

# A Synopsis of the WhatsApp-Based Instruction and ELT Pedagogy: Concept, Challenge and Strategy

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## Abstract

Learning system is developing fast. The learning process has become easier than before. Technology has taken the place of an immensely important tool of the learning system. E-mails, Facebook, Instagram, Twitter, Imo, Line App and WhatsApp are some of the most important, common, social, immediate messaging tools. WhatsApp is generally used on the mobile phones. It is one of the most popular tool for immediate messaging, transferring ideas, knowledge and pictures for fun, and, of course, for learning. WhatsApp incorporates an ultimate solution for learners, teachers and teacher educators. It facilitates easier communication among the learners, teachers and teacher educators. It could be another venue for learners, teachers and teacher educators. Learning could be achieved faster through this channel. Technology has been used as a tool for instructions in many interesting ways. Students as well as instructors use mobile in various ways, and feel satisfied, feel to be there, feel to be with one another as well. Technology, in our mobile age, has been incorporated into almost all curricula. "Tandem learning may be found as more compatible than any other kind". (Khan.2018, P-1) Hence, this paper is going to show how the WhatsApp could be a means of allocating as well as distributing educational resources and information to learners, teachers and teacher educators. Whether, it could be a strategy to enhance the learning process faster and easier. Whether, it could be an interesting experience for learners, teachers and teacher educators. Is it attainable? Is it time-friendly? I hope this research paper will accommodate the responses and will try to find a conclusion. WhatsApp is a mobile instant messaging App, which is used immensely for so many reasons. It is simple, popular and versatile. Therefore, the aim of the study is to discover the influence as well as the waves of the use of mobile, and especially, the 'WhatsApp' as a tool in boosting the process of ESL/EFL pedagogy.

**Keywords:** WhatsApp, WhatsApp technology, Mobile, Mobile learning, Learning process, Learning tool, Communication, Pedagogy, Strategy

## 1. Introduction

WhatsApp is a mobile application where the last three letters with ‘A’ in capital, and ‘pp’ in lower case, make ‘App’ which refers to the application. It is a new, but very much hot application of smart mobile, which has made waves all over the world. It is a cross-platform-function of a mobile. The mobiles require smart technology. That is why the mobiles, which possess WhatsApp messengers are often called smartphones. WhatsApp is an informal, formal, and fast messenger. It is very much private, too. “Mobile phones offer such an opportunity where language can be learnt anywhere and anytime”. (Imtiaz Hussain Taj & *et all*) WhatsApp users use it for communication. People use it to communicate with their peers, friends and families. They make groups also. Anything is sent; messages, notices, images, audios and videos. They are transmitted with clarity of sound and pictures. Digital media is often used. Oral chat is always preferred. Conceptual oral chat is a language of proximity. Users communicate in different ways. Communication depends on situations. It depends on speakers as well as on listeners. It differs from person to person, too. Emotions are expressed by using emoji’s, or emoticons. They can be conveyed through keyboard characters which represent facial expressions. It is concluded in the Internet blog in this way, “Whatever their attitude is towards technology, most teachers are at least somewhat familiar with WhatsApp and its capabilities.”

### 1.1 Purpose and Significance of the Study

The ultimate purpose of the study on the academic usefulness of the WhatsApp is to discover, evaluate and upkeep the ESL / EFL as to how much it supports the pedagogy.

### 1.2 Statement of the Problem of the Study

This study is going to explore, or discover the importance, roles, and influence of WhatsApp in the pedagogy of ESL / EFL. How it helps the learners improving their overall abilities. How it enables the learners to get motivated and, how it brings about the cognitive changes in them. The suggestions would also be offered to make the policies and functioning of the ESL/EFL better, more effective and applicable.

### 1.3 Aims and Objective of the Study

1. To assess the importance of the WhatsApp to improve learning process of ESL / EFL.
2. To explore the role and impact of the WhatsApp in the learning process of ESL / EFL.
3. To study the process and functioning of the WhatsApp in the learning process of ESL / EFL.
4. To offer suggestions to improve the functioning of ESL / EFL learning systems.

This study has been carried out at ELI of KAU at Jeddah in the Kingdom of Saudi Arabia in the Fall Semester of 2019. I started it as a game for fun, which eventually turned into a

project of research. It was enjoyed, too. An excellent improvement in the learning process and motivational attitude of the students were experienced. Therefore, it was decided to study the importance of the WhatsApp technology in improving the learning process and pedagogy of ESL / EFL. Fifty students of the Intensive English Program were involved from the two sections. They were involved, but they weren't told formally about the survey and the research.

#### *1.4 Research Questions for the Teachers*

The following questions were framed for the survey to be asked by the teachers.

1. Is educational / academic attainment possible through WhatsApp technology?
2. Is the WhatsApp technology useful for the learning process on ELT pedagogy?
3. Is the WhatsApp technology an academic-friendly tool?
4. Is the learning process of ESL/EFL possible through WhatsApp?
5. Is the WhatsApp a motivating tool for ESL / EFL learning process?
6. Is the WhatsApp a collaborative tool for ESL / EFL learning process?
7. Is the WhatsApp an easy, cheap and feasible tool for ESL / EFL learning process?
8. Is the WhatsApp a time-friendly tool for ESL / EFL learning process?
9. Is the WhatsApp a source of high interaction for the learners with their instructors for ESL / EFL learning process?
10. Is the WhatsApp an immediate-counselling tool for the learners for ESL / EFL learning process?
11. Is the WhatsApp a privacy-friendly tool for ESL / EFL learning process?
12. Is the WhatsApp an innovative tool for ESL / EFL learning process?

#### *1.5 Research Questions for the Learners*

The following questions were framed for the survey.

1. Is the WhatsApp a motivating tool for ESL / EFL learning process?
2. Is the WhatsApp a collaborative tool for ESL / EFL learning process?
3. Is the WhatsApp an easy, cheap and feasible tool for ESL / EFL learning process?
4. Is the WhatsApp a time-friendly tool for ESL / EFL learning process?
5. Is the WhatsApp a source of high interaction for the learners with their instructors for ESL / EFL learning process?
6. Is the WhatsApp an immediate-counselling tool for the learners for ESL / EFL learning process?

7. Is the WhatsApp a privacy-friendly tool for ESL / EFL learning process?
8. Is the WhatsApp an innovative tool for ESL / EFL learning process?

## 2. Literature Review

WhatsApp is now a buzz word for everyone in the world. It is used by everyone who is using a smart mobile. WhatsApp was founded by Brian Acton and Jan Koum. They had once worked with Yahoo! They left working with Yahoo in 2007, visited South America just to take a break from their hectic, but interesting profession. Thereafter, the duo, Brian Acton and Jan Koum, founded the expressional, 'WhatsApp' in 2009.

WhatsApp is a feasible mobile-phone App. The technology of the WhatsApp is easy, effective, interesting, costless and a very hot trend. It has been used as a tool for multifarious and significant purposes. It has been used for pedagogy. And, it is used for ELT pedagogy, too. The learning process goes through very easily, effectively and interestingly. It is used immensely because of its simplicity, popularity as well as for its versatile nature. It has become everybody's pet and favorite. "It is currently used in over 180 countries. As of now, WhatsApp has more than 300 million daily active users worldwide. There are 300 million WhatsApp users who text using the app every day. To compare with its parent company, 1.5 billion users log into their Facebook accounts every day". (Google, Feb 1'2019)

The pedagogy of the ESL/EFL has always been benefitted through the various usages of the technology. Pedagogues strive to evolve and adopt new but interesting ways of teaching. Technology of WhatsApp has also been used in various interesting ways. Communicative approach through WhatsApp has interesting ways to teach. It is a kind of hybrid tool, which is better compared to the traditional pedagogy. It is really very interesting to make learning of EFL/ESL easier and motivated. All the skills of EFL/ESL can be easily taught through WhatsApp. It is generally used through Android phones systems. It is used on i-phones, too. It is extensively used. It is used by students of all levels for text messages and multimedia messages as well. It is used for sending and receiving powerful text messages, listening lessons in audio as well as in video forms. Vocabulary lessons are the easiest ones for the benefit of the learners. A group can be created and messages can be sent on any of the skills. Answers can be noted down. Marks can be allotted. And, finally, results can be shown. It is such a dynamic tool that has made the learning process quicker, easier and more interesting.

### 2.1 WhatsApp Learning: The Concept

WhatsApp is impressively popular among teenagers because, it is very much practical, easy to use as well as effectively impressive as it offers cross-platform. It has penetrated into all sections of society. It is impressively effective, and it is browse-friendly, too. All smartphones are 'WhatsApp' friendly. It keeps people in touch with one another. Being in touch with the people in the circle and getting chance to talk with them through instant messaging system is really interesting, amazing, impressive and beneficial. It is generally used through Android phones systems. It is used on i-phones, too. It is extensively used. It is used by students of all levels for text messages and multimedia messages as well. It is used for sending and receiving powerful text messages, listening lessons in audio as well as in

video forms. Vocabulary lessons are the easiest ones for the benefit of the learners. The mobility of the learning process saves time, too. Practicing the target language has become so easy that can be done while doing other things. It is such a dynamic tool that has made the learning process quicker, easier and more interesting. ELT has become a play way for teachers, too. The learners get mobile for learning process with their smart phones. “Nowadays, a mobile device, in any forms, has become gradually, common personal device for all types of students, teachers as well as for trainers.” (Khan.2018, P-8)

The learners are ready to learn anywhere and anytime through assignments. If they are really motivated to learn, they can complete their assignments anytime and anywhere. The teachers can mark their assignments just like anything. So, the students’ mobility is an important factor for learning. Now, instructors’ part is easy and mobile, too. The instructors utilize their pedagogical experiences, and design the lessons according to the requirements of the lessons and send them to the learners immediately. It is really simple, mobile, and dynamic in application. It requires the Internet connection or Wi-Fi connection. The availability of the Internet connection or Wi-Fi connection makes it working. The language part is also important. It is simple, secure, reliable messaging system for free. It is available on phones all over the world on ‘Android’, ‘iPhone’, ‘Mac or Windows PC’ or on any ‘Windows Phones’.

ELT pedagogy is advisable. The instructors use it interestingly with dynamic language to catch learners’ attentions, who get motivated to complete their assignments in no time. Hence, learners’ motivation plays the vital role, too. Akpan and Abe conclude their research in the IJAER, V2; Issue 5, P-43-45, 2017 with these words, “ WhatsApp application is an effective collaborative tool, which can be used for teaching and learning in this 21<sup>st</sup> century system of learning by both students and instructors.” (Akpan & Abe”P-46)

## *2.2 Challenges or Obstacles*

WhatsApp is a world phenomenon now. It is effective, interesting and easier way of communication. Teachers, teacher trainers and students are taking advantage of it every now and then. It has become sensations in the society. However, there are some obstacles, difficulties and limitations. There are some hurdles in using it. The following are some of the hurdles which can be faced by the students and the instructors.

### *2.2.1 Knowledge of the WhatsApp Technology*

The knowledge of the technology of the WhatsApp is as important as learning itself. How to use it for the learning process is very much important. The transference of language learning is a tough work. So, the proper usage of the WhatsApp must be known to the users. The proper use of it makes learning process more effective and more interesting. A thorough knowledge of it is always helpful.

### *2.2.2 Availability of the Internet and Wi-Fi*

The Internet as well as Wi-Fi is a must during the learning process. The instructors and the learners must have the proper connection of either of the Internet, or the Wi-Fi connection.

The availability of either of the connections makes it easier for the activities. The WhatsApp is a great organizer of communication. But it fails in the absence of either of the connections.

### 2.2.3 The Use of the Smartphones

It is very much important to have a smartphone to use WhatsApp technology. And, it is more important that having a smartphone to have WhatsApp in the mobile. A smartphone mobile with the technology of the WhatsApp can make the learning process easier, more interesting as well as very much effective. WhatsApp can be used for all types of multimedia resources. The learning process can go through easily in no time. It is used while waiting at the bus-stop, railway station or at the airport. It is used to get relieved from boredom, too.

### 2.2.4 The Interest in the Technology

It is very important that the people involved in the process of learning must love the technology of the WhatsApp. As much as they love the usage of it, they get more benefitted. As much as they use it, it will appear easier, more effective and more interesting. Interest in the technology of WhatsApp is an existent-belonging for the users while they are involved in the teaching learning process.

### 2.2.5 Extra Load of Working

One of the difficulties which the instructors need is to work more hours. Mona M Hamad concludes her paper with these words, "... I suffered of extra work load to find materials and to prepare suitable audios and videos for the App". (Mona M Hamad. HES, 2017, P-85)

### 2.2.6 Too Many Messages

The WhatsApp messages can make it a menace, when flooding of messages may occur. ELT pedagogy through it is really nice phenomenon. Both, the learners as well as the instructors should keep away from the people who just send or receive for fun and entertainment. Message for message sake are avoided for there aren't any benefits at all. Else, they would kill the valuable time for nothing.

### 2.2.7 Tiring Eyes

The users of the mobile, for a long time, feel lassitude. They feel eyes-strain. The eyes get tired, and the users get bored, which can hinder teaching-learning process. The learning process is hindered. It is a difficult situation, which nobody can deny. It is very important to upkeep the eyes to protect eyes from weariness.

## 2.3 *Benefits*

Though, there are too many hurdles in using WhatsApp technology, yet there **is** abundance of benefits of it, too. It benefits almost all areas of teaching-learning processes.

### 2.3.1 No Passwords

No passwords are required for the use of the WhatsApp. It is free without any passwords. The users just start their mobiles; get alerted for the messages anywhere or anytime. Open the



messages, read them, and feel free to reply, respond and answer in no time. A learning process is carried out without any passwords.

### 2.3.2 Offline Use

WhatsApp messages are received and sent offline, too. The messages are sent, or received when the senders or the receivers are online. It is converted into offline from the period of online after the receivers or the senders go offline. They can read the messages easily. The teaching-learning process is carried out easily and interestingly.

### 2.3.3 Costless / Charge Less

There is not any extra charge for the use of the WhatsApp. Once a person tops up, he is ready to use his WhatsApp easily.

### 2.3.4 Powerful and Interesting Features

WhatsApp is really very easy, effective and powerful. It is interesting, too. As one gets connected with the world easily, and so do the learners with their instructors. Both of them enjoy the learning process in a very amicable manner. The learning process can be made interesting by use of the multimedia through WhatsApp powerfully.

### 2.3.5 Recurrence of the Lessons

The learners use and review their lessons again and again and answer them, solve them. The instructors repeat their old lessons to know the retention of the taught lessons. Once again, motive works perfectly. It makes the instructions easier, more helpful and more effective because of the recurrence of the lessons. This advantage makes the WhatsApp a very powerful tool for the learners as well as for the instructors.

### 2.3.6 Supplements the Face-to-Face Instructions

The WhatsApp is an alternative way of the teaching-learning process where the learners never feel boredom by looking at the same face again and again. That is what the Arab students never like. They cannot stand it. They want varieties of the faces of the instructors. Many a times, they don't want to see their faces. Hence, the WhatsApp supplements for it. That is a wonderful idea!

### 2.3.7 Helps Make a Continuous Communication and Relationship

The WhatsApp tool creates a lifelong relationship between the learners and the instructors. This relationship forms an enduring communication among them which they enjoy continuously. A rapport is felt among them. A healthy relationship creates a healthy society. A harmony is recognized in the society, too. Mona M Hamad concludes her research with these words, "Although the group is closed now, but the students still send me messages of suggestions." Mona M Hamad. (HES; 2017, P-85) Hence, facilitating the learners, after the instruction process is over, or in the future, is a constant effort of the instructors, which are more beneficial.

### 2.3.8 Proximity and Time

WhatsApp is so easy that it is used for instructions as well as for learning anywhere and anytime. “Facilitator’s availability and learning anytime anywhere were top two advantages of learning through WhatsApp with 86.72% and 86.55% students agreeing to it.” (Gon and Rawekar: P-23) taken from: (Jardat, R M: IJLMS, 2014, P-33-44)

### 2.3.9 Learning English Language Unintentionally

The learners easily learn more of English language unintentionally, because lessons are designed and taught in English. Using English vocabulary again and again makes them learn the language. And, only English creates a healthy environment. It motivates, too. The learners’ obvious advantages of English learning go on smoothly.

## 3. Functioning: Technology and Tool

WhatsApp technology is used immensely because of its simplicity, popularity as well as for its versatile nature. It is a mobile-phone App. The technology of the WhatsApp is costless. It is a very hot trend. It is used as a significant tool for ELT pedagogy, too. The learning process goes through it very easily, more effectively and more interestingly. It has become everybody’s pet and favorite. “It is currently used in over 180 countries. As of now, WhatsApp has more than 300 million daily active users worldwide. There are 300 million WhatsApp users who text using the app every day. To compare with its parent company, 1.5 billion users log into their Facebook accounts every day”. (Google, Feb 1’2019)

### 3.1 Tool

The current time is an era of technologies in which mobile phones are playing vital roles. The pedagogy has already been combined with mobile phones. A very much new intimacy has been developed between teachers and their students. Teaching-Learning process has evolved several new ways of learning. Learners and ELT are going on hand in hand. They are mobile now. Smart mobile phone’s WhatsApp technology has linked students with their teachers in a new but pleasant communicational mode. The WhatsApp is used now as one of the tools of learning. Learning is moving now. This app is linking learning with places, home, and play. It is connecting students with their goals. “The underlying purpose of WhatsApp is to facilitate communication, and at its most basic level, education is nothing but communication.”

## 4. Instructors’ Attitude Towards WhatsApp

WhatsApp is used as a collaborative tool for learning processes. It is important for the teachers to theorize the lessons, or the activities, in such a way, which could inspire, influence and attract the learners. They should work hard, work smart and work forward to outwit their students. They not only deliver the materials to their students, but they make their learners self-reliant. They depend on their self-study. However, they should be on the side of the learners. The learners must not feel alienated, aloof or bore. The interesting way of creating lessons are the aim of the instructors. They are available for feedback, and help. Constantly facilitating the learners encourages them more than just sending the contents.



Making the learners more enthusiastic is more beneficial. “Fortunately, there are a few strategies that educators can use to leverage WhatsApp to enhance the education experience.”

#### *4.1 Constantly Uplifting Feeling*

While instruction and learning goes through, the instructors constantly try to uplift the morale of the learners to achieve satisfied goals. Objectives are made clear to the learners. Good attitude towards WhatsApp messaging and learning are built for easier and more comfortable communication. The group works with an interesting ‘name’ to motivate the learners.

#### *4.2 Manageability of Time for Extensive Teaching*

Time management is an essential aspect of the WhatsApp-based instruction. Consuming more time uselessly is never advisable. Time is managed in a way that it yields effective results. Time is very important constituent of our lives. Manageability of time, for wide-ranging learning process with lesser amount of time for extensive instructions, is really significant. The instructors keep a rapport with the learners to be available anytime for the feedback of the learners.

#### *4.3 Innovation and Renovation of the Learning Process*

The instructors get themselves innovative in their activities by using the WhatsApp. The lessons are reconditioned time to time to keep students in the line of action, and learning process. The contents are modernized over the time. The instructors use very much new materials which are modern, interesting, short and value-added. Motivation comes through new and interesting contents. The instructors keep changing their materials.

#### *4.4 Motivating Through Availability and Cooperation (Counseling)*

The instructors show interest with the instruction, lesson-planning and motivation. They are easily and timely available for cooperation, and feedback. The learners feel encouraged and they feel that they are felt by their instructors. They feel that they are respected in terms of learning process. Organizing and motivating are two very important tasks of the instructors. They never let the learners get lost in oblivion.

#### *4.5 Flexibility of Timeline for Time Duration*

The learning process through the WhatsApp is flexible in terms of time. Time duration is harmonious, not difficult, or overburdened. Extra time for practice and review is provided to incorporate the extended time frame and the learning process. The instructors communicate freely enough to let the learners feel productive. The WhatsApp environment is very much familiar and motivating with the opportunity of flexibility of time.

### **5. Learners’ Attitude Towards WhatsApp**

The learners own nice smartphones, download the WhatsApp and install it successfully. Then, they learn the WhatsApp’s technology to be adept in using it. Then, they join the group of the WhatsApp-based learning. They show interest, motivation, and respect too. They manage their own timeline and submit their answers, replies, and responses on time. They enjoy their

learning. The learners get aware of that they are using the WhatsApp to develop their ESL or EFL. They try to improve themselves academically as well as socially. Akpan and Abe found, “improvement of social relationship among learners” (Akpan & Abe: P-44).

### *5.1 Disinterestedness*

The learners who are interested in the WhatsApp-based learning process for learning should join the group. They should be enthusiastic, laborious and motivated to get advantage of the instructions. Only joining the group and showing disinterestedness will harm the learning, and will damage the group and destroy the whole lot of the learning process.

### *5.2 Overburdened*

The learners submit their assignments on time, or as early as possible. They are never overburdened. They do not show laziness to complete the assignments, activities or lessons. They feel active, dynamic, energetic and vigorous. They are always on time or in time, at least. They are always comfortable with their assignments, activities, or lessons. Mrs. Sonia Gon and her co-researcher Mrs. Alka Rawekar found, “70% (learners) agreed that a professional as well as comfortable learning environment was created on WhatsApp” (Gon and Rawekar: P-21).

### *5.3 The Learners’ Sense of Improvement, Accomplishment and Confidence*

The learners feel satisfaction and happiness when they find that their work has been completed on their own and has been marked with A+, or A. Earning an excellent grade inculcates a sense of responsibility and improvement, can-do something better kind of sense, and a sensibility of accomplishment. Their happiness knows no bounds then. This yields a sense of confidence, too. Now, they feel that they can go on their own. This feeling of responsibility emboldens them on further achievements. The language (EFL / ESL) acquisition gets easier process for them. They feel proud of themselves. They feel advancement in their personality. They feel that they can achieve whatever they want to achieve in their lives. They learn how to reflect positively on what helped them, as well as what helped them to learn. They try to reflect on what hindered them confidently during their learning process. Working on their own make them learn how to make future action plan on decision-making in future.. The pedagogy now takes a new shape of heutagogy, which refers to self-determined learning. They are complete now.

## **6. EFL/ESL Pedagogy**

EFL/ESL pedagogy has always been benefitted through the various usages of the technology. Pedagogues strive to evolve and adopt new and interesting ways of teaching. Technology of WhatsApp has also been used in various ways. Communicative approach through WhatsApp has interesting ways to teach. It is a kind of hybrid tool, which is good in comparison to the traditional pedagogy. It is really very interesting to make learning of EFL/ESL easier and motivated. All the skills of EFL/ESL; Vocabulary, Grammar, Writing, Reading, Listening as well as Speaking can be easily taught through WhatsApp. A group can be created and

messages can be sent on any of the skills. Answers can be noted down. Marks can be allotted. And, finally, results can be shown.

### *6.1 Skills-Learning*

The learners require strategies to learn skills. They learn it through the guidance of their instructors. They are free to ask for any guidance wherever they require help and counselling. They are always mindful to their learning as well as to their learning process. They repeat their activities to ensure more learning, more accomplishment in a perfect way. They feel free to ask the instructors for the assignments of their choices. They learn between the lessons, activities and assignments.

### *6.2 Decision-Making Learning*

The learners feel free to decide on their own. Decision-making is an important aspect of the learning process, which is always needed in life. It is a tough side of a personality. Decision-making brings about maturity and successfulness among the learners. They have their own say. They have guidance or instructors' say when they decide how to work, how to solve, and how to present to produce their outcomes. They feel confident while presenting their varieties of artefacts and celebrate their successes.

## **7. Educational Strategies of the WhatsApp Technology**

### *7.1 Group*

A group of students is created. The group is created for learning process. It works like a virtual classroom for the students. Astute teachers motivate their students to learn in various ways. WhatsApp is a tool. It is used by the instructors, or by the learners. It works in the following ways:

Alphabetically arranged

1. Audio messages sharing
2. Chatting room
3. Documents sharing
4. Feedback / Suggestions sharing
5. Links sharing
6. Notice board
7. Phone calls
8. Photos sharing
9. Round the clock staying together
10. Short Text messaging
11. Videos sharing

The above strategies can be used to transfer knowledge. A serious learning process starts between the instructors and the teachers. It involves students of all styles of learning. The instructors as well as the learners are free to use it anytime and anywhere with a smart phone. It facilitates all styles of learning and encourages involved-needy students. It facilitates actual-time communication where the learners are involved by the instructors. It facilitates easy assignment preparation. It motivates by presenting many ways to learn. The theory, that learners learn more by listening and watching, is provided by WhatsApp technology, which facilitates audio and video lessons. The learners are able to listen through audio or video lessons repeatedly to complete their assignments. It keeps the learners in touch with their instructors anytime anywhere. A good discussion with the learners is easily facilitated.

## **8. Methodology**

The prospective research study was carried out between 15.9.2019 and 1.12.2019 at ELI of King Abdulaziz University at Jeddah in the Kingdom of Saudi Arabia. It was a descriptive-exploratory research. However, it was a quantitative in nature. Designing of tools, data-collection, analyses and interpretations were involved for the purpose of the research. Teachers were involved for the prompt and relevant responses of the surveys. Teachers were provided with a questionnaire (Ref: 8.5.1, 2, 3) to evaluate the usefulness of the usages of technology of WhatsApp for the benefits of ESL/EFL instruction and its improvements as well as drawbacks, if any. Fifty students from two sections were provided with a set of eight questions (Ref: 9.1). Researchers' own experiences as well as observations were utilized as well.

### *8.1 Research Questions for the Instructors*

The instructors involved in the research surveys were asked to respond for the set of twelve questions. (Ref: 8.5.1, 2, 3) Questions were designed to address the academic, instructional and the nature of the ESL / EFL learning process.

Only sixty one (61) instructors responded.

### *8.2 Research Questions for the Learners*

Fifty students from two sections were provided with a set of eight questions (Ref: 9.1). They were just informally involved in the survey. All of the learners were very enthusiastic, motivated and quick to respond. They responded in their learning process as well as for the survey purposes. They were on as well as in time on their posts. Really, it was a great survey.

### *8.3 The Sample*

More than seventy five teachers were invited. Only sixty one teachers of ESL / EFL of different colleges / universities sent the questionnaire electronically back with their responses. Fifty students from two sections were involved in the survey.

#### 8.4 The Data Source

##### 8.4.1 Questionnaire for the Teachers

A questionnaire was developed and designed by the researchers for the teachers. The content validity was established before the administration and collection of the required data. (Ref: 8.5.1, 2, 3)

##### 8.4.2 Questionnaire for the Learners

A questionnaire was developed and designed by the researchers for the students. The content validity was established before the administration and collection of the required data. (Ref: 9.1)

#### 8.5 Data Analyses (Appendix A)

##### 8.5.1 Questionnaire Analyses on Teachers' Responses (No.61)

###### **Educational Attainment – 61 Responses**

S#	Questions	SA	A	UD	SD	D
1	Is educational / academic attainment possible through WhatsApp technology?	51 83.60%	5 8.19%	2 3.27%	1 1.63%	2 3.27%
2	Is the WhatsApp technology useful for Educational learning process of ELT pedagogy?	55 90.16%	4 6.55%	2 3.27%	0 0%	0 0%
3	Is the WhatsApp a source of high interactions among Educational instructors and the learners during ESL / EFL learning process?	50 81.96%	2 3.27%	6 9.83%	1 1.63%	2 3.27%
4	Is the WhatsApp a privacy-friendly Educational tool for ESL / EFL learning process?	60 98.36%	0 0%	1 1.63%	0 0%	0 0%

###### **LEGENDS:**

**SA=** Strongly Agree, **A=** Agree, **UD=** Un Decided, **SD=** Strongly Disagree, **D=** Disagree

###### **Analyses:**

1. 83.60 % (51) respondents over 61 agreed that the educational / academic attainment is possible through WhatsApp technology.

2. 90.16% (55) respondents over 61 agreed that the WhatsApp technology is useful Educational learning process of ELT pedagogy.

3. 81.96 % (50) respondents over 61 agreed that the WhatsApp technology is a source of high interactions among the educational instructors and the learners during ESL / EFL learning process.

4. 98.36 % (60) respondents over 61 agreed that the WhatsApp technology is a privacy-friendly tool for ESL / EFL learning process.

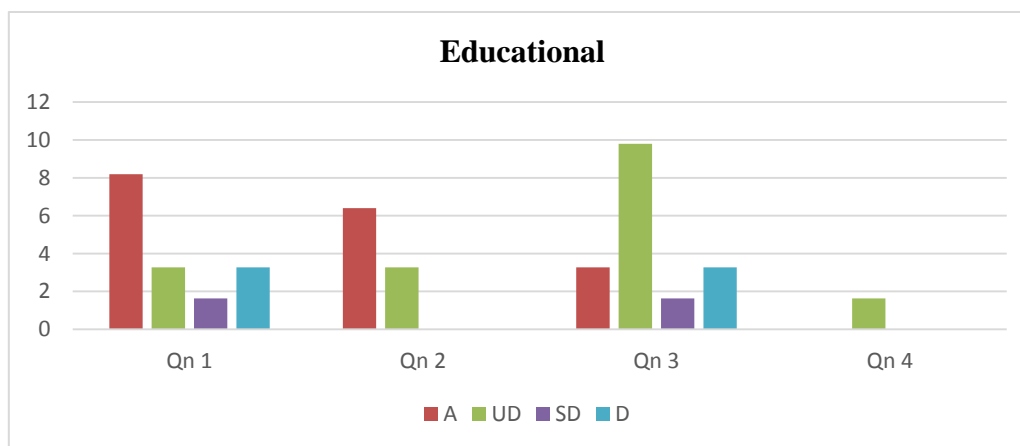


Figure 1

### 8.5.2 Questionnaire Analyses on Teachers' Responses (No.61)

#### Technological Aspects – 61 Responses

		SA	A	UD	SD	D
1	Is the WhatsApp technology an academic-friendly tool for teachers / instructors?	50	9	2	0	0
		81.96%	14.75%	3.27%	0%	0%
2	Is the WhatsApp technology a motivating technology for ESL / EFL learning process?	58	2	0	0	0
		95.08%	3.27%	0%	0%	0%
3	Is the WhatsApp an innovative technology for ESL / EFL learning process?	60	1	0	0	0
		98.36%	1.63%	0%	0%	0%
4	Is the WhatsApp technology a time-friendly tool for ESL / EFL learning process?	60	1	0	0	0
		98.36%	1.63%	0%	0%	0%

#### LEGENDS:

SA= Strongly Agree, A= Agree, UD= Un Decided, SD= Strongly Disagree, D= Disagree

#### Analyses:

1. 81.96 % (50) respondents over 61 agreed that the learning process of ESL/EFL is possible through WhatsApp technology.



2. 95.08 % (58) respondents over 61 agreed that the WhatsApp technology is a collaborative tool for ESL / EFL learning process.

3. 98.36 % (60) respondents over 61 agreed that the WhatsApp technology is an easy, cheap and feasible tool for ESL / EFL learning process.

4. 98.36 % (60) respondents over 61 agreed that the WhatsApp technology is an immediate-counselling tool for the learners for ESL / EFL learning process.

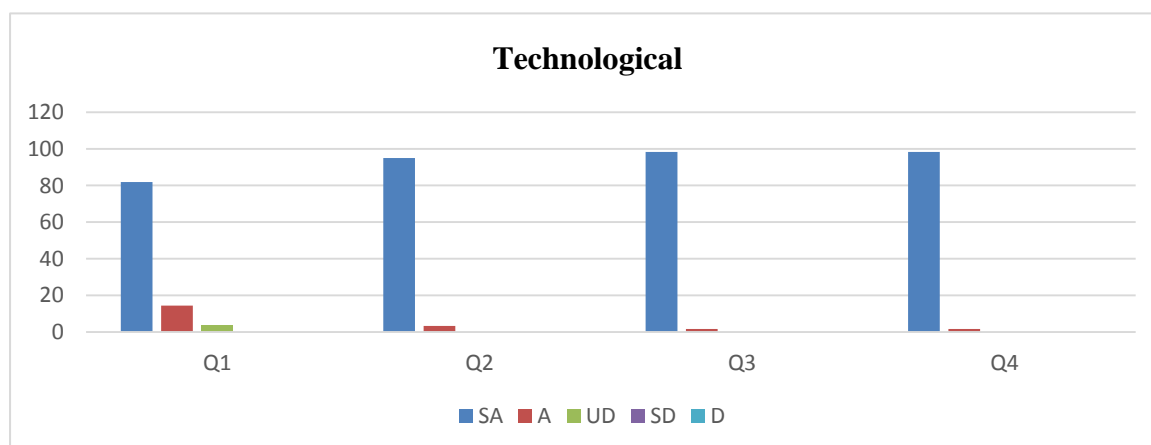


Figure 2

### 8.5.3 Questionnaire Analyses on Teachers' Responses (No.61)

#### Learning Process – 61 Responses

1	Is the learning process of ESL/EFL possible through WhatsApp technology?	59	1	1	0	0
		96.72%	1.63%	1.63%	0%	0%
2	Is the WhatsApp a collaborative tool for ESL / EFL learning process?	51	5	3	1	1
		83.60%	8.19%	4.91%	1.63%	1.63%
3	Is the WhatsApp an easy, cheap and feasible tool for ESL / EFL learning process?	57	1	1	1	1
		93.44%	1.63%	1.63%	1.63%	1.63%
4	Is the WhatsApp an immediate-counselling tool for the learners for ESL / EFL learning process?	60	1	0	0	0
		98.36%	1.63%	0%	0%	0%

#### LEGENDS:

**SA= Strongly Agree, A= Agree, UD= Un Decided, SD= Strongly Disagree, D= Disagree**

**Analyses:**

1. 96.72 % (59) respondents over 61 agreed that the WhatsApp technology is an academic-friendly tool for teachers / instructors.
2. 83.0 % (51) respondents over 61 agreed that the WhatsApp technology is a motivating tool for ESL / EFL learning process.
- 3 93.44 % (57) respondents over 61 agreed that the WhatsApp technology is a time-friendly tool for ESL / EFL learning process.
4. 98.36 % (60) respondents over 61 agreed that the WhatsApp technology is an innovative tool for ESL / EFL learning process.

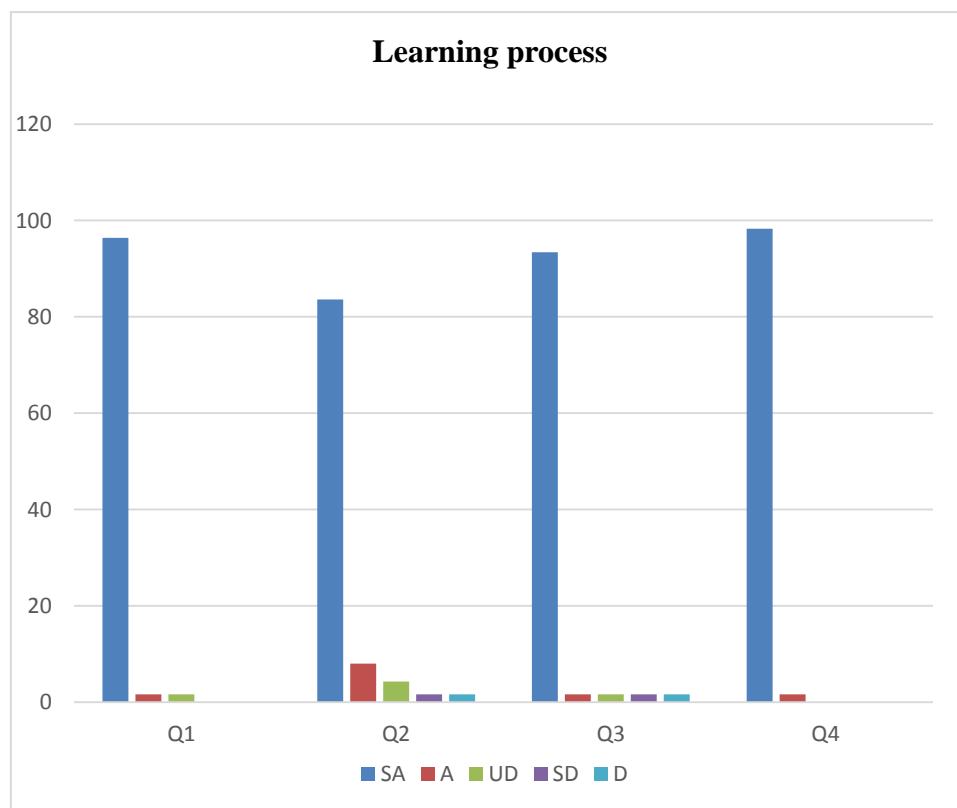


Figure 3

8.5.4 Questionnaire Analyses on Learners' Responses (No.50)

S	Question - A	Yes	No
#			
1	Do you have a smart phone?	50	0
		100%	0%

2	Do you have internet connection?	50	0	
		100%	0%	
3	Is WhatsApp simple to use?	41	9	
		82%	18%	
4	Do you learn anytime and anywhere?	38	12	
		76%	24%	
Question - B		# 5.1	# 5.2	# 5.3
1	How long do you use your mobile on WhatsApp?	4-5 Hours	6-8 Hours	8-10 Hours
		35	9	6
		70%	18%	12%

**Analysis A: (Figure 4)**

1. 100 % (50) respondents over 50 said that they had smart phones.
2. 100 % (50) respondents over 50 said that they had Internet connection.
3. 82 % (41) respondents over 50 agreed that the WhatsApp technology is simple to use for learning process.
4. 76 % (38) respondents over 50 agreed that they used WhatsApp anytime and anywhere.

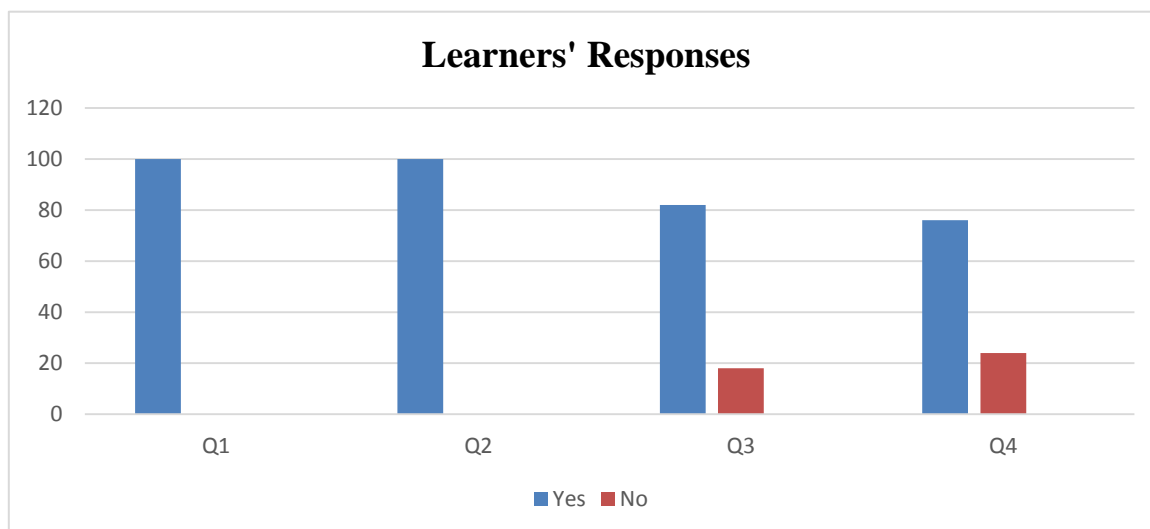


Figure 4

**Analysis B: (Figure 5)**

1. 70% (35) respondents over 50 said that they used their mobiles on WhatsApp.
2. 18% (9) respondents over 50 said that they used their mobiles on WhatsApp.
3. 12% (6) respondents over 50 said that they used their mobiles on WhatsApp.

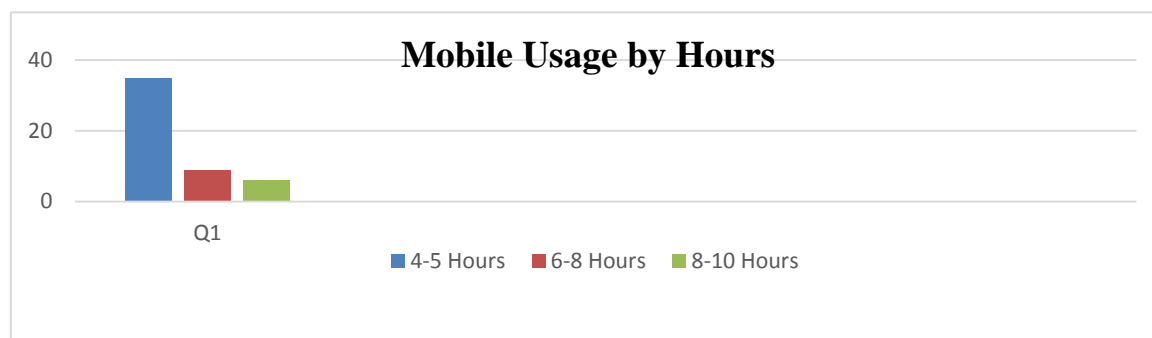


Figure 5

8.5.5 Questionnaire Analyses on Learners' Responses (No.50)

S	Statements / Questions For Students	SA	A	UD	SD	D
#	<b>Graph - C</b>					
1	Is the WhatsApp a <b>motivating</b> tool for ESL / EFL learning process?	41	5	1	1	2
		82%	10%	2%	2%	4%
2	Is the WhatsApp a <b>collaborative</b> tool for ESL / EFL learning process?	30	6	4	3	7
		60%	12%	8%	6%	14%
3	Is the WhatsApp an <b>easy, cheap and feasible</b> tool for ESL / EFL learning process?	40	5	1	1	2
		80%	10%	2%	2%	4%
4	Is the WhatsApp a <b>time-friendly</b> tool for ESL / EFL learning process?	43	1	2	1	3
		86%	2%	4%	2%	6%
5	Is the WhatsApp a <b>source of high interaction</b> for the learners with their instructors for ESL / EFL learning?	35	3	4	3	5
		70%	6%	8%	6%	10%

6	Is the WhatsApp an <b>immediate-counselling</b> tool for the learners for ESL / EFL learning process?	43	1	2	1	3
		86%	2%	4%	2%	6%
7	Is the WhatsApp a <b>privacy-friendly</b> tool for ESL / EFL learning process?	44	2	1	2	1
		88%	4%	2%	4%	2%
8	Is the WhatsApp an <b>innovative</b> tool for ESL / EFL learning process?	47	0	1	0	2
		94%	0%	2%	0%	4%

### Analysis - Graph C:

1. 82% (41) respondents over 50 agreed that they used their mobiles on WhatsApp is motivating tool.
2. 60% (30) respondents over 50 agreed that they used their mobiles on WhatsApp is collaborative tool.
3. 80% (40) respondents over 50 agreed that they used their mobiles on WhatsApp is cheap and feasible.
4. 86% (43) respondents over 50 agreed that they used their mobiles on WhatsApp is time-friendly tool.
5. 70% (35) respondents over 50 agreed that they used their mobiles on WhatsApp is a source of high-interaction tool.
6. 86% (43) respondents over 50 agreed that they used their mobiles on WhatsApp is a tool for immediate counselling.
7. 88% (44) respondents over 50 agreed that they used their mobiles on WhatsApp is privacy-friendly tool.
8. 94% (47) respondents over 50 agreed that they used their mobiles on WhatsApp is innovative tool.

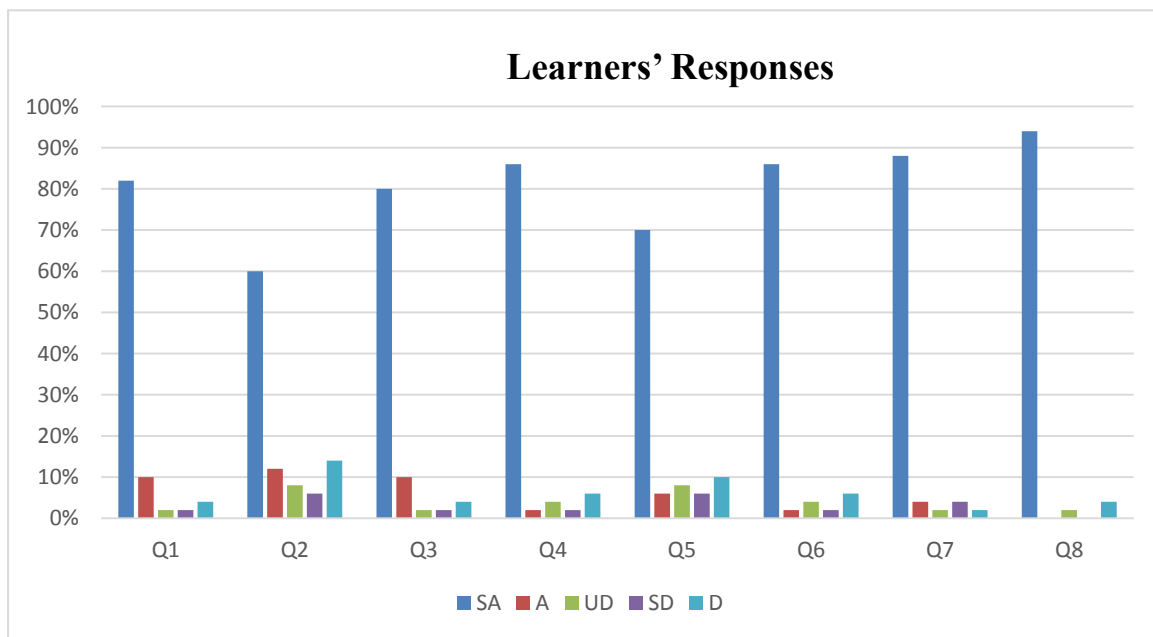


Figure 6

## 9. Conclusion

EFL teaching is really a difficult task. It is more difficult in the Kingdom of Saudi Arabia. English Language is, here in the KSA, a foreign language. Being the standard of instruction, as well as a common tool of communication, English Language appears to be very significant in an emerging country such as the Kingdom of Saudi Arabia. The EFL learners require more attention as well as specific care. However, the students are rich because the country is rich. It is found that all students enjoy a smart phone. The high penetration of smartphones makes the learning easier and more interesting through the WhatsApp. It gives direct access to the students with their teachers. It makes learning simpler, effective as well as available anywhere and anytime. It is convenient, too. The combinations of activities and inclusions of audio/videos make it more interesting. It contributes significantly to the learning process where the students take more interest. The instructors apply some fruitful and interesting strategies to inspire the learners to motivate them to learn easily as well as more interestingly. It provides simultaneous learning process, because it is a teacher-centered-learning as well as learner-centered learning.

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### Appendix: A

Quantitative and Qualitative Survey

Researcher

Dr. Imam Alam Khan

Research Title: A Synopsis on the WhatsApp-Based Instruction and ELT Pedagogy:

Concept, Challenges and Strategy

Dear Respondents

Your responses to the provided questions will be kept confidential. They will be used only for the said research, and under no circumstances will be disclosed and shared to anybody.

We highly appreciate your cooperation. Please choose a response (✓) to the statements regarding "A Synopsis on the WhatsApp-Based Instruction and ELT Pedagogy:

Concept, Challenges and Achievements".

### Survey

A Synopsis on the WhatsApp-Based Instruction and ELT Pedagogy: Concept, Challenges and Achievements

**Educational:**

S#	Questions	SA	A	UD	SD	D
1	Is educational / academic attainment possible through WhatsApp technology?	51 83.6%	5 8.19%	2 3.27%	1 1.63%	2 3.27%
2	Is the WhatsApp technology useful for Educational learning process of ELT pedagogy?	55 90.1%	4 6.4%	2 3.27%	0 0%	0 0%
3	Is the WhatsApp a source of high interactions among Educational instructors and the learners during ESL / EFL learning process?	50 81.9%	2 3.27%	6 9.8%	1 1.63%	2 3.27%
4	Is the WhatsApp a privacy-friendly Educational tool for ESL / EFL learning process?	60 98.3%	0 0%	1 1.63%	0 0%	0 0%

**Technological:**

		SA	A	UD	SD	D
1	Is the WhatsApp technology an academic-friendly tool for teachers / instructors?	50 89.1%	9 14.4%	2 3.27%	0 0%	0 0%
2	Is the WhatsApp technology a motivating technology for ESL / EFL learning process?	58 95.0%	2 3.27%	0 0%	0 0%	0 0%
3	Is the WhatsApp an innovative technology for ESL / EFL learning process?	60 98.3%	1 1.63%	0 0%	0 0%	0 0%
4	Is the WhatsApp technology a time-friendly tool for ESL / EFL learning process?	60 98.3%	1 1.63%	0 0%	0 0%	0 0%

**Learning Process:**

1	Is the learning process of ESL/EFL possible through WhatsApp technology?	59 96.4%	1 1.63%	1 0%	0 0%	0 0%
2	Is the WhatsApp a collaborative tool for ESL / EFL learning process?	51 83.6%	5 8.0%	3 4.9%	1 1.63%	1 1.63%
3	Is the WhatsApp an easy, cheap and feasible tool for ESL / EFL learning process?	57 93.4%	1 1.63%	1 1.63%	1 1.63%	1 1.63%
4	Is the WhatsApp an immediate-counselling tool for the learners for ESL / EFL learning process?	60 98.3%	1 1.63%	0 0%	0 0%	0 0%

**Legends:**

**SA=** Strongly Agree, **A=** Agree, **UD=** Un Decided, **SD=** Strongly Disagree, **D=** Disagree

**Appendix: B**

Quantitative and Qualitative Survey

Researcher

Dr. Imam Alam Khan

Research Title: A Synopsis on the WhatsApp-Based Instruction and ELT Pedagogy:

Concept, Challenges and Strategy

Dear Respondents

Your responses to the provided questions will be kept confidential. They will be used only for the said research, and under no circumstances will be disclosed and shared to anybody.

We highly appreciate your cooperation. Please choose a response (√) to the statements regarding “A Synopsis on the WhatsApp-Based Instruction and ELT Pedagogy:

Concept, Challenges and Achievements”.

**Survey**

A Synopsis on the WhatsApp-Based Instruction and ELT Pedagogy: Concept, Challenges and Achievements

**Questionnaire Analyses on learners’ responses (No.50)**

S #	Statements / Questions For Students	SA	A	UD	SD	D
1	Is the WhatsApp a <b>motivating</b> tool for ESL / EFL learning process?	41	5	1	1	2
		82%	10	2	2	4
2	Is the WhatsApp a <b>collaborative</b> tool for ESL / EFL learning process?	30	6	4	3	7
3	Is the WhatsApp an <b>easy, cheap and feasible</b> tool for ESL / EFL learning process?	40	5	1	1	2
4	Is the WhatsApp a <b>time-friendly</b> tool for ESL / EFL learning process?	43	1	1	1	4

5	Is the WhatsApp a <b>source of high interaction</b> for the learners with their instructors for ESL / EFL learning?	<b>35</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>5</b>
6	Is the WhatsApp an <b>immediate-counselling</b> tool for the learners for ESL / EFL learning process?	<b>43</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>
7	Is the WhatsApp a <b>privacy-friendly</b> tool for ESL / EFL learning process?	<b>44</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>
8	Is the WhatsApp an <b>innovative</b> tool for ESL / EFL learning process?	<b>47</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>

**Legends:**

**SA=** Strongly Agree, **A=** Agree, **UD=** Un Decided, **SD=** Strongly Disagree, **D=** Disagree

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