation identified. The pedagogical implementation was divided in six activities which involved the four language skills –speaking, writing, listening and reading- using that application in order to provide participants with a learning experience in which they could share and interact with their classmates.

Lastly, the instruments chosen to collect data were a focus group implemented at the beginning, journals after each session during the implementation, and finally a questionnaire in which participants expressed the most significant experiences for them in a general way about all the activities developed in the WhatsApp group.

Key words:

Learning experiences, interaction, mobile learning, WhatsApp in the EFL.

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INTRODUCTION

According to the observations made in a private school in Bogotá with eleventh graders, it was considered necessary to apply a research project in which the technological devices usage was analyzed deeper. Therefore, the aim of this study is to analyze the learning experiences those teenagers had when they were participating in a WhatsApp group in EFL. It was evidenced in that population that they use their cell phones or tablets in class. Researchers took advantage of this situation, applied a focus group, journals and questionnaires to support this research project focused on qualitative research. It was designed a set of activities in which participants could reinforce and practice their English proficiency level in the four language skills using WhatsApp as a language learning tool.

In the first chapter, reader will find a detailed description of the situation, research question and objectives. In the second chapter, it will be possible to identify the previous national and international studies related to this educational field and ICT usage in the classroom. Additionally, the theoretical support and constructs of this study will be presented and explained deeply, -Learning Experiences through Online Apps and its proper sub constructs - *Mobile Learning* and *WhatsApp as a Language Learning Tool*-. In the third chapter, reader will recognize the type of this research project, the participants and setting where this research project was carried out. Furthermore, data collection instruments which were implemented in order to collect the data needed for the analysis are presented in this chapter.

Next, in the fourth chapter the visions of classroom, language and learning by researchers are described and instructional design of the activities implemented is presented. Followed by this, in the fifth chapter reader will find the data analysis of the research situation found; it presents the main two categories which emerged from the data collected and the subcategories

which explain deeply the information gathered by researchers during the intervention. Finally, in the sixth chapter, conclusions, implications and limitations this study had and it provides suggestions for further research.

CHAPTER I

STATEMENT OF THE PROBLEM

Social media and applications usage are increasing rapidly in the communication networking. It has a highly importance in society lifestyle; children and old people are immersed in a technological new world. Inside social media, exist many messaging applications such as Facebook Messenger, Line Messengers and WhatsApp Messenger which are used for different purposes depending on the ages such as communication among relatives for adults and old people. Furthermore, it is used for teenagers to express themselves and as a learning tool.

As a result, in today secondary education settings, teachers use applications to create tasks to contribute in the students' knowledge construction and practice outside the classroom. As social media has increased, it has been used by teachers in schools, "the influence of social media on learning and teaching environments is growing more each year. Social media applications can reinforce class material and positively influence discussions" (Griesemer 2012 p.8). Social networks and applications could stimulate critical thinking skills, participation and motivation in students using a foreign language through an interesting application for them, therefore it is an excellent teaching and learning tool that should be implemented as ICTs –Information and Communications Technology - in education.

Research situation

Eleventh graders from a private school in Bogota have interests in technological devices, instant messaging applications and social networks; they have almost one cell phone or tablet which goes with them everywhere, even to school. This research situation has been identified by teacher's observations –one of the researchers- because he has noticed students use their technological device in class chatting about what they are doing. They share pictures about their classroom and share audios about what teachers are explaining; teacher interviewed colleagues to

determine if they use their cell phones only in the English class, but also, they use them in all of the subjects with different teachers.

Based on the interviews researchers took, some students affirmed that they are thinking in other aspects of their lives such as communication with friends and classmates using social networking sites and social applications. That is why they are chatting in class, they prefer online and mobile tools than a traditional class. Some eleven graders mention that they have a Facebook group which was created by themselves to talk about how their day was, share images, photos and videos about whatever they decide and important aspects for them.

Checking the Facebook group students frequently share their thoughts and feelings about their society, school, family and friends; that is the reason whereby they are using it all the time even in the school. Therefore, it was important to take advantage of this social media and social applications usage level, even some educational institutions are interested in the growing development of ICT -Information and Communications Technology -acting according to technological advances in society.

Justification

This situation is important to investigate as a result of the technological increase and the educational needs as the world is changing. Besides, students have at least one technological device such as cell phone or tablet, but researchers wanted to discover if students learn a foreign language through social media usage as a language learning tool. Teaching methods has changed, they are not as effective as before, now students are located as the center and protagonist of their own learning through interesting strategies for them.

This research project is different from previous national studies because in Colombia there is no previous studies about WhatsApp usage for academic purposes, there are projects in which mobile learning has impact with portable devices which are used as a learning tool.

Brazuelo and Cacheiro (2015) says that mobile learning has had a significant impact in technological way. Nowadays, this represents that our culture has been adapted to use mobile devices to acquire knowledge and it is useful because people can learn and study not only in a classroom but promoting abilities that people are acquiring with an importance of typing and learning using portable devices and interacting with people not only in an academic way but also in an informal way.

However, this investigation was done by a specific application and social networking site –WhatsApp- in which students had the chance to use an interesting online application for them to practice English in an informal language learning context applying it in their real background. They expressed themselves as usual, talking about the same things they do in Spanish, with an extra advantage which is they could improve their English writing and reading abilities through experiential learning on a WhatsApp group.

Different groups might benefit from this research project, firstly students had the opportunity to use English language not only for academic purposes, but also to relate it with their daily routines, and they could acquire a higher level of English language in reading and writing skills. Secondly, teachers which can implement social media and applications in the classroom in order to use them as ICTs - Information and Communications Technology - and create an innovative environment for learning and teaching.

Thirdly, school could use this project to implement new ICTs -Information and Communications Technology - in the classroom, to train teachers to take advantage of the technological advances and students' preferences in contemplation of improving students' learning processes. Fourthly, researchers and pre-service teachers to understand more about informal language learning context and to be at the forefront of new teaching and learning

strategies in teenagers, and also to encourage with classroom management and learning environments for them.

Research question

- ⊕ What are 11th graders' learning experiences from Moderno Engativá School when participating in a WhatsApp group in EFL?

General objective.

- ⊕ To analyze eleventh graders' learning experiences from Moderno Engativá School when participating in a WhatsApp group in EFL.

Specific objectives.

- ⊕ To explore eleventh graders' learning expectations about participating in a WhatsApp group in EFL.
- ⊕ To classify eleventh graders' learning experiences when participating in the WhatsApp group in EFL.
- ⊕ To describe eleventh graders' meaningful learning experiences after participating in the WhatsApp group in EFL.

CHAPTER II

THEORETICAL FRAMEWORK

Literature Review

This literature review shows previous studies related to social media usage in young adults with the aim to analyze students' experiences about participating in a WhatsApp group using English as a Foreign Language. Besides, this literature review is presented in two main topics, WhatsApp app and Mobile Learning. Those aspects were taken into account in order to give students the opportunity to practice English not only for academic purposes, but also in a real context based on their own interests.

Firstly, in WhatsApp app topic we found a Mistar's project (2016) which was a quantitative research with the objective to examine the WhatsApp usage as a learning tool and determine how it could help students to enhance their language learning. Likewise, it investigated the importance of using the student's' perceptions as it suits with recent young generations' interests and lifestyle. Consequently, data collection for this project was gathered from a survey collected on 20 people.

The author from this research project concluded that technological devices and applications such as WhatsApp allow students to enhance their proficiency level in a foreign language learning process. Moreover, WhatsApp contributed students' attitude and performance in order to be more safety to express their beliefs, and to encourage their knowledge about vocabulary, use of language and pronunciation.

Secondly, the purpose of Ling's (2016) was to examine the use of WhatsApp among secondary school students. Likewise, it explored the students' perceptions and learn in order to obtain possible problems encountered from the instant message use. Data was gathered from a

survey collected on 64 questionnaires to secondary students, and then it was followed by an interview of 5 students from the same sample.

According to the findings of this study, WhatsApp App is the top instant message used by those population, it is estimated as a convenient and effective tool for communicating for social and academic purposes. Students participated in group chats to discuss and share their ideas, thoughts and opinions on a range of topics and enjoy the features of WhatsApp to send text, images or videos.

Additionally, “majority of the students agreed that WhatsApp group chats are a useful avenue for both teachers and students to connect and discuss or share information which helps to foster a better understanding of the subject” (p. 45). Nonetheless, researcher mentioned it is important to control mobile groups by a moderator such as the teacher in charge. He also mentioned the positive and negative aspects of the use of WhatsApp by teenagers; we are added the description of their own perceptions during the participation in that online group. They should identify the influence that this project has on their social, personal and academic life.

This study supports the young adult's preferences about WhatsApp and their social and academic issues which we use to develop our investigation. We acknowledge this application is the most common and interesting mobile tool for them and all they use it for the same purposes - communication and learning-. In addition to that, it suggested that it is very important a teacher manages online groups among students in order to avoid misbehavior; therefore, we followed this piece of advice in our implementing part.

Thirdly, we found a quantitative research which investigated EFL college students' attitudes towards cell phones learning process from Aldashti and Dashti (2015). Data were gathered from a questionnaire divided into three sections. Firstly, it is called students' attitudes towards the usefulness of mobile learning; secondly, it is an investigation of students' opinions

towards reasons where and why they and their instructors use cell phones. Thirdly, it is an open-ended question, asking students if they have any comments on the importance of cell phones.

The last project mentioned let us know that Aldashti and Dashti, (2015) did an analysis in which most of EFL college students develop their self-confidence and also, they agree that it helps them use their spare time in something beneficial. On the other hand, college students encourage them to follow a distance learning program and they feel helped in their self-learning.

Likewise, we could interpret those results obtained from the questionnaires which affirm that a high percentage of EFL college students use mobile devices with learning and teaching purposes that are important and beneficial for them. They also considered that they could reinforce their knowledge of language in terms of vocabulary and grammar. For this reason, researcher hoped English teachers dedicate more time using mobile devices in their teaching practice.

Furthermore, the last project demonstrated that the mobile devices usage makes students have self-confidence using this social media network. It guided us to take into account some significant aspects in our project such as knowing how to engage students' ideas and how to encourage students in the classroom and using mobile devices. Besides, it reaffirmed that WhatsApp app is the most preferred online app used by young adults to communicate among their friends and relatives.

On the other hand, in the second place of topics in this document is Mobile Learning. Mar, Ana, and Christine (2013) established in their project that WhatsApp usage based on mobile learning is an important tool for helping students learning and practice English language enhancing their proficiency level. Equally, the authors affirmed that WhatsApp usage is a highly satisfied and comfortable online mobile app for teenagers to communicate their own ideas, beliefs and perceptions about the world. It was not only with the aim to improve their English level, but also it gave an extra positive result on students' reading habits. "These studies showed

that WhatsApp could help a lot in enhancing students' learning performance especially in English subject". (p. 99)

Besides, this research project supported our proposal due to it confirms WhatsApp App is also used for academic purposes applying mobile learning, and it is the most preferred application for teenagers. To sum up, WhatsApp usage to practice English language outside the classroom benefits students to apply English in their social context and to use it in their society.

Furthermore, it should be included in today's education conducive to achieve more effectiveness in learning and teaching practice.

However, in the last research project that was mentioned does not include possible learning experiences that teenagers could have during the WhatsApp usage for academic purposes or even the fact of writing and reading in a foreign language; consequently, we added the analysis of those learning experiences using a WhatsApp group applying English language in young adults' real context.

Furthermore, Brazuelo and Cacheiro (2015) said that mobile learning has had a significant impact not in technological way but in a social and cultural way as the most important. Besides, mobile learning facilitates knowledge and abilities that it is built based on each autonomous process taking into account portable devices to be connect in different places and different moments with topics that each person likes in order to interact and learn based on their experiences.

Moreover, in the last research project Brazuelo and Cacheiro (2015) proposed that mobile learning contributes to communicate among people. It means that mobile learning contributes to collaborative learning using at least a portable device to be connected in different places with many people at the same time. Taking into account the teachers' contribution, mobile learning helps to evaluate processes instantly to students through their performance in social networking.

Finally, according to Rivero, G; Aldana, Y, and Baquero, M (2013) there are different apps in which society can interact and share ideas about different topics depending on each society is immersed they can interact a lot, that is why they use Facebook App as a mobile learning tool in order to students can publish in their walls different ideas and thoughts that students have in every single moment; it was a qualitative research in order to respond to a phenomenology pattern. Data were gathered using interviews from the students about how the experience to do those kinds of activities in their lifestyle was.

In those terms, people can express to the researchers how their feeling about it was and how their daily life using Facebook was. Based on this project, it is important for our research due to we took into account the students' experiences, beliefs and perceptions that they had during their participation in a WhatsApp group using English language.

This literature review represents the previous studies about what WhatsApp App is and its relationship with mobile learning. It helped us to clear our understandings about the topic and guided us to recognize and comprehend the way in which teenagers use this application and their preferences.

It was very useful for our research project because we applied some of the data collection methods authors used to find results such as interviews and questionnaires. Now, we clarified the WhatsApp's importance and place in teenagers' lifestyle. We found that a variety of authors applied those instruments to identify WhatsApp usage for different purposes such as academic and personal.

Theoretical framework

In this chapter the main constructs are presented in order to describe students' experiences about using English as a foreign language in a WhatsApp group. This study has one construct

called Learning Experiences through online apps and two sub constructs which are Mobile Learning and WhatsApp as a Language Learning Tool.

Learning experiences through online apps provides the reader a specific definition about what it is and it will contextualize him about learning experiences teenagers have had through social networks usage. Then, the first sub construct is Mobile Learning which contributes to have a general idea of what mobile learning is and how it inspires students to participate in it. The last sub construct describes what WhatsApp app is and how it is used as a language learning tool. The constructs are presented sequentially and their definitions will afford a wider idea about the theoretical base of this study.

Learning experiences through online apps.

According to Dees (2003) a significant learning experience is proposed by students, it means that when students are able to produce any kind of knowledge they acquire, it will be classified as a learning experience. In teaching, the process to have a learning experience is a result of something truly significant not only for the topic or for the lesson, it is based on the students' lives and how each student internalizes it to comprehend a specific topic.

Likewise, the author proposes that a learning experience has a process to be developed by students, and then when students receive the input, it is important to produce an outcome to create something significant for them. Consequently, students will have an impact in their social environment based on the knowledge they acquired.

Based on that, Dee (2003) proposes some steps which should be followed in order to achieve a learning experience. First of all, students have to be engaged in their own learning process, then and the most important part is to let students participate in class with a clear high energy. The outcome will be the significant product and all changes students had during their

learning process, it could be represented by grades, degrees or even by students' personal progress.

On the other hand, explaining deeper about learning experiences, Good (2009) understands a learning experience as any intentional learning activity which involves something personally meaningful to the students through online apps usage. Those are conducted by the students' application of knowledge and skills in their real environment such as in all of their professional and personal aspects. Hence, learners are the center of learning experiences whereby there is a relationship between their theoretical and practical knowledge of matter with cognitive performance.

According to Peña (2007) learning experiences become in a valuable experience in the students' formative in personal or academic processes. Its objective is to build individual and group knowledge in different learning environments. Students are responsible of their own awareness and the way in which they apply the knowledge in their real situations and context.

Therefore, they are capable of creating their own knowledge based on the instruments given by teachers; however, some teachers believe that by implementing banking education they assist students through offering them a packed content of knowledge to repeat and memorize. Nevertheless, regarding the role of the teacher in Freire's approach (1970), it is important as it aims to make students autonomous learners, this role is more than explaining themes or topics to be studied. They should guide students to achieve their critical consciousness by engaging them in problem-posing dialogues in order to achieve a meaningful learning experience. Educators must act as a facilitator; teaching is more than transmitting knowledge (Freire, 1998).

There are bountiful learning environments, methods and applications that teacher should use in their classes in contemplation of being at the forefront of the learning strategies learners

have adopted through the cultural influence such as using technology and in the classroom as a meaningful teaching strategy due to it has been a very useful tool in the current education.

Technology has many applications and ways to be used such as social media which has an impact in learners who has had different learning experiences through social media, they are defined by Mayfield (2008) “as a group of new kinds of online media and a way of communication” (p.5.). There are some features which social media involves, the first aspect is participation, all users share certain information and readers create a discussion about that fashion topic. Likewise, participants can use social media as for learning purposes or even learn from those topics they read and comment.

The second one is openness in which people can react about a topic also they can have different points of view to have interaction itself. Next one is conversation, it is when people have a complete message from others, and they share ideas. Fourthly, “community is when there is a kind of population that select information and there is a concordance about likes and dislikes about a topic and they could produce neutral, positive or negative statements” (Mayfield, 2008, p. 5).

It means that social media is a way to communicate and share opinions, ideas and feelings with other. It is a facilitator of developing learners' abilities such as comprehension, in that way they are learning and practicing knowledge. It is essential that people interact among themselves instead there was not social media or social networks, that is the proposal of the designers. Since the educational point of view, Griesemer (2012) argue that social media tools are changing the communications landscape quickly. Their usage has impacted significantly how students learn and the way tutors teach.

It is demonstrated in Dunn's study (2012) that active learning experiences using social media interaction can put an interesting way to learn and feel engage to develop new knowledge and practice language skills.

The influence of social media on learning and teaching environments is growing more each time. Social media applications can be used to strengthen students' learning processes and these act as an extra positive material for the class. "Social media technologies expecting to stimulate critical thinking skills, collaboration, and knowledge construction to promote and create a collective intelligence" (Griesemer, 2012, p. 8).

Social media is appreciated as a way to communicate with other people through technological devices such as smart phones or tablets and Internet. It allows them to interact and share comments, ideas and express their own points of view about a topic. Likewise, it acts as a learning tool which can be used by both learning and teaching processes in students and teachers to practice and acquire new knowledge such as a foreign language; it is an essential aspect which should be applied in the classroom as a promotion of ICTs.

Mobile Learning.

Undoubtedly, Brazuelo and Gallego (2014) defined mobile learning as an evolution of E – learning in which students are able to acquire knowledge in any place. It is not mandatory to be in a classroom. It is also described as the opportunity that pupils have to take advantage of technological devices to practice and work by their own so they can acquire knowledge easier using online tools.

Additionally, regarding Li (2009), in order to acquire a language in this century is necessary to use the technological advances world brings; he established that it is "helpful to the language learning, such as memory, imitation, analysis and judgment abilities; also, the ability to

solve problems independently, organization and summary ability, self-assessment ability as well as a potential ability for language learning” (p. 58).

These authors added that mobile learning as an educational module in which students can increase and practice in their own knowledge through using technological devices, furthermore it is possible to propose solutions and strategies to supply students learning problems; portable devices act as a way which they take in to do autonomous work. This modality allows developing learning and teaching process in any time and place. The most common technological devices used as mobile learning are smart phones, tablets and phablets, the last one is a hybrid between the first one and the second dispositive.

According to what Brazuelo and Gallego (2014) technological devices are being more common now than before, they have been used as a learning and teaching tool by teachers due to those kinds of appliances are very easy to acquire and use them. Almost all teenagers around the world have at least one Smartphone either for personal or academic purposes, therefore it is meaningful to apply mobile learning in students because teacher is teaching through students' preferences and it becomes in positive teaching and learning tool.

Mobile learning has a similar meaning to O'Malley et al. (2005) who explained that it is any kind of learning which is produced when students are not in a specific place. They also determined that it is produced when they take advantage of different learning opportunities that technological mobiles bring. Besides researches consider that “m-learning has been established as learning that takes places via such wireless devices as mobile phones, personal digital assistants (PDAs), or laptop computers” (p. 6).

According to what authors clarified, it is important to consider that mobile learning not only occurs when students have access to a smart phone, they also have to be connected to a wireless to interact in social networks. Likewise, it takes into account the learner's motivation to

learn and practice knowledge using mobile devices for that purpose and not only for communication with relatives, friends, classmates and unknown people due to “all learning arises for goal-directed activities; specific knowledge is acquired in order to satisfy goals and needs” (p.12).

In addition to that, Klopfer et al. (2002) identified five characteristics of mobile learning which are involved in learners and their learning environment. The first one was portability, it means that mobile devices can be taken to different sites or moved around within a site such as cell phones or tablets. The second one was social interactivity that relates mobile technologies as facilitators for the innate anthropological need to use language to communicate and express themselves.

The third one is context sensitivity which provides the possibility to respond to current location, environment and time where and when a student uses mobile devices. The fourth one is connectivity which is related to what O'Malley et al. (2005) mentioned, it is essential to be connected to a Wi-Fi network to use online tools, and the fifth feature is individuality that explains the importance of doing autonomous work to learn and practice knowledge.

Likewise, Naismith et al. (2002) agree with “the range of activities for which mobile devices are being used suggests that these technologies are fundamentally changing the nature of learning provision” (p. 19.). It means that tutors give students highly personal experience embedded within an authentic context of using different learning tools to do different activities by their own.

Accordingly, Klopfer et al. (2002) consider relevant to “appreciate the potential of mobile technologies for learning, we must look beyond the use of individual devices and consider their use embedded in classroom practice, or as part of a learning experience outside the classroom” (p. 9). It means that technological devices are giving all the learning tools society needs, and

those have to be applied to achieve and improve educational processes not only inside the high school, but also outside in each student's real context in order to acquire meaningful knowledge.

Mobile learning acts as an ICT Information and Communications Technology tool. It can be included in personal as well as professional environment; furthermore, it has been used for teaching and learning purposes. Next construct provides as a wider idea about what WhatsApp is, what its purpose is and how it works as a language learning tool.

WhatsApp as a language learning tool.

Hedlund (2013) determined WhatsApp as “a messaging application that you can download to your Smartphone and use it to easily send messages to other people's mobile phones” (p.1). It means that is an application very easy to have in people's cellphones through mobile stores, also it is completely free. Besides, this application acts as a facilitator of social interaction among people around the world; it is with the aim to share ideas about their common life, thoughts and experiences. Nowadays, this application counts with different types of communication as instant messages, calls, video recordings, audio recordings and video calls.

A WhatsApp user can share as many things as well as they want. Hedlund (2013) affirms that a richer messaging is a person who wants to express himself using more than instant messages such as images, videos, audio files, contacts, locations and a number of emoticons in instant messages as possible alternatives to interact with different contacts.

Consequently, based on O'Malley et al., (2005) the development of technological devices has increased along the time; therefore, WhatsApp is a very innovative teaching and learning tool which should be applied in the classroom due to students can interact and communicate with relatives or classmates, but also, they can acquire new knowledge such as a second or foreign language.

According to those authors, when a teacher wants to increase students' knowledge of a foreign language and he takes advantage of technological devices such as WhatsApp and all the features which those bring, it is easier to achieve his students' academic objectives. Furthermore, O'Malley et al. (2005) consider that "learners who want to take advantage of mobile technologies to enhance their learning experiences and expand them beyond their usual locations" (p. 6.).

It means that students could take advantage of those applications, in this case highly WhatsApp because they have it on their technological devices not only for communication, but also for academic and personal purposes. It was essential that students feel motivated to use them in order to acquire new knowledge and learn other language; they need to feel engaged and comfortable to do autonomous work to prosecute all the online information they read and listen. Therefore, WhatsApp supplies all their needs, they enjoy use it to communicate and it can be used to acquire knowledge.

WhatsApp as a language learning tool is an application which people can download it easily from different mobile stores to their personal cell phone or tablet; it works as a communicative tool in which they can interact with other sharing pictures, instant messages and video calls around the world. Likewise, WhatsApp has been used as a language learning tool in which students can practice a foreign language in their real context using what they prefer in terms of interests about social networks.

Conforming to Haines (2016), there are different useful activities for using WhatsApp with language students such as 30 seconds audio presentations in a foreign language about what they were doing at the moment in which tutor can evaluates pronunciation, intonation and fluency. On the other hand, students film a video in which they act as a tour guide for other participants on the WhatsApp group about a place they know well such as their house and listeners/viewers should comment all their classmates' videos.

CHAPTER III

RESEARCH DESIGN

This chapter aims to describe the methodological procedures followed in order to describe teenagers' language learning experiences through a WhatsApp group in English as a foreign language. First, there will be presented the explanation of the type of research it was. Then, we set the research paradigm and explain type of this research. Next, we present the context and the participants. Finally, we mention the data collection instruments which we will implement in our project to answer our research question.

Research Paradigm

This study served to a qualitative approach bearing in mind those experiences, perceptions, attitudes and beliefs were described. According to Johnson & Christensen (2012) a qualitative research is an approach in which researches can determine people's perceptions, points of view and beliefs. It is focused on social behaviors and population's thoughts in order to get a conclusion of the most common beliefs of interviewed population about an attitude in front of a specific situation.

This study's paradigm is qualitative due to descriptions and interpretations are the data collected which were analyzed based on the participant's experiences and perceptions in order to classify them on meaningful language learning experiences. Besides, it is important that a qualitative researcher holds that understanding of an event comes from exploring the totality of the situation.

In consideration of Johnson and Christensen's opinion (2012) qualitative research is considered as a paradigm which focuses more on personal beliefs and behaviors than on the execution process of an investigation. When we decided to adopt a qualitative paradigm, we took

into account the teenagers' experiences and perceptions about participating in an online app on their mobile devices among their classmates using English language.

Research approach

Action Research.

According to Burns (2010), the purpose of action research is “to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvement in practice” (p. 2). It means that when a research has identified a problem, it is essential to reflect about researchers' practice and to act implementing strategies to change or improve it. Action research involves teachers as researchers, they are immersed in different problematic situation with their students in which they can reinvigorate their teaching practice and lead to positive change.

Based on Kemmis and McTaggart (1988), action research is a cyclical process which typically involves four broad phases in a cycle of research. A researcher starts identifying a problem or situation to develop a plan of action, it is called planning. Then, analyst takes action to improve the issue. Consequently, he observes systematically the effects of the intervention, attitudes and opinions of those involved. And finally, investigator reflects about what he designed and the effects of the action process to restart the cycle again.

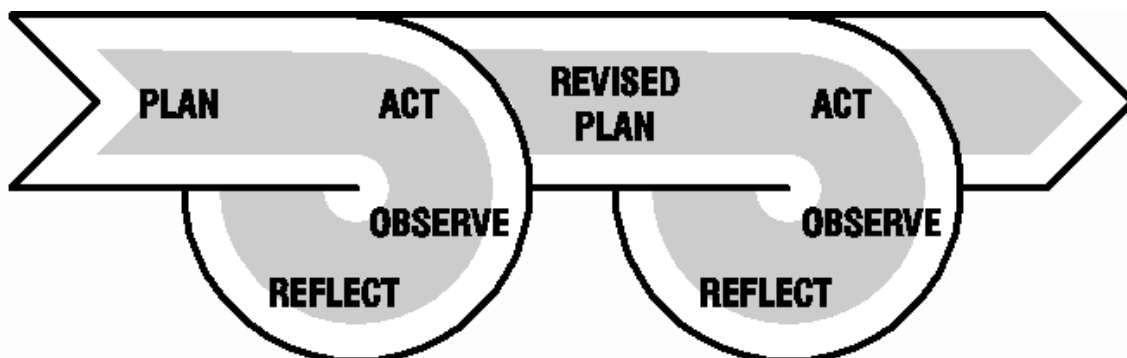


Figure 1. Hudson, B. and Owen, D. (2000).

According to this figure, it is possible to identify “action research is a reflective process that aims to solve a particular teaching-learning problem that has been identified” (Kemmis & McTaggart, 1988. p. 5). Moreover, researchers from this project planned, implemented, observed and reflected about an identified situation related to eleventh graders' participation on different activities through an online application they are familiarized with.

Setting

Moderno Engativá School is a private institution located in Engativá neighborhood in Bogotá City. According to PEI -Proyecto Educativo Institucional- (2007), this institution promotes values among students and teachers with the aim to develop students' formation as an integral education in which is certainly important for the institution to educate useful people for society in the future and competent people trained with values and principles articulating knowledge in their personal process.

The institutional philosophy is specifically based on the cognitive approach in which Bruner (1956) defines as a multidisciplinary understanding of mind and cognition in general. This approach was taken from the PEI -Proyecto Educativo Institucional- due to it is the school's basis to support its philosophy, and it was followed in order to maintain the same aspect of theory and the process in this research project. Likewise, Moderno Engativá School acknowledged that it is a theoretical and a methodological diversity that has been a fundamental point to enrich the advances covering studies ranging from a nerve cell to a neural network; on the other hand, it will happen from an individual to social groups, where language, social organization and culture play fundamental roles. This institution works under Bruner's premise.

In accordance to PEI (2007) students are prepared to response to social problems and act as a problem-solving assistant giving the opportunity to talk to classmates and teachers when

something is not going well in personal aspects. Values such as respect, equality and friendship aim in this private school in order to educate adults for the future creating peaceful relationships.

Taking into account the Moderno Engativá vision and mission to develop communicative skills between their parents, teachers and their classmates are fundamental for the educational process that students will acquire. Furthermore, students practice values and awareness about environmental problems in order to be a leader in their society interacting with people around them.

Based on the Moderno Engativá School PEI (2007) it promotes integral education to whom are the future of the country; therefore, it says to form competent students in order to give them some tools about personal character to make important decisions in their lives, that is the reason why students are allowed to recommend how they would like to develop an action.

Participants

Participants of this study were eleventh graders between 15 to 18 years old from a Moderno Engativá School in the west part from Bogota City at Villa Gladys neighborhood. They were 30 students in which there were 18 female students and 12 male students. Taking into account the English Language Level they were A2 in which students can produce paragraphs and create a conversation with some lack of some high level vocabulary, all of them participate in the implementation process nevertheless the participants in this research project were only 15, they belong to two and three social strata. They attended to six hours of English class per week in which they developed different activities to work on their four language abilities.

Additionally, this population had been together for more than three years, therefore they were a solid group that knew what they like and what is possible to change in order to have a good coexistence between themselves, teachers and the administrative group. All of them shared

similar preferences because of their ages such as they have smart phones and a data plan in order to keep connected on social networks daily.

Firstly, it is worth mentioning that students described themselves and explained why they were different from others by using a WhatsApp group which has been piloted before conducting this research project. They considered they felt motivated to do an activity proposed by teachers; they analyzed their abilities in order to complement those of their classmates. Furthermore, they tried to do the activities, projects and dynamics together as well as possible working such as a big team to have the same achievements. Students tried to do their best to mark difference and highlight over all at school.

These eleven graders had a positive class environment in which teachers felt comfortable to teach and them to receive it because there are different purposes to assess students' process. They were able to advice and comment classmates' attitudes in the academic aspect; they were respectful and contributed to the peer assessment. This population preferred to work in groups; they liked to discuss with partners about a topic and felt motivated in competitions.

In contrast, some of them had preferences in terms of gender. Female students enjoyed talking about their daily lives, listening to hit music which had an impact in their society such as Pop, Latin Pop and Reggaeton. On the other hand, male students had talent to work as a team, do the homework or a project together, and to talk about sports like basketball and soccer.

Sampling

According to McMillan J. (1996) *simple random sampling* provides the same probability to be selected to participate in a research project. This method is usually used for choosing a random sample in a small number of a population. We selected a sample of 15 eleven graders from Moderno Engativá School. They were randomly selected from a list of 30 students; they participated in a lottery according to their student code in the school.

Those chosen participants were part of a focus group, questionnaires and journals. Their participation in the activities proposed to be developed in a WhatsApp group was taken to act as evidence of this research project during the whole process of the implementation. (Appendix 1)

Ethics

According to Walliman (2011) ethics are important to carry out a research project in order to have a guideline to help researchers to have veracity in their research project. It means to keep honesty and integrity in all of the answers the participants bring and the words that researchers used in all of the activities, data collection and conclusions due to it must follow a confidential process.

In those terms, researchers made a letter for the head of the school to inform about the project and to request permission for its implementation; furthermore, a consent form was designed for the participants of this research project and their parents to explain all of the procedures that students followed in the activities in which they were involved. (Appendix 2, 3 and 4)

Data Collection Instruments

In order to collect the information needed to answer the research question, we selected three different instruments to collect data. The main instrument chosen for this study is the focus group due to it is related to the students' feelings and attitudes while participating in a WhatsApp group using English language. Then, journal is the second instrument to gather data we selected; it helped to analyze a new teenagers' perspective in an individual way, it gave a personal opinion about a specific topic. Finally, questionnaires were chosen due to they provide a general idea about interesting topics for participants. The purpose of data collection methods was to collect information through different instruments to answer our research question.

Focus group.

According to Cameron (2005) a focus group is a method in which a small group of participants is involved to express their thoughts, feelings and perceptions about a topic defined by researchers. They introduce a topic or a question to discuss among members to obtain a general idea about their perceptions. A session usually lasts between one and two hours; it must be moderated by researchers.

An important fact in focus groups is the interaction among participants that is the main difference between this method and interviews. Therefore, “the group setting is generally characterized by dynamism and energy as people respond to the contributions of others” (Cameron, 2005. p. 157). It means that researchers have to give the guidelines to develop the activity and balance the interaction among members.

This instrument provided us an excellent way to collect and organize information of all the different experiences and teenagers' perceptions had during the development of the research project. This instrument was applied at the beginning of the implementation of the activities, and it was piloted with a different community with similar ages and English level. Focus groups allowed participants to complement their opinions and those motivate them to share more about their feelings while participating in a WhatsApp group and how they felt using the foreign language they are not immersed completely.

For the focus group we applied a semi structured interview which according to Longhurst (2016) it is a verbal interchange where the researcher attempts to elicit information by a participant. Topics and issues are covered in advance, in outline form; interviewer could decide sequence and wording of questions in the course of the interview. It is important to create a comfortable environment to develop the interview to use an informal tone to ask questions.

A semi-structured interview is opened; therefore, it allows new ideas to be brought up during the interview as a result of what the interviewee says. Thus, researchers applied this type of interview to obtain general background information about topics of interest for the project and to stimulate new ideas and creative concepts in the answers given by the participants.

Moreover, we obtained information for the two first objectives from this research project which are to explore 11th graders' language learning experiences and to classify meaningful learning experiences about participating in a WhatsApp group in English as a foreign language. (Appendix 5)

Journals.

As reported by Williams (2017), a journal is a written record of a person' thoughts, experiences, and observations. It can be written daily, or only when someone feel the urge. It can be done in the way in which each individual desire because it is an own paper to reflect about an own process, practice or experience. Therefore, "journaling is different, there are no rules, no rights or wrongs", (para.1.). It means that writers can write whatever they want due to it is to think about their intrinsic feelings, thoughts and actions.

We considered a journal was an excellent instrument to collect data in order to gather individual thoughts; it acted different from focus group in which we collected general and group information, but also in journals we obtained specific information about a personal point of view from eleventh graders. Participants could express themselves and be honest with them, this instrument was applied at the end of each session and they had to interact in an online platform in which they could write freely and individually. "Your journal is a space where you're absolutely free to express yourself" (Williams, 2017. para.1.). (Appendix 6)

Questionnaires.

According to Johnson & Christensen (2012), questionnaires are a “self-report data-collection instrumental that each research participant fills out as part of a research study. It is used to obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality and behavioral intentions of participants” (p. 197). It means questionnaires facilitate to gather points of view from community to be analyzed and answer the research question.

This instrument was applied personally at the end of the implementation in order to reflect about all the online activities researchers proposed during the whole project; furthermore, it was piloted before with a different group of teenagers with similar ages and English level. It included opened and closed questions based on what information researchers consider useful to gather thoughts, feelings and attitudes about the implemented sessions in order to reflect about the project for next researchers. (Appendix 7)

CHAPTER IV

INSTRUCTIONAL DESIGN

This chapter aims to describe the researchers' visions about language, learning and classroom which provide the reader a general idea about what the principles of this research project are. Furthermore, it establishes the basis of the objectives that are supposed to be achieved with the implemented activities in the WhatsApp group which were developed by the eleven graders.

Vision of language

Tudor (2001) determines language as a self-expression in which students achieve pragmatic goals performing them in their professional and personal practice. It means that language acts as a medium by students to build up their personal relationships and to interact with their social environment exploring their emotions, aspirations to find their interests.

Likewise, language is not only a tool to achieve transactional goals, it is also a way to communicate ideas, thoughts and feelings and it contributes to people's self-definition and position in society. In those terms, individual plays the role of social actor and language performs their social action. Tudor (2001). When language is understood as a self-expression its aim is not about what learner has to do in the language, it is about what he wants to express using the language.

This vision of language is connected with this project in the way in which students can express their own thoughts, feelings and beliefs about certain topic. They can use English language to create their identity in order to communicate in a specific context; through the activities researchers propose, participants use the language as the way to express themselves, not as the main objective of communication.

Vision of learning

“Learning is understood as an attractive view of experiential forms” (Tudor, 2001 p.79). Most of the students learn English language to put it in some sort of pragmatic use and when circumstances require it. However, they need to be exposed to the language; likewise, the aim of a learning process is to understand how to put it in action applying it in learners' real situations through real examples and communicative activities with classmates, in this way experiential learning is achieved, (Tudor, 2001, p. 78).

This vision of learning is focused on direct experience with the language for communicative purposes as a basis for learning itself. Nonetheless, it is not the only goal of learning; it is also about a means of learning in its own right. It involves implicit language forms such as problem-solving activities, role plays and stimulation tasks to produce language based on students' interests in order to exchange opinions, (Tudor, 2001, p. 80).

Regarding Freire's banking model of education (1970), learners are not containers into which educators must put knowledge, instead of communicating, the teacher issues disclosure and makes deposits which the students are forced to receive, memorize, and repeat what educators mentioned. Learning is leaving students to be the owners of their knowledge and the responsible actors of their decisions and actions in their real situations based on their critical thinking (Freire, 1998).

In addition to that, its aim is about the creation of conditions in which students use their learning of a language as the way to communicate and it is not presented as an object of study; they include their personal and critical thinking about a specific topic using the language without mastering it completely, it motivates them to be part of learning process.

Experiential learning establishes students' personal meaningfulness as an essential feature to understand the function of language and to build their identity, express their interests and

concerns naturally, both within “the classroom and in the broader context of their life and aspiration”. (Tudor, 2001. p.84). It constitutes a personal language learning meaningful experience which depends on the learner’s attitude towards the language and his interaction in context.

This vision of learning is evidenced in this project in the way in which students produced language to express their own preferences and to expose their interests about topics established into the activities proposed such as unforgettable personal experiences. Learners use language to present their personal thoughts and critical thinking even if they do not master the English language usage, but it motivates them to participate into the learning process.

Vision of classroom

According to Tudor (2001) classroom is understood as a place of communication in which learning is acquired by communicative activities in which interaction among students is involved. The perception of classroom and real world should not be divided, in contrast, those should act together to implicate real experiences into the lessons; it allows a communicative classroom to have an appropriate learning process development. The main idea is to call for an attentive analysis of the uses which students have to make of the language applying their real situations and context.

The aim of a communicative classroom is to provide learning experiences with some personal meaningfulness for the learners. Meanwhile, classroom supplies a social entity in which relation with other students is possible and facilitates communication within the classroom itself. It arises out the interaction among students with the material while developing tasks; besides it is essential to take into account the students’ attitude and affective factors as well as the language objective for each lesson.

This vision of classroom is connected with this project due to the communicative process among students and the relation between the learning-teaching process can be produced in an outdoor class. Therefore, they developed different tasks and workshops in which they could interact with their real world, it was essential to relate students' real context with their English learning itself in order to explore and describe their beliefs about it into the online communicative activities with their classmates.

Instructional design

According to the explanation given and the sections of the implementation of this research project, we present the activities proposed.

ACTIVITIES & TIME TABLE			
SESSION AND DATE	ACTIVITY	LEARNING OBJECTIVE	PEDAGOGICAL ACTIVITY
<p>First Session: Thursday, September 28th-2017</p>	<p>My unforgettable experience</p>	<p>Students will be able to express in a written way their experiences and feelings through a WhatsApp group in EFL.</p>	<p>Students are going to choose one of these topics:</p> <p><i>What is the happiest moment in your life?</i></p> <p><i>What is the saddest moment in your life?</i></p> <p><i>What is the most frightening moment in your life?</i></p> <p>Then, they are going to write and describe one of these experiences they have had in the WhatsApp group.</p> <p>The idea is that all of the students read each classmate's experience and comment it. They can share pictures related to their stories.</p>

How the activity was posted to students:

Hello guys!

For this week, we are going to practice how you write in WhatsApp. First, choose a topic

What is the happiest moment in your life?

What is the saddest moment in your life?

What is the most frightening moment in your life?

Second, share a photo, a meme or whatever you want about the experience.

Third, write and describe one of these experiences you have had. Then comment one of your classmates.

<p>Second Session: Thursday, October 5th- 2017</p>	<p>This is my place!</p>	<p>Students are going to share and describe orally their real environment outside the school through a WhatsApp group in EFL.</p>	<p>Students are going to record a video about themselves giving an introduction about their home answering the aspects below:</p> <p><i>Who do you live with?</i></p> <p><i>Do you have any pets?</i></p> <p><i>What is your favorite room of your house?</i></p> <p>Then, they are going to continue recording the video about their houses in which they are going to show and describe the places of their house with a free language speaking using known parts of the house vocabulary.</p> <p>It must be ONLY ONE VIDEO. Maximum duration: 2:30 minutes</p> <p>The idea is that all of the students watch at least two videos of their classmate's place and comment it.</p>
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How the activity was posted to students:

Hello guys! By Katta and I

Dear students, you are going to record a video about yourselves giving an introduction about your home answering the aspects below:

Who do you live with?

Do you have any pets?

What is your favorite room of your house?

Then, you are going to continue recording the video about your houses in which you are going to show and describe the places of your house.

It must be **ONLY ONE VIDEO**.

Maximum duration: **2:30 minutes**

The idea is that all of the students watch at least two videos of their classmate's place and comment it.

Taking into account the Moderno Engativa School schedule, students have a recess

week, between October 9th, 2017 to October 13th, 2017

<p>Third Session: Thursday, October 19th - 2017</p>	<p>Talking about a Creepy Tale!</p>	<p>Students are going to answer orally two questions about a creepy tale using the WhatsApp's audio recording tool in the group in EFL.</p>	<p>Students are going to listen to a creepy story at YouTube about a woman's experience working in a motel in the following link: https://www.youtube.com/watch?v=KYO0oNBcDCQ</p> <p>Then, students are going to audio record their voices answering the following questions:</p> <p><i>What was the most frightening part of the story?</i></p> <p><i>Will you work as a housekeeper? Why? Or Why not?</i></p> <p>Finally, the idea is that all of the students listen at least an</p>
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			audiorecording of one of their classmate and comment it.
<p>How the activity was posted to students:</p> <p>Hello guys! Nice to chat with you again, we hope you the best in this final part of the scholar year. For that, in this week you are going to listen to a creepy story at YouTube about a woman's experience working in a motel in the following link: https://www.youtube.com/watch?v=KYO0oNBcDCQ</p> <p>Then, you are going to audio record your voices answering the following questions:</p> <p><i>What was the most frightening part of the story?</i></p> <p><i>Will you work as a housekeeper? Why? Or Why not?</i></p> <p>Finally, the idea is that all of the students listen at least an audio recording of one of their classmates and comment it.</p>			

<p>Fourth Session: Thursday, October 26th - 2017</p>	<p>Let's get inspired by...</p>	<p>Students are going to get contextualized by an article about a Colombian artist in order to produce a critical perspective about their own inspirational artist in a written way through a WhatsApp group in EFL.</p>	<p>Students are going to read an article about a motivational Colombian artist which is in the following link: http://people.com/human-interest/shakiras-foundations-are-transforming-thousands-of-kids-futures/ Then, students are going to answer the questions below in the written way.</p> <ul style="list-style-type: none"> ❖ <i>What is the main idea of the text?</i> ❖ <i>What is the most gratifying reward Shakira has received with her contributions to society?</i> ❖ <i>What artist inspires you? Why? (They can be</i>
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			<p><i>athletes, singers or writers).</i></p> <p>Then, students are going to look for a piece of text in which the selected artist's contributions are evidenced. Those texts must start by</p> <p><i>I am inspired by... because she/he... This is the text about his/her life.</i></p>
<p>How the activity was posted to students:</p> <p>Hello guys, we hope you a great week!</p> <p>This week you are going to read an article about a motivational Colombian artist which is in the following link: http://people.com/human-interest/shakiras-foundations-are-transforming-thousands-of-kids-futures/</p> <p>Then, you are going to answer the questions below in the written way.</p> <ul style="list-style-type: none"> ❖ <i>What is the main idea of the text?</i> ❖ <i>What is the most gratifying reward Shakira has received with her contributions to society?</i> ❖ <i>What artist inspires you? Why? (They can be athletes, singers or writers).</i> <p>Then, you are going to look for a piece of text in which the selected artist's contributions are evidenced. Those texts must start by</p> <p><i>I am inspired by... because she/he... This is the text about his/her life.</i></p>			

<p>Fifth Session: Thursday, November 02nd – 2017</p>	<p>Let me show how you do it...</p>	<p>Students are going to share and describe orally who they are and their hobbies through a WhatsApp group in EFL.</p>	<p>Students are going record a video to talk about themselves answering the following questions:</p> <p><i>What are their names?</i></p> <p><i>How old are they?</i></p> <p><i>What do they want to study? (professional career)</i></p> <p><i>What are their hobbies? Why?</i></p> <p><i>Finally, students are going to show briefly their hobbies</i></p> <p>Students are going to continue recording the video about themselves in which they describe their hobbies.</p> <p>It must be ONLY ONE VIDEO. Maximum duration: 2:00 minutes The idea is that all of the students watch at least two videos from their classmates and comment them.</p> <p>Example: (in the video) Hi, my name is Nicolas Carvajal. I am 16 years, I would like to study sports because I like to play soccer and basketball and I can do it very well because it is one of my best hobby. Let me show you...</p>
<p>How the activity was posted to students:</p> <p>Hello guys! We hope you that your Halloween day was awesome! Dear students, you are going record a video to talk about yourself answering the following questions:</p> <p><i>What are your names?</i></p> <p><i>How old are you?</i></p>			

What do you want to study? (professional career)

What are your hobbies? Why?

Finally, you are going to show briefly your hobbies

Then, you are going to continue recording the video about yourself in which you describe your hobbies.

It must be **ONLY ONE VIDEO**.

Maximum duration: **2:00 minutes**

The idea is that all of you watch at least two videos from their classmates and comment them.

Example: (in the video)

Hi, my name is Nicolas Carvajal. I am 16 years, I would like to study sports because I like to play soccer and basketball and I can do it very well because it is one of my best hobby. Let me show you...

<p>Sixth session: Thursday, November 9th 2017</p>	<p>Hello from the other side</p>	<p>Students will be able to express in a written way how they expect their lives should be in the next three years through a WhatsApp group in EFL.</p>	<p>Students are going to write a letter for themselves in the future (3 years). They should include the following aspects in their texts:</p> <ul style="list-style-type: none"> - <i>Future age</i> - <i>Professional career</i> - <i>Personal aspects such as relationships, friends and new experiences they would like to live along next 3 years.</i> - <i>Include a picture related to the topic to contextualize the readers.</i> <p>It must be ONLY ONE LETTER and it must be WRITTEN in THIRD PERSON COMPLETELY.</p>
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			<p>INCLUDE MORE THAN 100 WORDS</p> <p><i>Example:</i></p> <p>Hi Mrs. Vergara I am very proud of what you have achieved along the last three years. You are studying languages and at the moment you are working in an important secondary school in Bogota city. Furthermore, it was awesome that you have travelled to the United States to contribute to your knowledge growth. I am very proud of you. Never give up and continue fighting for your dreams.</p> <p>With love, Kattalina from the past.</p>
<p>How the activity was posted to students: Dear students, we hope you that the whole year process will have a great finish,</p> <p>To do so, you are going to write a letter for themselves in the future (3 years). It should include the following aspects in your texts:</p> <ul style="list-style-type: none"> - <i>Future age</i> - <i>Professional career</i> - <i>Personal aspects such as relationships, friends and new experiences they would like to live along next 3 years.</i> - <i>Include a picture related to the topic to contextualize the readers.</i> <p>It must be ONLY ONE LETTER and it must be WRITTEN in THIRD PERSON COMPLETELY.</p> <p>INCLUDE MORE THAN 100 WORDS</p> <p><i>Example:</i> Hi Mrs. Vergara I am very proud of what you have achieved along the last three years. You are studying languages and at the moment you are working in an important secondary school in Bogota city. Furthermore, it was awesome that you have travelled to the United States to</p>			

contribute to your knowledge growth. I am very proud of you. Never give up and continue fighting for your dreams.

With love, Kattalina from the past.

Researchers concluded that the implementation was satisfactory. Participants interacted and had a positive response to follow the instructions given and to produce good content Based on the activities they did. It allowed identifying the students' preferences towards some activities and English language abilities, not all of the activities were interesting enough for them, but there were others they enjoyed completely.

CHAPTER V

DATA ANALYSIS

In this chapter the analysis of the gathered data as well as the findings of this study are presented. Firstly, researchers present the data analysis approach adopted for the analysis and the procedures which were developed during the analysis. Secondly, the categories and subcategories that emerged from the analysis and the conceptualization of the findings are exposed.

In order to analyze the data, researchers adopted the grounded approach in which they surface themes and concepts from the data as it was read (Freeman, 1998). In contemplation of being clear about the process of this theory approach, researchers conceptualized the latent social patterns and structures in each participant's intervention about the learning experiences they had through the process of constant comparison.

Bearing in mind Johnson and Christensen's (2012) perception, the meaning of data emerged after the process of analysis and researchers developed an understanding of the phenomenon based on the gathered data. Learning experiences in which participants expressed their opinions were analyzed by using the different instruments proposed such as questionnaires, focus group and journals based on the participation they had in the WhatsApp group.

The first instrument analyzed was the focus group in which ideas from participants were evidenced with the aim of choosing the main topics in order to be developed in the WhatsApp group. It was evidenced all the comments, perceptions and ideas that participants had in mind about this study through structured questions.

The second instrument was the journal using the Gmail application of Google Chrome in which students had to send weekly answering questions about the last activity they developed with the aim of identifying the impact it had in the participant. Researchers sent a link to the WhatsApp group and participants entered to a format to fill the information. (Appendix 5).

Finally, the last instrument used in this study was the questionnaire in which participants had to answer some reflective questions with the purpose to gather information about how the whole process about participating in a WhatsApp group in EFL was after developing all the activities.

In this research, the process for data analysis was done following the four elemental steps mentioned by Freeman (1998), which are: naming, grouping, finding relationships and displaying the data. These activities were developed with the aim of surfacing themes and concepts from the data gathered and to guide the interpretation in concordance to the grounded approach explained before.

The first step that researchers followed was naming. Researchers analyzed data from the multiple sources in order to triangulate the information, minimize bias, and make sure the research study becomes reliable. The kind of triangulation used for this research was, in reference to Freeman (1998), data triangulation, which means to collect data using multiple data collection instruments. As mentioned in chapter 3, the instruments used to gather the data were focus group, students' journals, and a final questionnaire to interpret data from different sources.

The triangulation process started with the students' journals which were analyzed minutely to highlight the important information using two different colors to distinguish the influential aspects, green for positives and pink for aspects that called researchers attention and influenced students learning experiences.

Likewise, next to each student's answers about their experience, researchers could classify the reiterate aspects they found through different codes. Undoubtedly, names to the patterns detected in all the data were assigned. This is what Freeman (1998) called *grounded codes* because the codes come from the data directly.

Consequently, researchers looked for similarities in the established patterns and created groups. The similarities found in those groups helped us establish categories and subcategories. As stated by Freeman (1998) the categories can be grounded too, as they emerged from the data. During the process of identifying categories and subcategories, as mentioned by Strauss and Corbin (1990), “data are broken down into discrete parts, closely examined, and compared for similarities and differences” (p. 102).

When the categories and subcategories were identified it was necessary to recognize the relationships among them; this process refers to the step called finding relationships mentioned by Freeman (1998). With all the categories and subcategories detected we had to understand how they are related to each other. During this process it was important to go in-depth into the students' opinions and perceptions that researchers obtained through the instruments with the aim of noticing if the connections presented among categories and subcategories were argued or not.

The final step followed in this process was displaying the data. For this activity researchers created a diagram to show the relationships found among categories and subcategories. The display makes the interpretation of the data concrete and visible; and it allows researchers to recognize how the parts were connected into a whole (Freeman, 1998). It is presented in the following section which describes the interpretation of the categories and subcategories found in the implementation of this research.

Categories

In order to present the categories and subcategories established during the process of data analysis it is necessary to bear in mind the objectives and the purpose of the study. The research project is focused on the learning experiences through a WhatsApp group in EFL with eleventh graders from Moderno Engativá School. The categories and subcategories that emerged from data

were organized in a diagram; each one of them is related to the research questions leading this study.

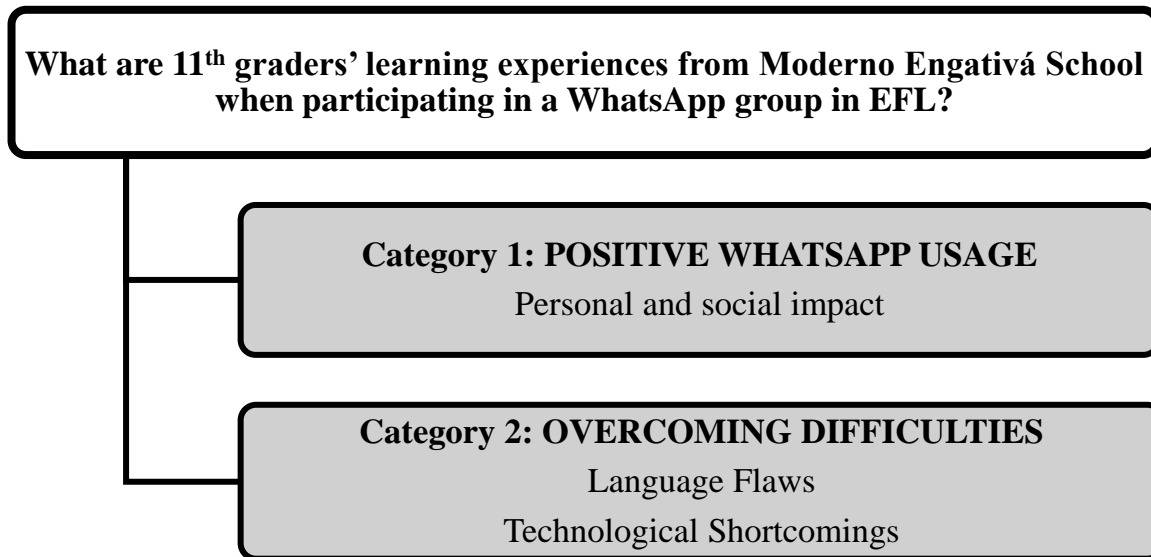


Figure 2. Naming categories

These categories emerged from the similarities found into the answers in the different instruments used to gather data. These acts as a response to the research question due to they are related to the learning experiences participants had during their participation in the WhatsApp group. The data analyzed evidence the most relevant comments, ideas and perceptions about the activities posted weekly and the questionnaire made at the final moment of the implementation.

The first category, *Positive WhatsApp Usage* is a category that emerged from the positive learning experiences participants had participating in each activity. They acknowledged the WhatsApp usage contributes to reinforce topics, concepts they practiced in their English class due to they are able to apply their knowledge in their real situations.

On the other hand, regarding the second category *Overcoming difficulties* came from the language level from participants, it was evidenced that they had absence of initiative to

participate in the activities as a result of lack of vocabulary due to in some activities high language level was required to be developed properly.

Additionally, the subcategory *Technological Shortcomings* emerged from this category due to researchers could identify some participants had trouble with their mobile device sporadically. They did not develop some activities proposed in the WhatsApp group as a result of external situations that influenced their learning experiences processes.

Afterwards, researchers presented a general description of the categories and sub-categories that emerged from the analysis of the data; furthermore, each category is developed in detail provided with examples of the data gathered from the different instruments quoting the participants' original words as they were actually produced in each journal and questionnaire.

Category 1: Positive WhatsApp Usage.

According to the participants' interpretation about this study through the instruments researchers used in the implementation, it was evidenced that WhatsApp could be used for different purposes such as creating a relationship among the personal and academic usage. Additionally, based on the process done in this study, it is easier to learn another language if you do it through a methodology or an approach that generates interest and motivation on you.

Firstly, researchers could identify the participants' perspectives through a physical questionnaire in which participants had the opportunity to express their opinions about the most interesting activity they developed in the WhatsApp group. (Appendix 6.). In addition to that, they could express what their favorite activity was and how their English language development was.

There are a lot of positive comments of the WhatsApp usage due to participants affirmed that the most important aspect to learn another language is the motivational fact and the application usage knowledge, they are familiarized with each WhatsApp tool they use daily using

their mother tongue. Furthermore, they acknowledged that they could practice all of the language skills such as speaking, listening, reading and writing.

Regarding the examples researchers presented in the data analysis; it is possible to identify the importance of each participant's perception about a specific topic. Learners felt in the freedom of revealing some past learning experiences they had in their classes such as looking at the board listening two hours of English grammar class without any practice or meaningful activity to reinforce their knowledge. However, participants mentioned their perspective about English classes has changed through the development of this study in which they had the opportunity to use the language for different purposes in their real context.

Additionally, participants were aware about the WhatsApp usage for personal purposes and its impact in the social relationships. This study provided them with a bigger perception of learning and language, they could express themselves freely and being actors of a new learning experience that marked their secondary stage.

Personal and social impact

Most of them demonstrated that it is important to change the teaching language methodology they have been working with; they related negative experiences they had in the past in their English classes and they compared them with this new proposal to practice language skills forcing them to think about aspects of their real context using another language. It is meaningful when you use language learning for real-world context.

According to Freire (1998), "the teacher must teach. It is necessary to do it. But teaching is not transmitting knowledge" (p. 89). Learners must be the owners of their knowledge and their actions with the aim of implementing them in their real context. The educational process is about creating a context and environment in which the student can both understand and apply knowledge and skills daily.

Teaching and learning process need a context. Therefore, it is essential to analyze and comprehend the difference of what students need to learn and how students are able to learn. Education provides learners to find a meaningful place in community or society. Moreover, teacher should not promote transmitting knowledge; they should facilitate the acquisition of values, attitudes, concepts and opportunities for their students to use them (Freire, 1998).

Regarding the information gathered and analyzed through journals and questionnaires, researchers presented below meaningful samples of the participants' intervention in this study:

Fue una actividad nueva y muy original que nos sirvió para conocer un poco más a nuestros compañeros sabiendo cuales actividades realizan cuando están fuera del colegio, también nos expande un poco más el vocabulario ya que conocemos nuevas palabras en inglés, ahí en ese espacio pude compartir una de las pasiones más grandes que tengo que es el fútbol y más el amor por mi equipo (Junior FC) porque la verdad son muy pocos los que saben que es amar a un equipo tanto en las buenas como en las malas.

(Journal 1, S. 2. Friday, September 29th, 2017)

La participación de la actividad fue muy chévere ya que fue muy dinámica y conmovedora ya que compartí con mis compañeros y mi profesor una cosa más de mi vida, algo que muy pocos saben cómo me veo en determinado tiempo y las cosas que quiero realizar. Lo que compartí fue muy importante para mí puesto que soy una persona muy reservada con mis cosas y no me gusta estar contándolas, sin embargo, me gusto.

(Journal 6, S. 22. Friday, November 10th, 2017)

In these samples it is possible to identify the importance this participant gave to the fact of knowing his classmates' personal hobbies outside classes. He participated with motivation, it was not only an activity to be developed, and it was for getting to know each other. Even though, some of them could establish similarities in likes and dislikes through the WhatsApp group which allowed them to have a topic to talk about in their face to face conversations.

Esta semana mi participación fue adecuada, recordar los momentos que fueron inolvidables en algún momento de nuestra vida, que nos llenó de emociones,

sensaciones y un enredo de sentimientos , compartir nuestra historia entre el grupo fue genial, por que pudimos observar que momento marco en la vida de cada uno de nosotros 😊 En mi caso fue la llegada de mi cachorro y poder mirar y leer todo lo que fueron grandes experiencias para los demás fue interesantes porque la mayoría nombraba sus viajes, sus mascotas, su familia, sus amigos y es bonito saber que cada uno está marcado por una u otra experiencia 😊 fui muy sincera en mi participación y también muy clara creo que cada uno de nosotros quiso mostrar a los demás que sus experiencias aunque sean diferentes a todos nos hizo lo mismo y fue dejar una huella inolvidable e imborrable. 😊

(Journal 1, S. 25. Friday, September 29th, 2017)

Me sentí súper bien porque comencé a recordar el momento más inolvidable de mi vida que fue la llegada de mi hermoso cachorro, 🐾💖 poder contar mi experiencia fue maravilloso, porque sentí volver a revivir ese momento en el cual lo pude tener en mis brazos y consentirlo y poder saber que cumplí uno de mis sueños y saber que se hizo realidad fue lo mejor 😊💖 me sentí re bien, contarle a los demás como llego Jack a mi vida y después de tanto anhelar su llegada fue fabuloso 🐾 poder compartir mi experiencia por WhatsApp fue genial y más saber que algunos se interesaron por mi experiencia y comentaron sobre ella también fue algo inesperado pero genial 💖 en esta actividad me sentí súper bien pues creo que todos pudimos conocer un lado diferente que no sabíamos de algunas personas y así podemos unirnos un poco más.

(Journal 1, S. 22. Friday, September 29th, 2017)

Through these two examples, it was possible to analyze the interaction between the participants about sharing the best personal experience they had. Most of them were motivated to comment on the other's anecdotes and create a natural online conversation. Participants did not intervene in this activity only for participating, they went beyond to share their experiences throughout their lives, their feelings and their way of seeing their environment. These experiences about traveling, their pets or their points of view manifested an important aspect in their learning experiences based on a real context. At this point, it was possible to identify the importance participants gave to the fact of being read and commented for the experience they mentioned. Researchers could establish that interaction is essential in their learning experience process.

En la actualidad los medios electrónicos son fundamentales en los jóvenes, por lo tanto, un profesor que en vez de quedarse en los antiguos métodos utilice lo que es de uso diario en los jóvenes para enseñar. Siempre va a ser factible y muy innovador.

(Questionnaire, S. 3, Thursday, November 17th, 2017)

Fueron positivas ya que es una fuente diferente de poder aprender inglés, podemos aprender diferentes cosas, no solo siempre lo mismo y aparte es muy divertido así que no habrá pereza de aprender inglés. Igual ahorita es algo fundamental tener una segunda lengua.

(Questionnaire, S. 11, Thursday, November 17th, 2017)

These samples allowed researchers to identify the participants' point of view about technological devices usage to promote the English language learning-teaching process. They felt motivated by innovation in the classroom, therefore they did not feel they were doing extra homework, instead they spent some of their free time to develop each activity with enthusiasm and dedication.

Category 2: Overcoming Difficulties.

This category emerged from the facts and the lack of participation that some participants demonstrated through the different instruments applied to gather information from this study. They revealed that they felt insecure about participating in high-level language activities.

In addition to that, most participants recognized that continuing to work with a technological tool such as their cell phones is very innovative and motivating, however, may be affected by deficiencies in both your device and the WhatsApp application, such as Internet connection and it implies not participating in a proposed activity. As a result, the researchers developed the Technological Deficiencies subcategory that is explained in detail below with the aim of developing the perspective of these participants.

Language Flaws

This subcategory emerged during the analysis of the data gathered from the whole process in which participants had the opportunity to know a different way to learn English and also to interact with their classmates using WhatsApp application. In this subcategory participants' perceptions about the language difficulties to develop the proposed activities by researchers are presented and explained in detail.

Participants revealed that they did not get an adequate English Language level to advance in the activities proposed. Consequently, they decided not to participate in the activities, however they were reading and interpreting all the intervention their classmates had in each exercise. Participants established in the journals and questionnaires that the activities posted in the WhatsApp group were legible to read and understand, but when they wanted to express ideas or to let their voices heard, it was difficult for them.

Regarding this information gathered and analyzed, researchers presented below meaningful samples of the participants' intervention in this study:

La verdad no fue nada fácil participar puesto que no soy muy buena en inglés, sin embargo al querer compartirles una experiencia de mi vida a mis compañeros se vuelve algo más divertido y no tan metódico de realizar, el tener la libertad de poder escribir acerca de lo que uno desea es entretenido, el tema de esta semana hizo que volviera a recordar muchos de los momentos que eh vivido y aunque no fue fácil escoger uno en especial, trate de escoger que pudiera recordar con mejor claridad, y en qué mejor me hubiera sentido, escogí una experiencia de alegría ya que nunca eh vivido una de terror y las de tristeza la verdad no son de mi agrado hablar ya que soy una persona muy sentimental y no con respecto a esos temas no soy muy abierta al resto del mundo, tienen que ser personas de confianza para poder llegar a ese tema del tema además de que me toco buscar ayuda por medio de un primo para ver si estaba bien lo que escribía.

(Journal 1, S. 18. Friday, September 29th, 2017)

Algo nerviosa y confundida no sabía cómo empezar o en realidad como escribir, pero pensé en el momento de mi experiencia y se me vinieron las palabras literal, lo malo es que me demore un poco en escribir por que escribir en ingles no es tan

fácil ya que uno tiene que escribir las palabras correctamente o si no el texto dirá otra cosa diferente a como tiene que ser, a veces me dio hasta mal genio porque tenía que borrar todo el texto y volver a empezar porque me perdía en el texto ya que escribir en inglés es muy diferente porque algunas veces decir : llego Draco es escribir en inglés: Draco llego. Pero bien pensé que me iba a ir peor.

(Journal 1, S. 16. Friday, September 29th, 2017)

Through these two samples shown previously, researchers identified some language flaws participants had to develop the activities. However, they worked consciously and autonomously and tried to do their best effort; they had a topic to write about, but they did not know how to develop it properly. They felt insecure at the time to send their comments, some of them asked for help, others implemented the process to think, read and reread their intervention until they agreed with the correct language usage before sending it to the WhatsApp group. But at the end, they developed the activity and felt successful in the process.

Mi participación en esta actividad fue buena y regular porque recordé muy buenos momentos junto a aquella persona, aprendí muchas palabras que desconocía, es muy bueno hacer este tipo de actividades para expandir nuestro vocabulario, así interactuar con nuestros compañeros, como contar cual fue nuestra mejor o peor existencia por medio de diferentes estructuras en inglés, mis compañeros y yo no teníamos unas buenas bases y mostrar un evidente interés por comunicarnos y entender, demuestra que nos gusta aprender por medio de actividades lúdicas que exploren de manera creativa nuestro conocimiento con actividades cotidianas como describir experiencias y cosas parecidas, considero que mi participación fue muy buena.

(Journal 1, S. 24. Friday, September 29th, 2017)

Fue por ambos lados bueno y a la vez malo ya que al no saber que escribir me sentía raro de cómo empezar a escribirme y que escribir, pero al final de todo pude pensar varias cosas hacia mi futuro que si me lo propongo lo lograré.

(Journal 6, S. 6. Friday, November 10th, 2017)

In these samples, it was evidenced that the participants showed interest in participating in this study. The participant reported that this type of activity contributes to the acquisition of

vocabulary and motivation to use the English language in everyday situations to express real moments that lived in the past. Furthermore, he mentioned that he liked to learn a foreign language through different playful activities that strengthen the students' creativity, no matter the difficulties faced during the activities, the purpose was to learn something new and demonstrate they had the willing to participate.

En el momento de participar sentí un poco de tristeza al recordar este momento tan importante de mi vida, ya que él fue muy importante para mí, también me sentí muy bien porque lo recordé con mucha alegría, también sentí un poco de dificultad ya que no tenemos muy buenas bases de inglés y desconocemos muchas palabras, ahora que ya las sabemos las podemos utilizar más adelante en otra de estas actividades.

(Journal 1, S. 24. Friday, September 29th, 2017)

Me sentí algo nervioso pues ya que no utilice el traductor tenía algo de miedo al pensar que algo me quedara mal, pero luego pensé y me dije que no importara si me quedaba mal ya que el profesor está ahí listo para ayudarme y asesorarme en lo que necesite con respecto al grupo de inglés.

(Journal 1, S. 2. Friday, September 29th, 2017)

Cuando estaba escribiendo la carta tuve que realizarla dos veces porque al momento de que la estaba realizando la luz en mi casa se fue, creo que fue más complicado el hecho de pensar en que me diría a mí misma que el hecho de hacerlo en ingles pues en este caso tenía más vocabulario que en las actividades anteriores

(Journal 5, S. 30. Friday, November 3rd, 2017)

It is evidenced on these samples that participants tried to do their best intervention in each activity due to they accepted they did not have enough English language basis such as grammar and vocabulary; therefore, they participated based on their previous knowledge. Moreover, they accomplished the challenge to post without any dictionary or online translator help. Even thought, in the whole process there were students that asked to the teacher- one researcher- about some grammar rules and new words in order to apply it in a next activity properly. It allows

researchers to clarify that participants worked in this research autonomously; they gave the importance to the English language learning process required without any kind of influence.

Aprendí que me falta mucho vocabulario en ingles cosas tan sencillas que uno en verdad debería saber, pero no lo sabe, aparte que es muy importante y ya que voy terminando mi ciclo de estudiante y entro a una sociedad algo competitiva uno tiene que ir con bases como saber inglés para llegar a ser alguien o al menos para salir adelante.

(Journal 1, S. 16. Friday, September 29th, 2017)

Aspectos positivos fue que pude pensar y reflexionar sobre mí misma y compartirlos con mis compañeros, aspectos negativos fue que no es fácil, pensar y reflexionar sobre uno mismo y tampoco hacerlo en otro idioma y la dificultad fue crear una carta para mí misma expresando todo lo que yo siento hacia a mí y pensar en lo que voy a estudiar y si es lo mejor para mí o no.

(Journal 5, S. 9. Friday, November 3rd, 2017)

These last samples emphasize in the importance of having a basic basis of the English language to have better personal and professional opportunities in the future. These activities helped the participants to understand that they have to keep acquiring vocabulary and motivated them to be exceptional every day thinking about they were finishing their high school and they will be faced to a new and competitive reality.

Technological shortcomings.

This sub category emerged from the technological shortcomings that participants announced they presented during their participation in the WhatsApp group. They acknowledge in some activities participants could not contribute to its accomplishment due to they presented difficulties with activities proposed in which they had to edit a video or save recordings to be sent by the online WhatsApp group. It means that some participants did not have the knowledge to use some extra applications to intervene in the exercise. Furthermore, other participants manifested that they had technological problems with their mobile devices such as software and internet connection.

Consequently, researchers decided to include those aspects as a result of a relevant learning experience in which participants expressed that there were some external aspects which could affect their learning and participating process in the activities.

Regarding this information gathered and analyzed, researchers presented below meaningful samples of the participants' intervention in this study:

La verdad fue un poco mala, ya que ahorita no cuento con un equipo celular entonces se me hizo algo difícil poder participar en la actividad, pero de igual forma en el desarrollo de escribir mi experiencia fue algo difícil ya que no tengo bases de inglés para poder expresarme adecuadamente en los tiempos que se debe, aparte el tema que toque de mi experiencia es un poco sensible y me hizo recordar aquellos momentos. Además de todo casi no encuentro la foto de mi experiencia y me tuve que demorar más, pero me pareció muy interesante la actividad.

(Journal 1, S. 16. Friday, September 29th, 2017)

Mi participación en la actividad de esta semana estuvo un poco reducida porque no tenía los medios para poderme conectar, pero ahora ya estoy conectado y me pareció muy interesante, porque, es una manera divertida e interesante de conocer sobre los integrantes del grupo de WhatsApp y sus días vivir.

(Journal 1, S. 3. Friday, September 29th, 2017)

Tuve dificultad al momento de grabar el vídeo ya que en el lugar donde empecé a grabarlo había mucho ruido y no sé entendía lo que decía, también por qué en ese momento no tenía la disponibilidad de grabar el vídeo, pero de resto es muy chévere hacer estas actividades por qué aprendemos muchas cosas y son muy dinámicas estás clases de inglés.

(Journal 5, S. 9. Friday, November 3rd, 2017)

Es muy interesante utilizar WhatsApp para otras actividades, podemos explotar esta aplicación con cosas productivas y no solo para chismes, es muy útil para muchas cosas y no nos damos cuenta de esto porque la utilizamos para lo que no se debe, entonces empezar a utilizarla para estas actividades es bueno, aunque algunas personas se encontraron en desventaja porque no tenían Internet o un celular para poder realizar la actividad, pero pues el tiempo fue ventaja porque les dio oportunidad de buscar por donde responder.

(Journal 1, S. 6. Friday, September 29th, 2017)

Through these samples it was possible to identify the important role mobile devices play in the development of this type of activities. Some participants felt frustrated due to they had technological shortcomings which influenced negatively their online participation in the WhatsApp group. However, participants found the way to send their intervention in each activity. It makes appreciate the autonomous work and commitment participants had with this study.

Tal vez fue un poco extraño porque no es el mayor de mis gustos hablar de mí y mucho menos compartir mi vida a quienes consideró solo compañeros, también fue un poco estresante porque el celular no funcionaba con facilidad, al momento de escribirlo fue complicado escoger que experiencia compartir, pero más difícil aún fue escribirlo en inglés.

(Journal 1, S. 18. Friday, September 29th, 2017)

Lo negativo fue que los datos no me servían bien para enviar el trabajo y eso hacía que se dificultara todo a tal modo de entregar tarde incluso que muchas veces no se descargaran las imágenes e mis compañeros o no llegaran los mensajes de los otros. Lo positivo fue las nuevas palabras que aprendí haciendo esta actividad lo emocionado y lo satisfecho al acabar.

(Journal 1, S. 18. Friday, September 29th, 2017)

Se me presento la dificultad de que me tocó hacerlo por el celular, en mi casa hay dos computadores portátiles, a uno se le daño la entrada del cargador y el otro no le funciona el Internet no sé por qué._. Entonces yo no manejo mucho Word y esos programas en el celular entonces no sabía cómo poner la imagen Jajajaja 😊😊😊, Pero pude 😊

(Journal 6, S. 3. Friday, November 10th, 2017)

These last three samples allow researchers to realize the motivation participants had to be part of this research. Despite they presented some technological shortcomings that made their intervention difficult, they were responsible and explored new alternatives to develop the activity proposed.

Finally, bearing in mind the participants' perception, it is important to reflect about the external aspects that affect the learners' development properly. Moreover, these kind of situations and shortcomings could appear in the classroom. Consequently, mobile devices, software or internet connection have an external consequence in the learners' performance.

Likewise, this aspect was analyzed as a learning experience in their process as participants in order to be motivated to do the activities proposed by researchers based on their real-world context.

CHAPTER VI

CONCLUSIONS & IMPLICATIONS

The following chapter presents the conclusions of this research project based on the findings presented in the previous chapter, as well as the implications for the ELT community in Colombia, the ICT's field and its usage in classrooms, the institution where researchers developed the study, participants -eleventh graders, besides, the limitations of this study and finally, some suggestions to consider for further research.

Conclusions

The purpose of this study research was to analyze the eleventh graders learning experiences through a WhatsApp group in EFL at Moderno Engativá School, a private institution located in Bogotá, Colombia. There were six sessions during the whole implementation, which included activities with the four language skills -reading, listening, writing and speaking-. Furthermore, the research study provided the participants' perceptions through the implementation of three instruments; firstly, a semi structured focus group, secondly, a weekly journal and finally a questionnaire.

In order to answer the research question, the findings revealed that participants obtained positive experiences using WhatsApp for different purposes such as learning a foreign language and to interact with classmates virtually. Participants mentioned that using a technological device and an online application they usually use, not only worked to increase English vocabulary, grammar or proficiency level; it also contributed to the social relationships construction among students which facilitated their academic and development process.

Moreover, participants mentioned it was very helpful to be read and commented by each other. It allowed them to feel incentivized to continue participating in the WhatsApp group. They acknowledged it would not have been such a meaningful experience if they only post their experiences and not receiving any reply. In addition to that, participants exposed their feelings about sharing personal experiences they probably had forgotten, it was purposeful due to it allowed them to know more their classmates and to have topics to discuss not only virtually, but also personally in the classroom.

The social interaction created virtually transcended and provided topics of interest such as hobbies and preferences that allowed the creation of relationships and the face-to-face conversations enrichment from the perceptive of being and personal identity. As a result of this experience, participants felt inspired to participate, contribute and intervene in the English language learning process without thinking about task or homework time, it was developed naturally.

On the other hand, eleventh graders expressed they faced different difficulties when developing the activities proposed. Participants revealed they did not want to participate in some activities due to lack of a good English level, as they know their partners were supposed to read them. Some of them felt shame and unsecure that preferred to wait until a classmate participate first or using Google Translator to keep a high language proficiency. Additionally, they mentioned some technological shortcomings with internet connection and lack of a smartphone that affected their process. The relevant aspect is, despite the difficulties, they overcame them showing commitment and interest in working with this technological resource.

Implications

As well as it was mentioned, nowadays, the ICT usage in classrooms is important and essential due to technological advances will continue increasing and nourishing the educational field. Through this study it was possible to establish that the ICT usage and motivational online applications for students promotes their autonomous and investigative work. Participants felt motivated to develop each one of the activities proposed weekly, they demonstrated they had big expectations about their classmates' intervention in order to comment their shared experience.

This research project contributes to the English language teaching field at the point of motivating teachers to use ICT to reinforce concepts or grammar explanation of the English class. However, it also demonstrates the importance of inspiring students to be the owners of their own knowledge, to promote autonomous work and to be in the forefront of the technological advances world brings.

Now we turn to the possible implications that our study may have for the school where this study was carry out. It shows a new perspective and explored new alternatives of teaching English as a foreign language to a specific teenagers' population using a common online application that is always at the front of our eyes and used daily by us; therefore, it was worth to go beyond of that and analyze more teaching strategies. Consequently, it represented an innovative tool to be used for teachers to implement it at different populations due to it achieved meaningful results with the students' interaction, social relationship, acquisition and reinforcement of English language skills.

However, ICT usage in the classroom would not have positive and meaningful incidence if teachers do not include the students' personal interests and actions, topics or themes that motivate students enough to develop each activity proposed properly. It allowed reflecting about

the teaching practice researchers of this study have had during their professional environment, humans' motivational and inspirational attitudes open doors to the new world of knowledge.

Moreover, it is not only to teach a specific subject, it acts as a basis of the personal and social identity construction of each learner. In this sense, we want to finish this section quoting one of the authors that supported our project. In Freire's (1970) words:

Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively, with reality and discover how to participate in the transformation of their world. (Freire, 1970).

As teachers, we have the responsibility to bring integral education to our students which secure the world will have well prepared human beings for the future.

Limitations

In this research project there were some technological circumstances which influenced the development of the activities proposed due to some participants who started their academic year - 2017- having a mobile device, lost or damaged them. They mentioned those aspects by week journals and researchers. It was difficult to participate in the WhatsApp group, however as participants were catchy with this study, they found the alternative to continue posting their experiences.

Additionally, at the beginning of the implementation some participants revealed they had never participated in a WhatsApp conversation using English as a foreign language; therefore, they felt insecure and started to ask questions constantly. However, by the time passed they worked autonomously. As a result, it was necessary for researchers to take more time in the explanation of the activity until participants understood the dynamic of their participation.

On the other hand, researchers evidenced that all the activities had different motivation levels for participants. There were some speaking and writing activities they enjoyed, they were motivated to participate or to interact in, and also to share their points of view with their classmates, but there were activities with less motivation based on listening and reading abilities. Therefore, it is important to choose interesting topics for them in order to continue with the motivational activities promoting their positive and meaningful participation.

Further Research

This study provides an excellent process using ICT in the classroom which teachers and researcher teachers could use in order to promote students autonomous work to reinforce face to face classes and knowledge based on the real context. It would be applied in any kind of population. It is necessary to propose topics, activities, applications, software and tasks carefully to create motivation and interest in students. If they are catchy and landed in their real context and preferences, it will work satisfactorily.

It is essential for 21th century teachers to be at the forefront of technological advances and its influence in the education field. Besides they should provide opportunities for students to think, reflect and act autonomously. It is not to transmit knowledge; it is about bringing tools to students to acquire it by themselves. Therefore, it is important to develop greater curriculums diversity including ICT usage in schools with the aim of avoiding continue reproducing the same students' quality and using the same teaching strategies.

Teachers have to consider each student as a human being with a lot of abilities and strengths that must be reinforced and exploited. This study invites them to teach consciously about what students are able to do.

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APPENDIXES

Appendix 1: Participants selected randomly





COLEGIO MODERNO ENGATIVÁ
Preescolar-Primaria-Bachillerato
Mejor educación para el hombre y la mujer de mañana

ELEVENTH STUDENTS LIST – 2017

Subject: English

STUDENT CODE	NAMES
1	@Catalina
2	@JulianAlvarezFC
3	@El Ángel De La Música
4	@Alejandra
5	@Anyely
6	@_____
7	@Nicolas
8	@El_Fuicioso
9	@DanielaChaparro
10	@Valentine
11	@Melissa
12	@DF
13	@Gomez
14	@Jace
15	@Andrea
16	@Luisis
17	@Daniela
18	@Daniela★
19	@Sofi
20	@Sebas
21	@Lesla
22	@IngridQuecano<3
23	@JuanCa
24	@JohnRodriguez
25	@Vivia
26	@Steven
27	@Tatiana
28	@Liseth
29	@Jan_Carlos
30	@SteevenVelandiaIIIIII
Conventions	
	Students/participants selected randomly

Appendix 2: Consent form for school

Bogotá, 4 septiembre de 2017

Estimado(s) Colegio Moderno Engativá
Rector(a) Martha Beatriz Carrasco
Cuerpo directivo

Cordial saludo,

La presente tiene como fin solicitar de la manera más atenta, la aceptación de la participación de los estudiantes de grado undécimo en un proyecto de investigación llevado a cabo por Jhon Alexander Bayona Piracún y Angie Kattalina Vergara Hernández, el cual hace parte de la culminación de nuestro proceso de formación como futuros docentes de la *Corporación Universitaria Mtnuto de Dios-UNIMINUTO*, desde el programa *Bachelor in English as a Foreign Language Teaching*.

El proyecto denominado *Teenager's Learning Experiences Through a WhatsApp Group in EFL*, tiene como objetivo general analizar las experiencias de aprendizaje de los estudiantes de grado undécimo (11°) pertenecientes al Colegio Moderno Engativá. El proyecto es pertinente para los estudiantes y el desarrollo de competencias significativas de aprendizaje, esto será evidenciado a partir de la participación en un grupo en WhatsApp y uso de una lengua extranjera, inglés. Para esta investigación los estudiantes colaborarán con el desarrollo de tres instrumentos: la participación en un "grupo focal", un diario que se realizará después de cada sesión y finalmente un cuestionario, aplicado al final de la implementación. Con estos instrumentos lograremos la recolección de datos para analizar cada una de las respuestas de los participantes del grupo.

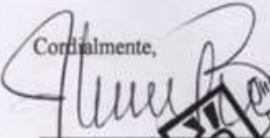
El proyecto se llevará a cabo de manera virtual, por medio del uso responsable del celular de cada uno de los estudiantes, mediante la aplicación mencionada en el párrafo anterior. Para el desarrollo de la investigación es de vital importancia la recolección de datos, en seis sesiones, durante las cuales los estudiantes deberán utilizar las diferentes herramientas que brinda dicha aplicación en el celular.

Es importante aclarar que la información recolectada será confidencial y se usará únicamente con propósitos investigativos, igualmente, los resultados de las actividades, el grupo focal, el diario de campo y la encuesta; tendrán el mismo carácter de confidencialidad.


Así mismo, la participación de los estudiantes en este proyecto de investigación es voluntaria. Si alguno de los estudiantes desea retirarse del proyecto en cualquier momento, puede hacerlo sin que esto le genere algún perjuicio. Tenga en cuenta que esta propuesta ayudará a un desenvolvimiento de la lengua extranjera inglés dentro de un contexto cotidiano y adicionalmente tendrá un aporte al uso de las tecnologías y la innovación investigativa.


Si desea conocer más acerca de esta innovadora propuesta investigativa o si tiene alguna inquietud, usted puede contactarse al correo institucional de los investigadores de lunes a viernes de 8:00 am a 5:00 pm. Agradecemos altamente su amable colaboración.

Cordialmente,




Jhon Alexander Bayona Piracún
e-mail: jbayona@uniminuto.edu.co
cel. 314 390 76 69







Martha Beatriz Carrasco Fecha: 4/09/17.
Aceptado.

ANGIE KATTALINA VERGARA
e-mail: avergarahe@uniminuto.edu.co
cel. 319 325 8054



Appendix 3: Consent form for students

Bogotá, 4 Septiembre de 2017

**Queridos estudiantes del Colegio Moderno Engativá
Grado Undécimo**

Cordial saludo,

La presente tiene como fin solicitar de la manera más atenta, la aceptación de la participación de cada uno de ustedes en un proyecto de investigación llevado a cabo por Jhon Alexander Bayona Piracún y Angie Kattalina Vergara Hernández, el cual hace parte de la culminación de nuestro proceso de formación como futuros docentes de la *Corporación Universitaria Minuto de Dios-UNIMINUTO*, desde el programa *Bachelor in English as a Foreign Language Teaching*.

El proyecto denominado *Teenager's Learning Experiences Through a WhatsApp Group in EFL*, tiene como objetivo general analizar las experiencias de aprendizaje de los estudiantes de grado undécimo (11º) pertenecientes al Colegio Moderno Engativá. El proyecto es pertinente para ustedes y el desarrollo de competencias significativas de aprendizaje, esto será evidenciado a partir de la participación en un grupo en WhatsApp y uso de una lengua extranjera, inglés. Para esta investigación ustedes colaborarán con el desarrollo de tres instrumentos: la participación en un "grupo focal", un diario que se realizará después de cada sesión y finalmente un cuestionario, aplicado al final de la implementación. Con estos instrumentos lograremos la recolección de datos para analizar cada una de las respuestas de los participantes del grupo.

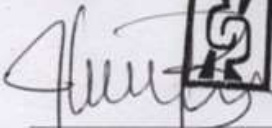

El proyecto se llevará a cabo de manera virtual, por medio del uso responsable del celular de cada uno de ustedes, mediante la aplicación mencionada en el párrafo anterior. Para el desarrollo de la investigación es de vital importancia la recolección de datos, en seis sesiones, durante las cuales ustedes deberán utilizar las diferentes herramientas que brinda dicha aplicación en el celular.

Es importante aclarar que la información recolectada será confidencial y se usará únicamente con propósitos investigativos, igualmente, los resultados de las actividades, el grupo focal, el diario de campo y la encuesta; tendrán el mismo carácter de confidencialidad.

Así mismo, la participación en este proyecto de investigación es voluntaria. Si alguno de ustedes desea retirarse del proyecto en cualquier momento, puede hacerlo sin que esto le genere algún perjuicio. Tenga en cuenta que esta propuesta ayudará a un desenvolvimiento de la lengua extranjera inglés dentro de un contexto cotidiano y adicionalmente tendrá un aporte al uso de las tecnologías y la innovación investigativa.

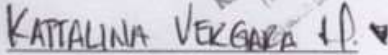
Si deseas conocer más acerca de esta innovadora propuesta investigativa o si tienes alguna inquietud, puedes contactarte al correo institucional de los investigadores de lunes a viernes de 8:00 am a 5:00 pm. Agradecemos altamente su amable colaboración.

Cordialmente,

Jhon A. Bayona Piracún
EFL Teacher & Bilingual Advisor
UNIMINUTO

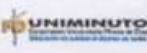

Jhon Alexander Bayona Piracún
e-mail: jbayona@uniminuto.edu.co
cel. 314 390 76 69



KATTALINA VERGARA
EFL Teacher & Bilingual Advisor
UNIMINUTO

Angie Kattalina Vergara Hernández
e-mail: avergarahr@uniminuto.edu.co
cel. 319 325 8054

Appendix 4: Consent form for parents

Bogotá, 4 septiembre de 2017
Estimados padres de familia, Colegio Moderno Engativa
Grado Undécimo

Cordial saludo,

La presente tiene como fin solicitar de la manera más atenta, la aceptación de la participación de sus hijos/as en un proyecto de investigación llevado a cabo por Jhon Alexander Bayona Piracún y Angie Kattalina Vergara Hernández, el cual hace parte de la culminación de nuestro proceso de formación como futuros docentes de la *Corporación Universitaria Minuto de Dios-UNIMINUTO*, desde el programa *Bachelor in English as a Foreign Language Teaching*.

El proyecto denominado *Teenager's Learning Experiences Through a WhatsApp Group in EFL*, tiene como objetivo general analizar las experiencias de aprendizaje de los estudiantes de grado undécimo (11°) pertenecientes al Colegio Moderno Engativá. El proyecto es pertinente para los estudiantes y el desarrollo de competencias significativas de aprendizaje, esto será evidenciado a partir de la participación en un grupo en WhatsApp y uso de una lengua extranjera, inglés. Para esta investigación los estudiantes colaborarán con el desarrollo de tres instrumentos: la participación en un "grupo focal", un diario que se realizará después de cada sesión y finalmente un cuestionario, aplicado al final de la implementación. Con estos instrumentos lograremos la recolección de datos para analizar cada una de las respuestas de los participantes del grupo.


El proyecto se llevará a cabo de manera virtual, por medio del uso responsable del celular de su hijo/a, mediante la aplicación mencionada en el párrafo anterior. Para el desarrollo de la investigación es de vital importancia la recolección de datos, en seis sesiones, durante las cuales los estudiantes deberán utilizar las diferentes herramientas que brinda dicha aplicación en el celular.

Es importante aclarar que la información recolectada será confidencial y se usará únicamente con propósitos investigativos, igualmente, los resultados de las actividades, el grupo focal, el diario de campo y la encuesta; tendrán el mismo carácter de confidencialidad.

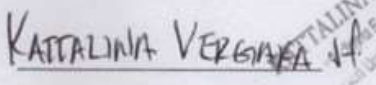
Así mismo, la participación de sus hijos en este proyecto de investigación es voluntaria. Si su hijo/a desea retirarse del proyecto en cualquier momento, puede hacerlo sin que esto le genere algún perjuicio. Si usted **no** desea que su hijo/a participe en esta investigación, por favor complete el formato que se presenta al final de esta carta y haga su devolución. Tenga en cuenta que esta propuesta ayudará a un desenvolvimiento de la lengua extranjera inglés dentro de un contexto cotidiano para sus hijos y adicionalmente tendrá un aporte al uso de las tecnologías y la innovación investigativa.

Si desea conocer más acerca de esta innovadora propuesta investigativa o si tiene alguna inquietud usted puede contactarse al correo institucional de los investigadores de lunes a viernes de 8:00 am a 5:00 pm. Agradecemos altamente su amable colaboración.

Cordialmente,



Jhon Alexander Bayona Piracún
EFL Teacher & Bilingual Advisor
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e-mail: jbayona@uniminuto.edu.co
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ANGIE KATTALINA VERGARA HERNÁNDEZ
e-mail: avergaraher@uniminuto.edu.co
cel. 319 325 8054

Devolver este formato solo si usted no desea que su hijo/a no participe en el estudio investigativo descrito anteriormente.

Yo _____, no deseo que mi hijo/a _____ sea participe de este estudio de investigación

Nombre de padre, madre o acudiente: _____

Firma: _____ Fecha: _____

Appendix 5: Focus group

CONVENTIONS	
STUDENT CODE	There are the nicknames based on the ID's names on the list.
DESCRIPTION	The message from the sender

STUDENT CODE	DESCRIPTION
Teacher	Listo chicos, buenas tardes
Everyone	Buenas tardes
Teacher	<p>Bueno, el título del proyecto que hay es “Teenager’s Learning Experiences Through a WhatsApp group in EFL” la pregunta problema, the research question is: “What are 11th graders’ Learning Experiences from Moderno Engativá School about Participating in a WhatsApp group in EFL?”</p> <p>El propósito... que se maneja con este grupo focal es que ustedes me hagan saber qué tipo de actividades a ustedes les gustaría, erm... que se vean reflejados dentro del grupo que se va a crear, ¿listo?</p> <p>Entonces, si ustedes quieren hacer comentarios, quieren decir algo más y les voy a preguntar cosas diferentes, lo pueden hacer, ¿listo?</p> <p>Entonces, ¿Cuál es el propósito de usar WhatsApp para ustedes?</p>
30	Comunicarse con las personas lejanas.
3	¿Cómo Steeven? ¿Nos puede repetir?
30	Comunicarse con las personas lejanas.
Teacher	Comunicarse con las personas lejanas.
11	Aparte es como un aparato más fácil en comunicación, digamos ya no se utiliza tanto Messenger y eso, pues porque, no es lo mismo ¿sí? Pues porque WhatsApp solo se enfoca en comunicación y ya... y es más divertido.
3	Si, además yo pienso que es la aplicación que está ahorita en el momento y nos permite socializarnos, o sea, no solo para digamos... no sé, como para trabajos, áreas importantes, no sé, hasta, no sé, negocios, cosas así, importantes nos sirve a nosotros.

6	Además, no solo se puede chatear, además, no solo se puede llamar, se pueden hacer video llamadas, se puede tener en contacto con todos
10	O sea, se puede tener contacto con gente que este muy lejos, es fácil y rápido...
30	Aparte que la aplicación casi no es pesada
10	¡Ujum!
6	Además, que no se necesita ni recargar, ni nada para estar siempre en comunicación, solo se necesita estar digamos al otro lado, digamos de un país, solo se necesita tener Wi-Fi y con esa aplicación pues hablar con quién quieras.
22	Además de eso, pues, hay más cosas como, podemos utilizar emojis, que es algo que hace que, o sea como que nos divertimos más escribiendo y erm mandar audios, erm, y no sé es algo más chévere.
16	Considero que WhatsApp es un medio de comunicación creativo, el cual se ha venido reflejando en los últimos años como una de las tendencias, entonces me parece chévere usarlo, medio de comunicación y las actividades y aplicaciones que ofrece.
Teacher	¿Qué piensas tu Jan Carlos? (<i>there is not an answer</i>), ¿Cómo así que no sabes? Dale. ¿Qué pasa por tu cabeza cuando te pregunto “¿para qué usas WhatsApp?”?
29	Para comunicarme...
Teacher	Ok. O sea, no, pues claro, hay preguntas como muy completas como preguntas que no, ¿sí? Bueno, para todos, quiero que me contesten esta pregunta: ¿Cuáles son las herramientas que utiliza WhatsApp y que ustedes utilizan más? Ustedes saben que existen llamada, video llamada, galería, erm, localización, audios, documentos. Entonces quiero saber cuáles son las que ustedes utilizan con frecuencia.
3	Bueno, pues no sé, yo pienso que los audios son de vital importancia para las comunicaciones en WhatsApp ¿Por qué? Porque a uno le permite de una u otra manera enviar mensajes, bastante completos sin necesidad de

	gastar mucho tiempo escribiendo ¿sí? Además, WhatsApp, pues no sé, pienso que utiliza una herramienta muy buena que es la innovación, ¿sí? Porque, aunque no lo hace cada mes o cada dos meses, cuando innova es muy completo, ¿sí? Y genera cosas distintas que a uno le hace llamar más la atención.
24	Sí, pues por lo menos una cosa así muy genial de WhatsApp es las historias y que uno aparte pues puede poner estado, o sea, no solo el estado y ya, además que pues por lo menos en mi ejemplo, yo uso más los audios pues porque a veces me da... Me cansa escribir o algo así, pues solo envío un audio y ya saben lo que quiero expresar.
30	O por lo menos, en... en el tema de, cuando uno pide ayudas en tareas y eso, pues uno necesita una imagen, entonces se toma pantallazos y/o manda foto de las tareas y así se puede ayudar más fácil
11	Aparte, pues la otra cosa que yo utilizo, es para crear grupos, cuando digamos aquí en el salón necesitamos tareas o algo, lo más fácil no es que Daniela, "escribirle a Daniela" que esto y escribirle a esta persona, sino todos en un grupo ¿sí? Y eso pues ha mejorado mucho en la comunicación, pero pues...
Teacher	¿Cuál utilizas más tu Angie, Shirley? Que no han participado...
16	Una de las herramientas que más utilizo es... las video llamadas, pues porque uno puede hablar con la persona y verla a pesar de que este... no esté ahí mismo presente, sino pues a distancia.
18	Erm, yo por lo menos utilizo arto las llamadas, más que todo es con mi papá y mi mamá porque el no tener el saldo pues el Wi-Fi siempre está en la casa y ellos se comunican conmigo constantemente por WhatsApp
Teacher	Ok.
27	Por mi parte, yo utilizo el WhatsApp, erm, con imágenes porque así... Interactuó mucho con las personas y además como lo estaban diciendo anteriormente lo de las tereas y trabajos, así me facilita las cosas a mí.

Teacher	¡Súper! ¿Qué tema a ustedes les gustaría tratar para participar en inglés dentro de un grupo? Que temas se le viene a la cabeza, que ustedes digan... ¡Uy! esta chévere participar en este grupo, porque ese tema me gusta ¿sí?
25	La música
Teacher	No sé... Bueno, por ejemplo, pero qué tipo de música
10	Rock
25	No pues serian varios géneros, porque pues hablar, no todos acá les gusta "rock" y seria chévere pues saber porque pues hay otras personas les gusta el rap o el reggae u otros géneros musicales.
16	Otra de las cosas que me gustaría hablar, son las cosas cotidianas que uno hace, entonces, si, como no más ir a comprar el pan o hacer mercado, o sea son cosas que me parecen, pues sí, algo creativo. Es algo que no se ve aquí en Colombia.
Teacher	Pero no, eso es chévere, puede ser un tema en inglés
25	Jajajajajaja
Teacher	¿Qué más? El poder lo tienen ustedes...
3	Pues así, acá, en aporte de lo que dijo Luisa, erm, pienso que todos nosotros tenemos mundos distintos, tenemos, erm, no sé, pensamientos y metas distintas por lo cual, cada uno se va a desempeñar en la casa en diferentes maneras, entonces no tenemos solo que hablar digamos, o solo la música o el futbol o no sé, podemos hablar proyectos, hay muchísimas cosas de las que nosotros podemos hablar, creo que los temas en general y se pueden abarcar muchas cosas.
Teacher	Por ejemplo, ¿Qué temas?
12	Aparte de que...
3	Digamos en mi caso... ¿quieres hablar tú? Habla dale...
12	Aparte de que a veces los temas no tienen que ser tan forzados, o sea, digamos la experiencia que tenga alguien y la cuente a otra persona y pueda abrir un tema de conversación de lo que sea, a veces los temas a simple vista son los mejores y son los más divertidos.

11	Y yo digo que, si vamos a hacer grupo de WhatsApp, inglés, sería como una conversación, erm, normal, cotidiana, como si uno tuviera un amigo, porque es como expresar todo lo que esto y no solo hay un tema sino abarcar muchos temas y conocer más a las personas y aparte avanzar el, el, el... inglés y ya... Jajajaja
Teacher	Bueno, pero yo quiero saber antes de... ustedes cada cuanto utilizan WhatsApp... cada cuanto durante el día revisan WhatsApp
Everyone	¡Uf!, todo el día...
Teacher	Todo el día o sea... pero y si no hay Wi-Fi
3	Uno lo busca
30	Uno recarga y datos
3	O sea, creo que WhatsApp ya es una herramienta tan...se vuelve como parte de uno, es cotidiana
10	El uso es constante, siempre...
6	El problema es cuando se descarga el celular
3	Pero uno perdería la idea si uno se pone a contar las veces que entra a WhatsApp en el día
Teacher	O sea, yo creo que por ahí que... cada vez que uno revisa el celular, debe ser unas doscientas, trecientas veces al día...
22	Hasta yo creo que, en el baño, si es que... Jajajaja
<i>Participants' Whispers</i>	
10	Uno dice voy a mirar la hora y termina por revisar todas las aplicaciones
6	O en las mañanas revisar WhatsApp
30	O cuando se nos hace tarde Jajajaja
<i>Everyone laughing</i>	
Teacher	Bueno, erm... Que sigo... aparte de que ustedes, me imagino que tienen una vida activa por WhatsApp, se la pasan Whatsappenado a cada rato, (<i>participants' whispers</i>) tienen alguna otra finalidad con WhatsApp, aparte de solamente Whatsappear
22	No, la verdad no...

16	La utilizamos es... más para saber cosas de las demás personas, pero pues en si para...
3	Para el distrabe...
<i>Participants' Whispers</i>	
10	Lo utilizamos más como para las tareas, ¿no? Uno más que todo lo utiliza para...
12	Para comunicación porque... ¿qué otras finalidades? Digamos diferentes a otras aplicaciones, que a veces uno sigue páginas digamos, erm... de cosas que a uno le gustan
3	O para publicar fotos
12	Y uno empieza a ir... digamos no... noticias y todo eso... pero erm WhatsApp es más como para facilitar la comunicación
11	Y ahorita para conocer gente... Hum, digamos, digamos, uno ya se divorcia y quiere conocer gente y pues en muchas fuentes, o sea, pero son muchos números de WhatsApp, pos... ¿por qué? Porque la gente quiere interactuar y por eso uno pone las páginas de Instagram o la cuanta Facebook, el número de WhatsApp y ya le empiezan a hablar a uno, es como un apoyo para conocer gente nueva, también...
3	Pero digamos también afecta la vida cotidiana de uno por que un ejemplo, digamos, a veces cuando acá en el colegio, no sé, no hay clase o no llega el agua, (<i>Participants' Whispers</i>) digamos hay gente que vivimos lejos y que de una u otra manera no podemos llegar a saber lo que está pasando también nos sirve para que no perdamos la plata del bus o la venia hasta acá...
24	O la despertada...
Teacher	Listo, o sea que con qué personas utilizan más WhatsApp
Everybody	Con los amigos...
Teacher	Y o sea... Aparte de los que son amigos acá, dentro del salón de clase...
12	¡Bueno... con los amores... ah! No mentiras
27	No siempre, está la familia o personas lejanas a uno (<i>Participants' Whispers</i>) de mi mamá o mi papá

12	O sea, todas las llamadas que tengo ahí son de mi mamá y de mi papá
Teacher	O sea, tu mama tiene Wi-Fi y fu...
12	Mi mama tiene datos siempre, eso anda pendiente más de uno
Everyone	¡Ay!
30	Mis papas también
6	Un día va y se le acaban, vaya y recargue rápido (<i>Participants' Whispers</i>)
12	No mi mama no... Mi mama vive pegada al WhatsApp por mi... o sea sí, porque es pendiente de a qué horas digamos yo llego o digamos cuando voy a entrenar y eso... hasta mis amigas saben que mi mamá siempre me llama o me escribe que donde estoy... Jajajaja
27	Con quien esta
30	¿Qué está haciendo?
Teacher	¿A ustedes les gustaría tener un grupo dentro de WhatsApp, en esa aplicación, para poder aprender inglés?
Everyone	Sí, claro, obvio...
Teacher	Si o no y porqué, pero entonces yo si quisiera la opinión de cada uno... si sería en orden sería mejor...
3	Listo, dale, en orden... (<i>Participants' Whispers</i>)
Teacher	Por donde quieran... pueden empezar por donde quieran
24	Bueno, pues, a mí si me gustaría pues porque es una herramienta que uno usa habitualmente y pues ya que el uso del inglés para mí no es tan bueno y pues no presto casi atención, en esta herramienta si voy a prestar atención, o sea, voy a tener mejores cosas para aprender
16	Erm... esencialmente es algo bueno porque pues como lo hablamos anteriormente estamos siempre pegados a la aplicación, entonces pues nos facilita porque uno está pendiente de lo que está... de lo que se va a hablar y todos esos temas de ingles
3	Además, yo pienso que... es un método más factible para que uno aprenda inglés, ¿Por qué? Porque es que... en el momento en que nosotros tenemos un grupo de hablar de temas entre jóvenes, digamos que nos gusta o que

	nos llama la atención, digamos que uno le va a ver un interés, erm, o un plus extra al aprender inglés. ¿Si me hago entender? Entonces digamos que el método me parece eficaz, me parece muy buen proyecto para presentar.
12	Bueno, a mi si me gustaría aprender, erm, inglés por ahí, porque, o sea, es más, erm, fácil y uno digamos, los temas de conversación y eso le hacen a uno tener interés, erm, en eso no es como una clase ordinaria de que uno le enseñan ciertas cosas y eso y ya. O sea, aquí uno tienes digamos la comunicación y eso y la idea es que uno aprenda con los más cotidiano y me parece mucho más fácil aprender así.
30	Pues yo creo que el inglés es más fácil aprenderlo así, ya que, erm, se necesita de practicarlo todos los días y ya que nosotros utilizamos el WhatsApp todos los días pues es más factible aprender inglés, más rápido y más sencillo
2	Erm, bueno, yo pienso que es... una forma de aprender inglés porque tiene diferentes recursos a los que uno utilizar y encontrar en el aula de clase
Teacher	¿Qué recursos tú propondrías?
2	Pues digamos, eso va muy ligado a los temas, porque digamos erm, acá en el colegio a uno solo le dan un tema y ya, o sea solo lo ven, en cambio ya sería ponerlo practico en el grupo.
6	Pues yo opino que digamos, erm, en esa... en ese grupo digamos que se haría que hubiera un profesor o un alguien que supiera bien inglés, si digamos tener una duda de que digamos “profe como se respondería esto y el profesor no la aclarara”, ya como uno se la pasa mucho ahí, se le quedaría mucho más tiempo preguntando o sabiendo cosas así por ese estilo...
18	Pues la verdad si sería interesante el grupo para aprender inglés, porque pues ya que uno se la pasa en esa aplicación pues, erm, va a estar en constante uso también del grupo, erm, y pues no sé, el uso de imágenes, audios que uno maneja de canciones en inglés, imágenes en inglés, todo eso lo va a ayudar y a facilitar a uno... Jajajaja para que uno aprenda y

	también del hecho de que uno esta con el tema de que uno le gusta, ¿sí?, un tema interesante y ya.
25	Pues sería chévere tener un grupo en WhatsApp de inglés, porque pues siempre estamos conectados, pero en nuestro idioma y seria chévere interactuar con el idioma extranjero.
16	Erm, me parece cansón venir todos los días a sentarnos en un salón de clases, en la misma silla, en las mismas paredes y pues, erm, utilizar WhatsApp se puede utilizar en varios momentos alrededor del día, entonces es algo, erm, que a usted no lo va a cansar como lo hace un salón de clase.
9	Pues me parece que es buena idea, ya pues a algunos se nos dificulta el inglés y sería algo nuevo y mejor que estar en un colegio y podríamos aprender de una mejor forma...
22	Pues es súper chévere la idea y más que todo que vamos a tratar temas que a nosotros nos gusten, por lo tanto, nos va a facilitar el vocabulario y más cosas, erm, por lo tanto, es una forma más didáctica a lo que estamos acostumbrados y eso nos hace como pues aprender más ya que estamos todo el día pues, erm, o sea, pendientes digámoslo así de WhatsApp y pues ya...
10	Pues me parece bien interesante la idea porque pues, es algo que va a ser como más didáctico y menos cansón porque no vamos a negar de que estar en una clase así en un salón es un poco mamón, entonces va a ser como que... es más didáctico porque vamos a estar en un... Porque vamos a estar como en algo que utilizamos cotidianamente y pues nos va a gustar más y vamos a aprender más.
11	Bueno pues yo creo que ya la mayoría ya dijeron las cosas esenciales del porque uno está de acuerdo, pero también lo digo pues, erm, que aparte, o sea uno después de llegar a entender como saludar, como preguntar y todo eso en el inglés, eso uno se va a sentir mejor y hasta puede hablar con otros amigos que no estén en el grupo en inglés y se va sentir muy bien, ya uno sabe y aprende a preguntar, aparte también si uno sale y quiere digamos la

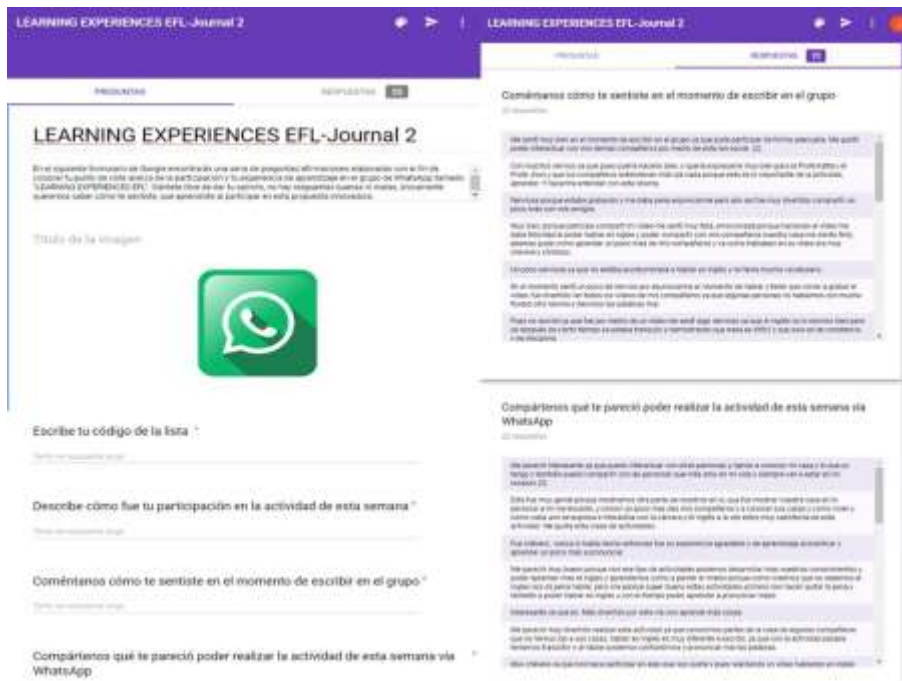
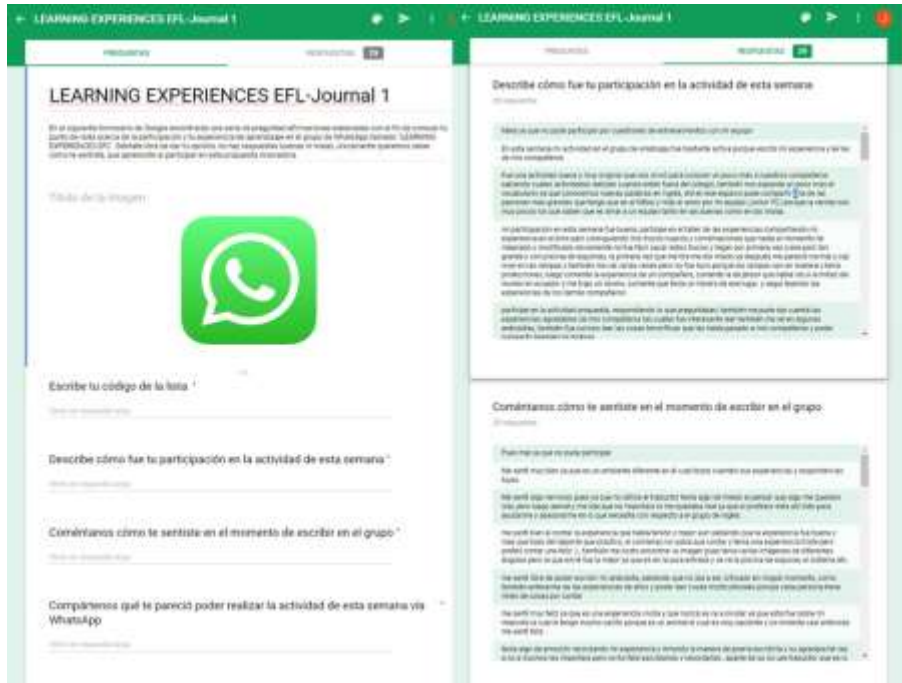
	meta de irse a otro país y ya con el este de estar siempre preguntando en inglés, de saludar y todo eso, pues uno va a tener mejor conversación es allá, o sea, mas no como el inglés cotidiano normal que aprendemos aquí, sino exacto, sino como ellos hablan allá, porque ellos tienen sus claves y sus cosas y pues uno puede aprender más.
Teacher	Gracias...
9	A mi si me gustaría, erm, aprender inglés pues porque es una forma de interactuar mejor así uno no sepa cosas o algo así y pues uno solo le pregunta al profesor y ya pues él le va a responder o una persona encargada del grupo, entonces le va a responder dependiendo del grado con que uno le pregunte
Teacher	Una pregunta, o sea que, si no hay profesor, ustedes no compartirían en inglés
6	Es que sería complicado
22	Es que es más complicado
6 y 11	Pues una persona que no sepa
6	Entonces no sería justo...
22	Es más complicado porque (<i>Participants' Whispers</i>) los profesores no saben solo lo básico sino ellos saben mucho más, en cambio...
6	Pues digamos que sea un profesor que sepa inglés
11	Pero digamos
Teacher	Como un tutor...
6	Exacto... porque tendríamos a alguien sino no sabríamos que hacer
30	Diariamente...
12	Porque a veces o sea no compartimos, no tratamos, erm, no intentamos porque a veces tenemos muchas falencias, muchos vacíos que uno debería saber a la edad que tiene, pero no lo sabe y uno como que le da pena no saber eso ¡ah! Jajajaja entonces la idea es no estar en un grupo que es algo como más, erm, de amigos y eso e interactuar de manera chévere de que si uno se equivoca está bien y no pasa nada, que uno tiene que aprender que uno pregunta así no sepa y ahí uno digamos mediante lo que uno vive y

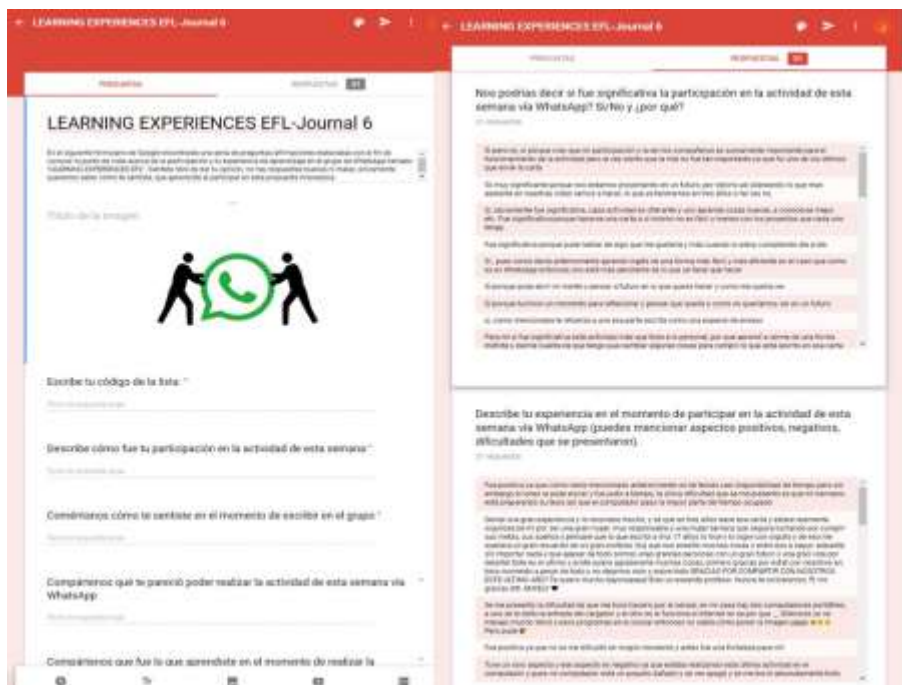
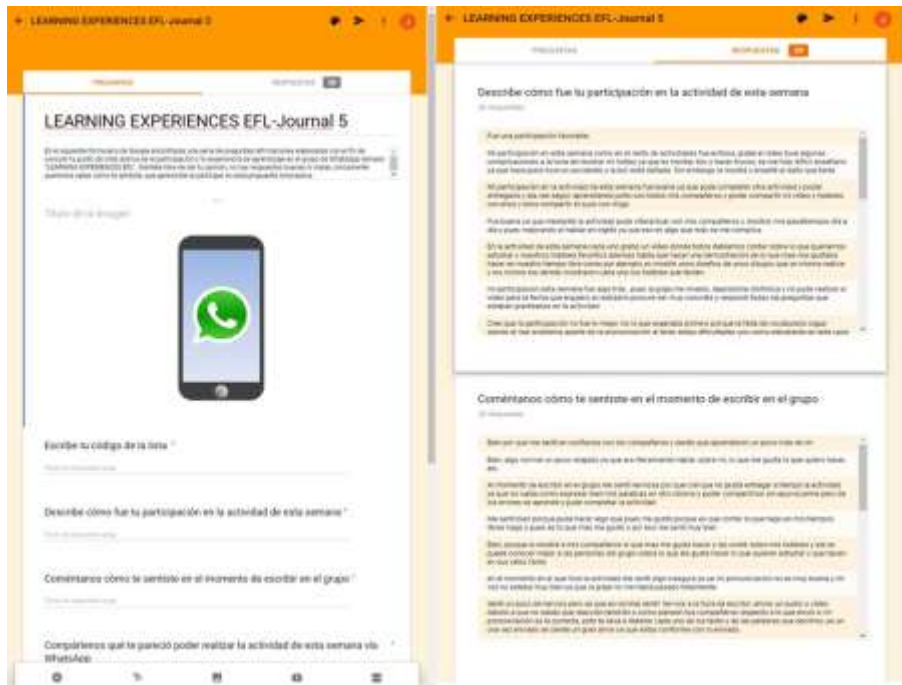
	todo lo que aprende todos los días, eh... ahí uno se va, o sea como que recuerda vocabulario, recuerda como las ciertas palabras y ya se le hace uno más fácil digamos hablar, erm, o sea no fluido pero si ya uno tiene como el conocimiento.
Teacher	Una conciencia acerca de cómo se habla en ingles
12	¡Aja!
Teacher	¿Cuáles serían los temas? Así como un sondeo rapidísimo que les gustaría aplicar... Les tengo... géneros musicales Les tengo cotidianidad Les tengo futbol o experiencias del pasado
Everyone	Todas...
22	Pero más cotidianidad que es lo que más abarca todos los temas
12	Porque la idea no es, digamos solo un tema porque se va a convertir aburrido, la idea es (<i>Participants' Whispers</i>)
Teacher	O sea, digamos que, si yo les propongo que de esos cuatro temas que les mencione anteriormente, como hacer uno por semana en algún trabajo de inglés dentro del grupo, ¿se podría hacer?
Todos	Sí, si claro
12	La idea es que todos interactuemos
10	La idea es cambiar... y que sea más dinámica
3	Que no fuera monótono...
30	Yo creo que menos tiempo para cambiar de tema
10	Sí, yo creo que sería un poco cansón una semana, seria cada dos días o...
3	Dos, Tres días
30	Tres días por mucho
12	O digamos de cosas de que pasan en la actualidad, de noticias, a veces, digamos que...
30	Mas chistes
12	Exacto de todo (<i>Participants' Whispers</i>)

Teacher	O sea, noticias ligadas como al chisme, pero si les digo acerca, por ejemplo
12	Cosas que como a la gente que le interese, exacto
3	Digamos como la de "it"
Teacher	Como it
3	Entonces podríamos hablar como de eso, de cuando vamos
27	Que puedo decir que ya no vayan porque es muy mala
Teacher	O sea que es película, o sea también sería un tema películas, sería chévere, gracias por el aporte
27	De nada...
Teacher	Jajajaja, bueno y... una cosa digamos que es... (<i>Participants' Whispers</i>)... Una cosa es digamos yo hablo de una manera con Angie, con John, yo hablo de alguna manera ¿sí? Digamos... "Quiubo parce, tiene el punto no sé qué de cálculo" ¿sí?... (<i>Participants' Whispers</i>) ustedes... como les gustaría compartir dentro de un grupo, o sea que yo sé que digo de esta manera, va a contestar John, va a contestar Jan Carlos, va a contestar Karol al tiempo, ¿sí? O sea, cual es la manera más chévere para compartir con ustedes
10	Hablarnos como si fueras nuestro amigo, ¿sí?, no hablar tanto como si fueras otro profe, no.... El "hola chicos, ¿Cómo están?" no... hablar normal como molestadito, como "Quiubo parceros, ¿Qué hacen?"
6	Como... Quiubo compadres...
3	De un grupo que sea de un ambiente chévere, que nos sintamos acogidos
16	O sea que no nos sintamos como con alguien... como un profesor, sino que sea un amigo más (<i>Participants' Whispers</i>)
Some Students	Como, Quiubo parceros.... Jajajaja
Teacher	Quiubo bebe, que más pues... así ¿sí?
10	Sí, así...
Teacher	Algo más que quisieran decir, algo que digamos sea importante para mirar que proponen o que quieren hacer

3	Utilizar todas las herramientas de WhatsApp
11	Las metas, las metas que uno quiera cumplir, ¿no?, porque primero vamos a hablar por... escribiendo porque no sabemos hablar, pero la meta seria llegar a audios
Teacher	Chévere
10	O a videos (<i>Participants' Whispers</i>) así sea a parejas
3	Ahí es cuando me refiero a las herramientas de WhatsApp
10	Hacer digamos
3	Videos
9	Hacer videos, digamos un dialogo entre dos personas
Teacher	Por ejemplo, ¿alguien tiene ahí el celu? Préstame el celu, préstame tu WhatsApp... hasta que le meta la clave (<i>Participants' Whispers</i>), borrar comentarios, o sea que, si yo me meto aquí, por ejemplo, aparece aquí, puedo mandar documentos, utilizar la cámara, la galería (<i>Laughing</i>), los audios, la ubicación y los contactos, o sea que la idea es que se puedan utilizar todos y además la video llamada y la llamada, aunque no creo que se utilice mucho...
27	No
Teacher	Hola Dani, ¿cómo estás?... ¡hola!
10	No sería como más cómodo, digamos (<i>Laughing</i>)
10	Sería más como videos, pero no solos (<i>Participants' Whispers</i>) sino con alguien
Teacher	Listo chicos, ¿ustedes quieren aportar algo más?
30	No, así está bien, gracias
11	No pues no creo...
10	Ya acabamos...
27	Love you!
30	Chao perro...
3	Gracias
THE END! ☺	

Appendix 6: Journals





Appendix 7: Questionnaires

22 @Ingrid Quecuno R♥♥

TEENAGER'S LEARNING EXPERIENCES THROUGH A WHATSAPP GROUP IN EFL

Research question: What are 11th graders' learning experiences from Moderno Engativá School about participating in a WhatsApp group in EFL?

Research general objective: To analyze 11th graders' learning experiences from Moderno Engativá School about participating in a WhatsApp group in EFL.

Research specific objectives:

To explore 11th graders' learning experiences about participating in a WhatsApp group in EFL.

To classify learning experiences in positive and negative ones about participating in a WhatsApp group in EFL.

To describe 11th graders' meaningful learning experiences about participating in a WhatsApp group in EFL.

QUESTIONNAIRE - CUESTIONARIO

- 1. ¿Cuál de las actividades que realizaste por medio del grupo de WhatsApp en inglés consideras que fue la más significativa? Y ¿Por qué?
- 2. ¿Qué experiencia tuviste al realizar la actividad?
- 3. Menciona que experiencias significativas tuviste durante la participación en el grupo de WhatsApp en inglés (¿fueron negativas o positivas? Y ¿Por qué?)
- 4. Consideras que el uso de WhatsApp es una herramienta que se puede utilizar como recurso dentro del aula de clase ¿Por qué?
- 5. ¿Qué aprendiste dentro del desarrollo de las actividades en el grupo de WhatsApp en inglés?
- 6. ¿Qué otras cosas quisieras aprender por medio del uso de WhatsApp en inglés dentro del aula de clase?

Solución: (la más significativa para mí, fue la de la carta dirigida a mí, fue muy especial, ya que fue bonito escribir como me veía y como creía que iba a estar.

2. Fue una buena experiencia como dije anteriormente me cambió más, y fue genial hacerla con un estilo propio
3. Mi experiencia significativa fueron compartir con mi compañero(a) diferentes cosas y además conocer un poco más de ellos (como sus casas), el video cuando hicieron el hobby fue bonito conocer que hacen y como pasan su tiempo

4. Si, ya que se puede pasar demasiada información como fotos, videos, audios y archivos que son de gran importancia para actividades en clase.
5. Aprendí a hablar un poco más en inglés, y escribir me gustó cada una de las diferentes actividades hechas. **3**
6. Hacer obras de teatro e interactuar un poco más con el profesor.