Universidad Latina de Costa Rica

English Faculty

Guápiles Branch

Licentiate Degree in English Teaching

Final Action Research Project

Improving Speaking Skills in the EFL Classroom Through The Use
of WhatsApp Platform in ninth Grade Students at CIDEA de Río Jiménez
During the First Period of 2020

Proponent:

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Abstract

This project is about improving speaking skills within the EFL (English as Foreign Language) classroom through whatsapp. The main objective of this action research is to reinforce the oral skills through the use of this application and identify most challenges that students with limited oral skills may face when learning English. It is important to think about the utilization of technology during the teaching-learning process since it is going to help the scholars feel motivated, taking under consideration that they use technology in their teaching-learning process which is a plus. The action plan of this investigation was developed through the Action Oriented Methodology which is the current official method for English teaching at Ministry of Public Education context. It was implemented with nine graders from CINDEA Río Jiménez. The utilization of apps like WhatsApp helped to facilitate the training process. Also, when the teacher implements interactive games, listening tasks or communicative activities during the class it is getting to be an engaging element for the scholars. Additionally, the implementation of whatsapp and technological activities helped the teacher to reach the main goal regarding the problem which was to strengthen the eye of the pupils to enhance their vocabulary and improve their attitude which is something fundamental within the teaching-learning process. Nowadays, technology is everywhere and its use in education is a good support. Using apps as didactic materials allowed students to research and learn new words and enhance their knowledge for further interaction. They actively participated in dynamic classes. Finally, the researcher expects that teachers implement these ideas within the class because it's important to innovate and try out new ways to facilitate the training of speaking skills though whatsapp.

Key words: WhatsApp, Technology, Didactic Material, Speaking Skills, Innovation

Resumen

Este proyecto trata sobre la mejora de las habilidades de habla dentro del aula EFL a través de WhatsApp. El objetivo principal de esta investigación de acción es reforzar las habilidades orales a través del uso de WhatsApp e identificar los desafíos que los estudiantes con habilidades orales limitadas pueden enfrentar al aprender inglés. Es importante pensar en la utilización de la tecnología durante la enseñanza porque va a ayudarlos a sentirse motivados, teniendo en cuenta que utilizan la tecnología en su proceso de enseñanza-aprendizaje que es una ventaja. El plan de acción se elaboró a través de la Metodología Orientada a la Acción, que es el método oficial actual para la Enseñanza del Inglés en el contexto del Ministerio de Educación Pública. Se implementó con estudiantes de noveno año del CINDEA Río Jiménez. La utilización de aplicaciones como WhatsApp facilitó el proceso de formación. Además, cuando el docente implementa juegos interactivos, tareas de escucha o actividades comunicativas durante la clase, se vuelve un elemento atractivo para los estudiantes. Además, la implementación de WhatsApp y las actividades tecnológicas ayudaron al profesor a alcanzar el objetivo principal con respecto al problema que era atraer a los alumnos para mejorar su vocabulario y mejorar su actitud que es algo fundamental dentro del proceso de enseñanza-aprendizaje. Hoy en día, la tecnología está en todas partes y su uso en la educación es de gran ayuda. El uso de aplicaciones como materiales didácticos permitió a los estudiantes investigar y aprender nuevas palabras y mejorar sus conocimientos para una mayor interacción. Participaron activamente en clases dinámicas. Por último, el investigador espera que otros profesores implementen estas ideas a través del uso de WhatsApp.

Palabras Clave: WhatsApp, Tecnología, Material Didáctico, Habilidades Para Hablar, Innovación

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Chapter 1

Introduction and General Information

Introduction

This research paper is regarding innovation in the English as Foreign Language (EFL) classroom; the topic of this study is Improving Speaking Skills in the EFL Classroom Through WhatsApp. The field of investigation is going to be carried out with the group 3P3 at CINDEA de Río Jiménez, during the first period of 2020. There are several reasons to choose this topic. First, nowadays English is the third language most spoken around the world and this is an important detail. Second, Mandarin, Spanish, and English are the most spoken languages across the social order. In this case, English is the third one with most speakers. Those are stronger reasons to pay attention to English as a Foreign Language.

Additionally, this investigation is going to use WhatsApp tools. This is a technological tool where users would do different activities. The user would use this platform to send text messages, audio records, videos, pictures and so on. Something relevant to mention is that WhatsApp is presented in three different ways to the users. The first one, is the well-known app which can used in cell phones and tablets. The second one, the business version, which can be used to exponentially provide unlimited possibilities of teaching resources with a higher capacity not only for the learner but also for the teacher. An the last but not least, the WhatsApp web which is the suitable form to be used by the teacher from the computer in order to share on screen, video beam and have access to teaching resources saved in the computer.

In brief, this research paper has two important elements to take into consideration, the first one is EFL and the second one is technology. This work is going to mix both to improve students speaking skills at CINDEA de Rio Jimenez. Both are going to be considered important to improve the students' skills.

Rationale

English has become the most important foreign language in Costa Rica. Costa Rican people love to speak English. Additionally, it is important to mention than the government is going to implement for this year (2020) meaningful changes in public education to promote English learning. At the same time, the educational authority wants to improve the EFL in this country. The reason is that MEP (Ministry of Public Education) knows than English is a powerful tool to fight against poverty. Moreover, people are living in the era of technology. In every single house, there are cellphones, computers, radio, smart TV, internet and so on. Furthermore, citizens are connecting every single day through social networks, Facebook, WhatsApp, WeChat, QZone, Tumblr, Instagram, Twitter, Google, Baidu Tieba, and so on. Individuals are posting personal information every day. In other words, technology is part of a person's life.

Based on La Republica.net, Costa Ricans have good English, but it is not enough for jobs' profile. In the year 2014 was applied the Test of English for International Communication (TOEIC) and according to this test people who live in Costa Rica have low intermediate mastery of English. The speaking skill is the ability that Costa Ricans must improve. Also, another important detail is that nowadays most of the students own smartphones and have access to the internet, this is a powerful combination that the teacher can use in the EFL classrooms. Educators can use this tool to do interesting and funny classes.

Additionally, the creative lessons turn on students' attention and engage the pupil. Tutors could use technology to improve students' skills and motivate them. Finally, English is important for Costa Rican students and technology is part of them. Then, teachers have used this to improve the student's linguistic skills. In this case, professors could use WhatsApp to improve speaking skills in the EFL classroom.

Purpose

In this section will be stated the general objective, the specific objectives, the research questions and the hypothesis.

General Objective.

To improve speaking skills in the EFL classroom through WhatsApp platform at CINDEA de Río Jiménez during the first semester of 2020.

Specific Objectives.

To diagnose students speaking skill levels.

To describe didactic activities that enhance speaking skills through WhatsApp.

To recommend assessment strategies through WhatsApp in EFL classrooms.

Research questions.

- How can the EFL learners improve their speaking skills through WhatsApp at CINDEA de Río Jiménez?

- What are the effects of implementing WhatsApp in the EFL classroom at CINDEA de Río Jiménez?

- What are some advantages of using WhatsApp in the EFL classroom?

- What are some obstacles that a teacher could face during the implementation of WhatsApp in the EFL classroom?

- What are some recommendations to improve speaking skills in the EFL classroom?

Hypothesis.

Students will improve pronunciation through the implementation of WhatsApp.

Chapter 2

Literature Review

Historical Background of the research

First of all, it is relevant to provide the definition and stating the importance of developing speaking skills because it helps people to communicate with others. This competence is one of the most important skills to connect in the world. Some experts consider it the most important and used of the skills.

According to Kadam, V.G., S.A, & A.M Murai (2018):

> Speaking is an act of making vocal sounds. We can say that speaking means to converse or expressing one's thoughts and feelings in spoken language. To speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address (p. 35).

In other words, speaking skill provides people the possibility to communicate not only with learners of English but also with native speakers as well. Besides that, it is important to develop vocabulary, work hard to pursuit a good pronunciation, intonation and fluency to understand and make oneself being understood. Nowadays, the new world requires high standards of language use for a good interaction to be successful in business, education and social interaction. Being bilingual and a good user of technological applications in the teaching and learning process would exponentially improve the possibilities mentioned before.

Technology apps are every device that people use to facilitate their daily life. Those apps are very important because they reduce and simplify jobs to public in general.

According to Intel:

> On the path to personalized learning, technology empowers students by giving them ownership of how they learn, making education relevant to their digital lives and preparing them for their futures. With technology and access to resources beyond classroom walls, students are inspired to become problem-solvers, critical thinkers, collaborators, and creators. Where technology has been successfully integrated into classrooms, students develop a lifelong love of learning (par. 1).

Then, technological applications are a good option as a didactic tool. It would take into consideration in the teaching-learning process. The school would add technology apps in its curriculum design because it would improve skills for students. In addition, it is important to mention that technology came to revolutionize the world, that's why public education classrooms should fully incorporate technology.

Advantages of using technological applications in the EFL classroom.

Teachers many times have the question themselves by asking, what can be done to improve the teaching-learning process? How could English classes be fun? How to get students' attention? How to get students engaged? These are just some questions that teaches have in their mind. As determined by a study by Mujtaba (as cited in Morera Trasierra, 2018), "technology has helped to change teacher-centered approaches towards learner-centered ones. Students have become more active learners by increasing their autonomy. The same author believes that learners can decide their learning objectives." Then, electronic apps are the answer to those questions. Educators can use technical products to improve their teaching. Engineering apps would make their classes fun, it gets students' attention, and it engages students into lessons.

According to the Action Oriented Approach, which looks for a revolution in the teaching and learning process, it is mandatory to change the teachers' role where the protagonists are going to be the students. Technological apps help to change this role. With the application of technology in the EFL classroom, students have independence because they do their tasks themselves. Thus, pupils improve themselves. Moreover, students would decide the way, time, and the place to learn. Then, it is important to consider technological applications for the EFL classroom.

Moreover, another big problem that teachers face is to fight against boring classes. Now, professors are using traditional methods to teach which is not a good idea. Teachers must look for new and different strategies to develop their classes. As mentioned by Cutter (as cited in Morera Trasierra, 2018), "Technology offers many opportunities for learning language than traditional methodologies. Therefore, teachers have lots of resources and materials that they can use in their lessons." In other words, technology is an important tool that teachers can use to facilitate their labor. Technology is a revolutionary tool to combat against conventional and boring methods. It gives teachers the opportunity to make interesting classes. It has many and novelty methods that instructors can use for the development of their classes.

Additionally, technology provides many supplies and raw materials to work. Thus, teachers have a big range of opportunities to progress in their classes. There are many digital education tools for teachers and learners such as WhatsApp, Edmodo, Socrative, Project, Thinglink, TED-ED, ck-12, ClassDojo, EduClipper, Storybird, Animoto, Kahoot! and others. Also, there are various types of classroom technologies that teachers can use to develop their classes electronic whiteboards, flipped learning, desktops and laptops, projectors, videoconferencing, cellphones, television, and so on.

Motivation is an important detail in the teaching and learning process. Teachers must consider motivation in their classes. It is easy if students have been motivated, learners are going to give better results.

As reported by Cutter (as cited in Morera Trasierra, 2018):

> Also, it explains that technology increases motivation. Students become more motivated when they work on computers and use modern devices than they are working with textbooks. They are often less distracted, and the teacher can choose personal lessons for every learner based on their needs.

Then, technology plays an influential paper in the students' motivation. Nowadays, young people love technology. They would spend a lot of time with technology. Again, traditional methods seem to be boring for pupils. In addition, through technology teachers can adapt classes according to students' needs. According to the Multiple Intelligent Approach, every single person learns in different ways. Some students learn faster than others. On the other hand, other students are slower. In other words, teachers can make personalized classes for their students. This is according to learning needs. Thus, technology allows teachers to work with students according to their requirements.

On the other hand, real-life context is very important to learn a second language or foreign language. Teachers must expose students to real situations. The atmosphere in the EFL classroom must be a real-life context. As reported by Mujtaba (as cited in Morera Trasierra, 2018), "technology provides a wide variety of resources to listen to and develop associated language skills. Technology also provides an extensive variety of language context-learning opportunities and interactive activities, most in a real context." Then, technology is a wonderful instrument that it gives to instructors and EFL classrooms in a real-life context.

Additionally, technology provides the opportunity to expose students to real-life situations. For instance, some scholars do not know other nations, but through technology they could get to know different countries. In addition, pupils have possibilities to learn about their culture, food, customs, traditions, festivals, holidays, and celebrations among others. Thus, students improve their knowledge and at the same time, they can improve their language skills. WhatsApp is a versatile tool that allows sharing text, pictures, audios and videos that can be used with educational purposes.

Disadvantages of using technological apps in the EFL classroom.

Technological applications are powerful tools for teaching and learning English. Nonetheless, there are some disadvantages to the implementation of them. These drawbacks can affect the learning and teaching process. Then, internet connection, teachers' attitudes, and sophisticated applications are some of these difficulties.

As specified by a study by Pourhosein (as cited in Morera Trasierra, 2018):

> There are still places where the Internet does not have the necessary access points. Besides, inadequate computer technology support in hardware/software is also an impediment. Computers need maintenance. For this reason, the lack of maintenance causes that computers break and stop working.

Connectivity becomes a real problem because most of the apps work with internet. In other words, web linking is necessary to be successful when implementing technology in the teaching- learning process. Also, it is important to mention that there are a lot of institutions that do not have internet connection. This represents an issue because WhatsApp requires internet to work. Even though internet connection is a significant challenge that teachers must

take into consideration there is a possibility to use the files sent and previously downloaded. This fact was previously explained in the advantages of the app.

As stated in a study by Mohamed (as cited in Morera Trasierra, 2018), "teachers have insufficient experience with technology, a lack of confidence, a lack of facilities, and a lack of training". It is important to mention that teachers play an essential role to implement technological applications in the learning and teaching process. Teachers are vital to get success. They are very valuable in this process. Then, educators must have hard training in this area.

The biggest challenge for educational institutions is to achieve that teachers want to work with technological applications because some of them do not like the idea to change their monotonous teaching style. There are hundreds of teachers who are in a comfortable zone, they prefer to work with traditional approaches and traditional methods. Their classes are boring and monotonous, but they love that. It is necessary to change their thinking way. New generations need open mind educators, teachers willing to change the world. The education system needs professional people with good attitudes and aptitudes. Teachers must be creative, innovative, bold and without fears to be wrong.

Finally, another disadvantage of technological applications is that they are so sophisticated. Some of them are not easy to use and they are very complicated. Nevertheless, teachers must try to use them. Eventually, this training takes time and a lot of money. Additionally, students cannot drive those applications because they find them complicated. Learners prefer to do simple tasks and they want to use straightforward applications. That means a big challenge for teachers and the institution. Those are just some disadvantages that the implementation of technological applications in the teaching of English as a Foreign Language may have.

WhatsApp.

Currently, WhatsApp is very important and useful. One out of seven people in the world uses WhatsApp. The popular messaging service has reached millions of users worldwide. People should use it for WhatsApp can send all kinds of things, communicate easily, and it is free.

As determined by WhatsApp Inc. (2020):

> WhatsApp Messenger is a FREE messaging application, available for Android and other smartphones. WhatsApp uses the Internet connection (4G / 3G / 2G / EDGE or Wi-Fi) of your phone so you can send messages and make calls to your friends and family. Use WhatsApp instead of SMS to send and receive messages, photos, videos, documents, voice messages, and to make and receive calls.

It is very important to know that through WhatsApp, individuals can send different kinds of files. If you live in another country, you can send photos or videos to your family who lives in Costa Rica, you can send different documents like Word, Excel, PowerPoint, and so on. Also, people can communicate easier through WhatsApp, today it is very easy to communicate to other people, you can call faster and easier through of WhatsApp, and you can use the video call. Lastly, you can send text messages, which is very funny and exciting.

This popular messaging service is free, you should not pay any money to use this interesting App. You can download it free form the Play Store, and it is easy and fast to download. All you need is the internet or Wi-Fi to use WhatsApp. It is wonderful to know that besides being so useful this application is that it is free and easy to use. In contrast, WhatsApp can be used just in smartphones, that is a disadvantage of this app, but that is not a big problem because nowadays smartphones are the most available on the market.

In conclusion, WhatsApp is useful to send all kinds of things, it is wonderful to communicate easily, and the most important thing that it is free, WhatsApp has many

advantages. Citizens could be considered to download WhatsApp at this moment; individuals just need a smartphone, internet connection, and now is a moment to the fun.

The impact of technology in the teaching-learning process.

Nowadays, technology could be helpful for students in the learning-teaching process, since it has become a part of people's daily lives. Technology is useful in the teaching-learning process because students can learn by playing, it gives motivation for students and facilities teachers' life. As believed by Blumberg (2014), "The action of playing allows the brain to experiment with new and usually more complex situations than in real life" (p.145). English classes sometimes are boring and monotonous. Educators must improve their classes, they necessity look for different strategies, to make their classes more interesting. Teacher could apply games in their lesson plan to engage their students.

Tutors would use WhatsApp as a tool. Besides, instructors can develop his or her fun classes and at the same time, students can learn by playing with this interesting Application. Moreover, motivation is an important aspect; it must be taken into consideration by teachers. Likewise, students who are motivated give wonderful results. Technology for teaching purposes is so important for students' motivation because it is a new and different way to learn and teach.

Also, one of the factors that discourage student, it is a boring and monotonous class. WhatsApp gives the possibility to make interesting and fun classes, teacher could make their English classes very original, this could make students always be motivated. Besides, the use of this application might give motivation for students. Motivation is an important part of the teaching-learning process. Teachers must take into consideration the incentive when they are

planning and developing their classes. This mobile device helps to facilitate teachers' life and at the same time, improve their classes using WhatsApp.

This software program can improve speaking skills in students and at the same time, this technological App gives students and teachers a wonderful and different way to learn and teach. To sum up, WhatsApp is a pleasing didactic tool that professors can use in the teaching and learning process. Educators need to keep up with current trends and innovation. This application can be an important tool in bridging the gap between student and teacher knowledge. To sum up, technology is useful in the teaching-learning process because students can learn by playing, it gives motivation for scholars, and it facilities professors' lives. Then school, teacher and pupils would take advantage of technology to improve their English Foreign Language.

Conceptual Terms

Macro-skills and Micro-skills.

The macro-skills are the four big skills in language, they are speaking, reading, listening and writing. On the other hand, the micro-skills are into the macro skill. They are very important and they are indispensable to communicate successfully. According to Barsky (2016), "The term "micro-skills" refers to specific competencies for communicating effectively with others" (par.1). Some examples of micro-skills into speaking skills are: intonation, fluency, pronunciation, and so on.

Input learning and Output learning.

According to EnglishPump (2013), "Input Learning is the process of learning things from resources, teachers or other people and keeping them in our brain (Listening, Reading)"

(par.4). In other words, input learning is all the information that students receive. Since youngsters are growing and receive all kind of input from music, books, letters, games, values and culture, all these data become part of learning information. On the other side, According to EnglishPump (2013), "Output Learning is the process of using things we learned or memorized (Speaking, Writing)" (par.5). Then, output learning is all material or information that students produce, it is when the students reproduce their knowledge in a new product. In other words, students use their background knowledge.

Issues and limitations.

Learning English as a Foreign Language is not easy since the population is not exposed to the language out of the English classroom. Learners just have the opportunity to practice English during the lessons established by the institution. Students must have to improve the four English skills (reading, writing, listening, and speaking) to master the language, however, learners might face some difficulties and issues regarding speaking during the teaching-learning process because students do not drive their foreign language, and they do not have enough vocabulary.

Additionally, based on the 2017 teacher´s guide for the new English curriculum for seventh grade provided by MEP; professors must promote teamwork. Then, professors have the opportunity to promote teamwork because students with an internet connection would share their internet with other learners, who have not connection internet. Teachers could make teamwork of 4 or 5 students and they can share the internet one each other.

Methodology in Costa Rica

Conforming to the 2017 teacher´s guide for the new English curriculum for seventh grade provided by MEP indicates that the approach to be used in public high schools is the Action-Oriented Approach and it mentions The Common European Framework of Reference (CEFR) to design the sample guides for Costa Rica's Seventh-grade teachers. Corresponding to teacher's guide of MEP, the CEFR defines the skill of students according to their performance in the different activities, task or projects.

As specified by Piccardo (2014), "The CEFR provides tools, principles, and resources for the development of language curricula, textbooks, and programs to support the teaching and learning of various languages, as well as assessment tools" (p.8). In other words, The Common European Framework of Reference is a measurement tool to measure language skills. There are different ranges, basic user A1 and A2, independent user B1 and B2, and proficient user C1 and C2.

The Action-Oriented Approach.

Right now, the world is changing. Nowadays, there are students than want a different way to learn and like everything fast and easy. Someone called them, the new generation, other ones called them the millennial, also known as generation "Y", anyway, they are the group who are going to drive the world. This generation demands a new way to learn. The Action-Oriented Approach method is the answer to this requirement. What is the definition of the action-oriented approach? According to Delíbas & Gunday (2016), "The Action-Oriented Approach has cultural, factional, linguistics, pragmatics, and sociolinguistic components. With these components, there are also the social actors who perform the tasks together and the social environment (class) in which these social actors are performed their

tasks" (p.150). The Action-Oriented Approach would satisfy this need to learn, teachers could use this method to engage the students. This method helps students to learn by doing different tasks. For instance, students would make a reservation at a hotel, or they can go to the bus station and buy a bus ticket. At the same time, students would go to an international restaurant an ask an order using a foreign language. There are many tasks than the teacher can use as a didactic method.

Chapter 3

Design and Method

Research Method

This investigation aims to use the principles of Action Research (AR) to meet its objectives. Moreover, it is important to mention that all the investigation is going to turn around the AR and its different strategies. As determined by Willis & Edwards (2014), "The term Action Research was made popular in the late 1940s to describe systematic work in the field to solve a problem or answer an important question about professional practice" (p.10). Then, the AR is a professional and methodical process. Additionally, it is an important tool because professional people would use it to improve their works.

Additionally, teachers would use it in the teaching process. Also, it is important to mention the importance of this method; Action Research is important because it helps tutors in the teaching process. AR gives instructors important recommendations to improve their lesson plans. Then, educators could improve their classes. Furthermore, Action Research could help students in the learning process. Through this method and its recommendations, pupils would improve their language skills. In brief, Action Research is important because it helps professional people to have self-reflection and self-criticism. Then, it helps professional individuals to improve themselves. Teachers could use this tool to improve the teaching and learning process.

Type of approach

Conforming to Ary, Cheses Jacobs, Sorensen, & Razavieh (2010), quantitative method descriptive dates based on numerical data. In other words, this methodology uses figures, tables, and numbers to interprets or analyze dates. On the other hand, the qualitative

approach evocative data based on observation. The qualitative research describes step by step every single details or date into research. In other words, this could be called the narrative method. Moreover, the mixed method research is when people pretend to use both approaches quantitative and qualitative in the same research paper (2010).

The quantitative method focuses to define "what", and the qualitative approach pretends to define "how" Whatsapp aims to improve speaking skills in the EFL Classroom with group 3P3 at CINDEA de Río Jiménez, during the I period of 2020. Then, this research paper focuses to use a combination of qualitative and quantitative methods. Moreover, the mixed approach has been chosen because it is flexible, interactive, updated. Also, this approach could help to improve teachers' and students' skills. Finally, it targets to provide a better understanding of the survey and its results.

The context

Setting.

This action research is going to take place at Río Jimenez, which is a relatively quiet town. This city is characterized by having an economy based on agricultural production, the main products are pineapple, banana, and yucca. The exploration is going to be carried out with the group 3P3 at CINDEA de Río Jiménez, during the first period of 2020. According to the administrative staff, the mission of this high school is to implement the education policy and meet students' needs. Also, the vision is to be the best educational institution of excellence to achieve the integral formation of humans in their context. On the other hand, the classroom is big and comfortable, it has good lighting. Besides, the classroom atmosphere is nice.

Participants.

The participants are 21 students, 12 women and 9 men. The average age of this group is 19 to 55 years old. It is important to mention some social aspects to understand the students. In the socio-economic aspect, the socioeconomic status of the students is low. The majority of the families are poor, or they are living in poverty conditions. At the same time, some students live in an economically stable condition. On the other hand, in the geographical aspect, this town is located in a rural zone. This is a developing place. There is a bank, supermarkets, schools, high schools, medical clinics, churches, businesses, and so on. Finally, in the psychological aspect, the students are very good. Interpersonal and social relationships are great.

Action Plan Proposal

First Week.

Mediation Strategy:

Action Oriented Approach.

Name of the activity:

The best show ever

Purpose of the activity:

To improve students' speaking skill.

Duration:

Three lessons (120 minutes).

Instrument for the activity:

See Appendix C: Rubric to evaluate oral performance through WhatsApp.

Description of the activity:

To enhance pronunciation through WhatsApp and cellphones as didactic material.

Pre-teaching. (10 minutes)

Routine: Checking attendance, checking in with learners, posting and reviewing Essential Question, Can Do's, and class agenda, etc.

Participating.

Warm- up.

Charades: players take turns acting out titles of famous movies and TV series with no talking or sound effects. The teacher makes team of five learners. Each team must work with a cellphone with access to the WhatsApp group. Other players try to guess the title and the team or player who guesses the most wins.

Engaging (15 minutes)

Activation of prior knowledge.

Teacher has students work in an "anticipation guide" as a way to activate their previous knowledge about the topic.

Introducing

The teacher sends through WhatsApp to the students a link to a news report about Venezuela: https://youtu.be/sMN1BlZBKM0 and a short documentary https://youtu.be/1wkPMUZ9vX4.

Teacher elicits from Students' ideas they observed from both, the news and the documentary. Teacher asks them to share their ideas in WhatsApp group the group. They

can be written or orally. Also, Teacher presents the essential question, the enduring understanding and Can Do so that students can see the value importance of the topic.

Pre-listening (15 minutes)

Teacher introduces key vocabulary words related to news and documentaries. For example, prime time, showcase, episode, trailer, full-length film, short-length film, host, reporter, source, journalist, story, slander. He asks the students to use their cellphones to look for the meaning of these words in internet.

Teacher also presents a sample sentences based on news and documentaries. He sends he examples through WhatsApp group. For this teacher uses specific sentence frames in the simple past tense such as:

– I saw/watched __.

– In the documentary there was a …

– You did not watch the news.

– I thought the documentary was great/OK/ fantastic…

– The actors/ costumes /are/ is …

– I agree/disagree with the reporter when he/she says ….

– I agree/disagree with one of the ideas in the documentary about ….

Listening for the first time (20 minutes)

Teacher has sent to the students WhatsApp group a link for them to watch a short documentary named "Be Yourself" https://youtu.be/oQ7IV4N2k5o.

Students watch and listen carefully to the documentary in order to discuss in general what the clip is all about. Students will relate the title of the film and the content ideas in the film. They share their ideas using their cellphones in order to write or record their message.

Pair/group feedback

Teacher asks Learners to work in pairs and compare with their classmates the answers. Ls follow teacher´s instructions.

Listening for the second time (20minutes)

Teacher explains students they will watch the film for a second time, but in this time, they will pay closer attention in order to gather some ideas. Teacher sends the following information through WhatsApp Group:

− I watched a documentary _____.

− In the documentary there was a/an _____.

− I thought the documentary was great/OK/ fantastic/boring because _____.

− The speakers were _____.

− I agree/disagree with the speakers when he/she said ….

− I agree/disagree with one of the ideas in the documentary about ….

Post- listening (20 minutes)

Have students use the sentence frames in order to write a paragraph about the documentary they have just watched. They share their paragraph to the group by WhatsApp.

Planning/Organizing.

Teacher sends a link through WhatsApp and asks students to watch a short documentary named "Where do superstitions come from?" https://youtu.be/quOdF1CAPXs. Based on the video Learners will plan and organize their ideas based on the content of it.

Rehearsal

Learners are given time to check and practice their ideas in order to improve their

pronunciation and check their grammar.

Using

Teacher asks Learners to present their ideas. He encourages the students to

record their presentations and share them in the WhatsApp group.

Phonology. (10 minutes)

Recognition

Have students identify the following Minimal pair sounds using flashcards:

Table 1

Minimal pairs with graphemes /s/ and /z/

/s/	/z/
sip	zip
sue	zoo
place	plays
rice	rise
ice	eyes

Table 1. Own elaboration. It states the most important information about minimal pairs airs
like /s/ and /z/.

Articulation

Teacher asks students to practice and notice the articulation of the introduced minimal

pairs. The teacher sends through WhatsApp the images and records the pronunciation of

minimal pairs.

Production. (10 minutes)

Teacher asks students to practice more about minimal pairs by watching a video link shared through WhatsApp https://www.englishclub.com/esl-worksheets/pronunciation/minimal-pairs.htm.

Students must record the practice and send it to WhatsApp group. The activity will be evaluated with the rubric to evaluate oral presentation (Appendix C).

Second Week.

Mediation Strategy:

Action Oriented Approach.

Name of the activity:

Through the lens of the documentary

Purpose of the activity:

To enhance pronunciation through the use of WhatsApp and cellphone as didactic material.

Duration:

Three lessons (120 minutes).

Instrument for the activity:

See Appendix C: Rubric to evaluate oral performance through WhatsApp.

Description of the activity

Pre-teaching. **(15 minutes)**

Routine: Checking attendance, checking in with learners, posting and reviewing Essential Question, Can Do's, and class agenda, etc.

Participating.

Warm- up

Teacher writes types two or three questions on the WhatsApp group which introduces the theme of the lesson. For example, What's your favorite documentary? What was the last documentary that you watched? What kind of documentaries do you prefer? and so on. Give the students 5-10 minutes to discuss the questions and then ask them to report back to the class by sharing their answers in an oral or written way.

Engaging. **(15 minutes)**

Activation of prior knowledge

Activate your 5 senses

Teacher creates a five senses chart for an identified topic that corresponds to the documentary that students will be watching "A Plastic Ocean". The link will be shared through WhatsApp https://youtu.be/lHlq788F7Cg.

Students brainstorm what they know about the topic referring to their 5 senses. Teacher keeps the records of student´s responses (I see, I hear, I feel, I smell, I taste). Initiating, maintaining and closing conversations about TV programs, documentaries and news.

Introducing. **(10 minutes)**

Teacher uses the 5 senses chart and the documentary to introduce the structure of a conversation: introduction, development and conclusion. For this will use linkers such as: first, then, later, after that, finally. As well, Teacher presents sentence frames and vocabulary of the unit. Teacher elicits from students ideas they observed from the documentary. teacher writes the ideas in the WhatsApp group.

Teacher presents the essential question, the enduring understanding and Can Do so that students can see the value importance of the topic.

Listening for the first time (20 minutes)

Teacher has students to watch a short documentary shared by the WhatsApp group named "Miss Representation" https://youtu.be/keVhWR9esmA or "He Named me Malala" https://youtu.be/9F5yeW6XFZk.

Students watch and listen carefully to the documentary in order to discuss in general what the clip is all about. Students will relate the title of the film and the content ideas in the film.

Pair/group Feedback

Teacher asks learns to work in pairs and compare with their classmates the answers. students follow teacher´s instructions.

Listening for the second time (20 minutes)

Teacher explains students they will watch the film for a second time. This time they will pay closer attention in order to gather some ideas, (Initial ideas, Development ideas, Closing ideas)

Post -listening

Have students use the gathered ideas in order to prepare a short conversation about the documentary they have just watched using linkers and the function from this unit. They must record the conversation and send it through the WhatsApp group.

Phonology. **(20 minutes)**

Recognition

The teacher introduces the following minimal pairs by means of a power point presentation shared by WhatsApp.

Table 2

Minimal pairs with the graphemes /s/ and /θ/

/s/	/θ/
sin	thin
sum	thumb
sank	thank
sink	think
saw	thaw

Table 2. Own elaboration. It states the most important information about minimal pairs airs like /s/ and / θ /.

Articulation

Students pronounce the presented words as well as other such as sick thick, sigh thigh, symbol thimble, etc.; the objective for students is to develop awareness in the pronunciation of both sounds.

Practice. **(20 minutes)**

Students practice these sounds in the following website: https://www.englishclub.com/pronunciation/minimal-pairs-s-th.htm

Production

Have students type the sentences with the vocabulary words. Then students have to dictate the sentences to a partner. The teacher assesses the writing skill in the typed messages, then evaluates the oral performance in the dictation audios.

Third Week.

Mediation Strategy:

Action Oriented Approach.

Name of the activity:

Daily News.

Purpose of the activity:

To enhance writing skills through WhatsApp and the cellphone as a didactic resource.

Duration:

Three lessons (120 minutes).

Instrument for the activity:

See Appendix C: Rubric to evaluate oral performance through WhatsApp.

Description of the activity.

Pre-teaching. **(10 minutes)**

Routine: Checking attendance, checking in with learners, posting and reviewing Essential Question, Can Do's, and class agenda, etc.

Warm -up

Have students play the game "Two truths and a Lie" using daily news.

Prewriting (10 minutes)

Clustering: Have students work with a cluster in order to generate ideas to begin writing a personal reaction through WhatsApp where learns describe feelings and emotions about daily news.

Drafting. **(20 minutes)**

Once students have clustered ideas about how news makes them feel, it is time for students to type their first draft. The paragraph must be typed following the required outline. For example:

Revising.

Have students check their paragraph composition with the teacher in order to edit it and finally publish it. Teacher and students can follow these aspects:

Grammar and Spelling

1. Check your spelling.

2. Check your grammar.

3. Read your paragraph again.

4. Make sure each sentence has a subject.

5. See if your subjects and verbs agree with each other.

6. Check the verb tenses of each sentence.

7. Make sure that each sentence makes sense.

Style and Organization

1. Make sure your paragraph has a topic sentence.

2. Double check your supporting sentences focus on the main idea.

3. Assure you have a closing sentence.

4. Check that all your sentences focus on the main idea.

5. See if your paragraph is interesting.

Editing (10 minutes)

Students correct their paragraphs.

Publishing. **(10 minutes)**

Based on the paragraphs, students will be prepared to record a speech in the WhatsApp group.

Planning. **(20 minutes)**

Teacher gives instructions to students in order to prepare a "Talk Show" based on daily news. Students watch a short clip as a model shared by through WhatsApp. https://youtu.be/ZqRvYVgKnSQ

Organizing.

Have students work in pairs so that they can plan a News Show. Students will use a news-script format as follows:

Rehearsing

Students will now have the chance to practice their presentation based on the different news they will report.

Producing

It is now time to present the News Show to the rest of the class.

*Phonology. /**Recognition***

Teacher reviews English graphemes that sound different in Spanish, Minimal pair sounds: s/z & minimal pair sounds: s / θ

Articulation (20 minutes)

Table 3

Minimal pairs with graphemes s/z and s/ θ

Set of minimal pairs practice with the graphemes s/z and s/ θ	
Mouse-mouth	kiss kith
Sing-thing	Norse North
face -faith	race wraith
force-fourth	seam theme
Sick-thick	sigh thigh
Sink-think	sin thin
sort thought	sore thaw
tense tenth	sought thought
mass math	sum thumb
miss myth	truce truth
pass path	moss moth
saw thaw	piss pith

Table 3. Own elaboration. It states the most important information about minimal pairs airs like /s/ and / θ /.

Practice

Students must pronounce the pair of words and record them in the through WhatsApp. They will work in pairs.

Production. (**20 minutes**)

Have students pick different words, as much as they can, in order to create a conversation to be presented to the class. They must create and practice it before recording it and sharing through the WhatsApp group.

Fourth Week.

Mediation Strategy:

Action Oriented Approach.

Name of the activity:

Let's workout

Purpose of the activity:

To development speaking skills.

Duration.

Three lessons (120 minutes).

Instrument for the activity.

Interview to the students (See Appendix B)

Description of the activity.

Pre-teaching. **(10 minutes)**

Routine: Checking attendance, checking in with learners, posting and reviewing Essential Question, Can Do's, and class agenda, etc.

Participating

Warm - up

Learners work on a "Find Someone Who "exercise. Each student must complete the handout sent by WhatsApp. They get the information from the classmates and share it to the group in a digital format. Students use the prompts on their worksheet to ask, 'Have you ever...?' questions to their classmates. When a classmate answers 'Yes, I have', the student writes their name in the 'Name' column next to the prompt. Then the students share their findings with the class for example, *"Raúl has gone hiking to a volcano." "Luisa has gone bungee jumping"* (See Appendix D)

Engaging. **(20 minutes)**

Activation of prior knowledge

The teacher presents pictures through the WhatsApp group and asks learners to mention the life experiences those pictures represent. Then the teacher puts students into groups, ask them to use a cell phone with access to the through WhatsApp and asks them to brainstorm other life experiences. Teacher monitors and provides help if necessary. When finished, the teacher writes up all the experiences in the through WhatsApp. Some examples of live experiences are *go* skydiving, go surfing, go to a concert, ride a bicycle, do yoga, go hiking, go skating, etc.

Introducing (20 minutes)

Though the use of WhatsApp, the teacher presents a series of pictures and sentences illustrating experiences he has had, for example:

I have gone to the beach many times in my life.

I went to the beach last December.

I have attended a rodeo once in my life.

I attended a rodeo in 2012, when I was in Dallas, Texas.

I have ridden a horse.

I rode a horse many years ago.

The students read and try to explain the difference between those sentences in meaning, and which tenses are appropriate for each situation. The teacher then reinforces the explanation on how to talk about life experiences.

Then the teacher asks some questions through the WhatsApp group: Have you ever tried rafting? And encourages students to answer by using, "Yes, I have.", "No, I haven´t."

The teacher asks more questions through WhatsApp: *"Have you ever played video games? Have you ever ridden a bike? Have you ever played a musical instrument?"*

The teacher provides an example of something that she/he has done in question form, such as "Have you ever ridden a motorcycle?" The teacher then has students, using what they remember of the game, say 5-10 sentences about what they learned about their classmates, for example: "Marco and Luis have ridden a motorcycle." The teacher asks the students to send the information in writing or oral way through WhatsApp.

Pre-listening (20 minutes)

The teacher shares the goal of the lesson. Then, he types a question in WhatsApp: "What do you do in your leisure time?" Learners individually think about the activities they do; then they share in pairs, and some volunteers report to the group. As students talk, the teacher writes the activities in the through WhatsApp group. He/she also elicits some other activities which were not mentioned from the rest of the students Using the list from the app, the teacher asks questions, for example, *"José, María likes playing chess. Have you ever played chess?" Pedro, do you like going to the beach. Have you ever visited Hermosa Beach in Guanacaste?* Questions are asked to most of the students.

The teacher sends a video link to the through WhatsApp group and sets up the context of the video by telling the students who the speaker is and what is she going to talk about.

Listening for the first time (10 minutes)

Learners use their cell phones to watch the video "How I spend my leisure time" https://www.youtube.com/watch?v=dDGuF4wmmnM&t=27s (minute 0:07- 2:20) for the first time. Learners try to answer the question: "*What leisure time activities is Kristhel talking about*?"

Pair/Group Feedback

Learners compare their answers, and then they share with the whole group through WhatsApp.

Listening for the second time (20 minutes)

Learners watch the video again, but this time, as they listen, they work on a True and False exercise. Students check their answers in pairs, and then share with the group.

Post-listening

Students type a short paragraph about another student, send it to the WhatsApp group and read it aloud without saying their name. The other students must guess who it is. For example, this student has played basketball and has gone hiking many times. He goes hiking twice a month. Who is it?

Practice/Production. **(20 minutes)**

Learners practice in pairs using the list in the WhatsApp group. One will say a word in the app, and the other must indicate which word was said. Students, in groups of three, type sentences using the minimal pairs given. When they finish typing, they read their sentences aloud. The teacher assesses the writing skill in the typed messages, then evaluates the oral performance of the students' recordings.   (See Appendix C).

Fifth Week.

Mediation Strategy:

Action Oriented Approach.

Name of the activity:

Yesterday, today and future media.

Purpose of the activity:

43

To development speaking skills.

Duration:

Three lessons (120 minutes).

Instrument for the activity:

Interview to the students (See Appendix A)

Description of the activity:

Pre-teaching. **(10 minutes)**

Routine: Checking attendance, checking in with learners, posting and reviewing Essential Question, Can Do's, and class agenda, etc.

Participating

Warm-up:

Teacher sends three images through WhatsApp to the group (pictures from the media in the past, the present, and a question mark for the future). teacher asks learners if they know the media in the images and their uses. Then teacher asks possible uses of new technologies of media and their impact on people's lives and society in the future (See Appendix C).

Engaging. **(15 minutes)**

Activation of Prior Knowledge

The teacher asks learners to brainstorm orally or in a written form in the WhatsApp group the main media people use nowadays. Learners will give examples of media and the teacher writes them on the board. Teacher will type the students' examples in the WhatsApp group. Once finished with brainstorming, Teacher will share with learner images related to different media. The learners must check in their cell phones and tell which image matches

to the correct name of the media. Learners need to present the media using appropriate sentence structures, Example, this is a television, this is a mobile phone.

Introducing. **(15 minutes)**

-Teacher shows drawings of different apps. Students should guess which apps they are and their uses.

-Teacher says and types sentences in the WhatsApp group using the Future Tense to show learners the use of the tense in context (I will watch videos using YouTube. I won't find the building using iBook's). Then learners type sentences using future tense and vocabulary related to media. Teacher asks students to read the sentences aloud. Finally, students work in pairs correcting the sentences they typed.

Pre-listening (20 minutes)

-Teacher explains that they are going to watch the video "Media and Entertainment: Past, Present and Future". Learners must watch the video by using their cellphones and should guess what the video is about using the Future Tense. Teacher types some key words related to the video in the WhatsApp group.

Listening for the first time (20 minutes)

-Teacher sends a link to the WhatsApp group in order to watch a video called "Past, Present and Future of Mass Media" https://www.youtube.com/watch?v=95rAfzu4EHM.

After that, learners type a list with the vocabulary they already know and ask for clarification of words they do not understand. Then teacher asks what the video is about? Teacher asks a few more questions about the video.

Pair/Group feedback

-In pairs or individually, students compare the list of vocabulary and exchange meanings and ideas about the video. Then they compare the answers to the three questions teacher asked them about the video.

Listening for the second time (10 minutes)

-Learners extract the information and the ideas they understand from the video and present them to the class. Teacher types them in the WhatsApp group and corrects them if necessary.

-Teacher explains some facts and vocabulary difficult to grasp for the students.

Post -listening (10 minutes)

Learners type sentences with the information and ideas they identified in the previous activity. Sentences are typed in future tense. Once they finished, learners work in pairs to share the sentences they wrote in the WhatsApp group and help each other to correct them if necessary.

Production. **(20 minutes)**

Phonology

Practicing minimal pair sounds

Teacher shows learners some minimal pair sounds with the phonemes: / j / and / dz /. Teacher models and records the pronunciation of each of the words and send them to the WhatsApp group. Emphasis will be given to word recognition, understanding and articulation.

Table 4

Minimal pairs with graphemes /j/ and /dʒ/

/j/	/dʒ/
your	jaw
yet	jet
yolk	joke
year	jeer
yob	job

Table 4. Own elaboration. It states the most important information about minimal pairs airs like /j/ and /dʒ/.

Sixth Week.

Mediation Strategy:

Action Oriented Approach.

Name of the activity:

Virtual communities and networks

Purpose of the activity:

To development speaking skills.

Duration:

Three lessons (120 minutes).

Instrument for the activity:

Interview to the students (See Appendix B).

Description of the activity.

Pre-teaching. **(10 minutes)**

Routine:

Checking attendance, checking in with learners, posting and reviewing Essential Question, Can Do's, and class agenda, etc.

Participating

Warm- up

Teacher sends to the WhatsApp some virtual community icons. After that, teacher questions students about the app´s names and asks for other ones not mentioned.

Engaging. **(10 minutes)**

Activation of Prior Knowledge: Teacher asks through the WhatsApp group to students what social media they use the most and which one is less used by teenagers? Learners talk about the social media and apps they use and the purpose of them.

Introducing. **(15 minutes)**

Teacher describes trough the WhatsApp group key information about the history of the most used virtual communities including information about: what is it about? when did it start? who created it? what is it for, how many people use it? How long people spend using it, and so on.

Pre-listening (15 minutes)

Teacher asks students the following question: What do you know about virtual communities?

Learners share their prior knowledge about the topic.

Listening for the first time (20 minutes)

Students receive a link through WhatsApp to watch the video, *Virtual Communities* taken from www.youtube.com/watch?v=PvZB2iz0JGo

Pair/group Feedback

Teacher types in the WhatsApp group: What was the video about? In groups, students discuss the video and share ideas with the whole class.

Listening for the second time (20 minutes)

Students watch the video again and are required to pay attention to specific details like definition, goal, advantages and disadvantages. In the same WhatsApp groups, students answer some questions.

1. What is a virtual community?

2. What are the purposes of a virtual community?

3. What are some advantages and disadvantages?

Post – listening

Learners share through the WhatsApp group their ideas with the whole class orally.

Production. **(30 minutes)**

The class is divided into 4 groups, each group is assigned a virtual community (Facebook, Twitter, LinkedIn and Instagram). Using their cell phones, students look for basic information related to each virtual community. For example: the date it was created, the creator and who uses it. Also, they talk about an advantage and a disadvantage of each. Students have some time to practice their ideas, and the teacher helps them by giving feedback correcting mistakes like grammar, vocabulary, pronunciation, among others. Each group gives its oral presentation to the rest of the group by WhatsApp group. At the end of the presentations, teacher asks students for personal experiences using those virtual communities.

Seventh Week.

Mediation Strategy:

Action Oriented Approach.

Name of the activity:

The magical world of apps.

Purpose of the activity:

To development speaking skills.

Duration:

Three lessons (120 minutes).

Instrument for the activity:

Interview to the students (See Appendix B)

Description of the activity.

Pre-teaching. **(10 minutes)**

Routine

Checking attendance, checking in with learners, posting and reviewing Essential Question, Can Do's, and class agenda, etc.

Participating

Warm-up

Teacher shares three images in the WhatsApp (pictures from current communities and social networks people use nowadays). Teacher asks learners if they know about those communities and networks. Then teacher asks students to describe experiences regarding virtual communities and networks. Learners describe their experiences orally.

Engaging. **(20 minutes)**

Activation of Prior Knowledge

Once finished with brainstorming in the WhatsApp group about those experiences, teacher will share with students other images related to different apps. The learners must type a sentence describing and image next to the correct name of the app. Learners should present the apps using appropriate sentence structures, Example, this app is called Instagram, I know how to use Instagram.

Pre- listening (10 minutes)

Watch the video (https://www.youtube.com/watch?v=sidoa4-GK9I) in your cell phone with the sound off. Then type some notes about it.

Listening for the first time (20 minutes)

Students watch in their cell phones a video tutorial "Duolingo App Tutorial" (https://www.youtube.com/watch?v=sidoa4-GK9I) about an app to learn a language in which students must follow the instructions and set up the app in their phones to use it.

Afterwards, by the WhatsApp group learners type a list with the vocabulary they already know and ask for clarification of words they do not understand.

Pair/Group feedback

In pairs or individually, learners compare the list of vocabulary and exchange meanings and ideas about the video.

Listening for the second time (20 minutes)

Learners listen again. after that, students are asked to talk or type in the WhatsApp about their own experience using "Duolingo" in their cell phones.

Post-listening

Time for individual speeches or peer conversations through WhatsApp can be allowed to describe their experiences with Duolingo.

Production. **(40 minutes)**

Learners, individually, are asked to read in their cell phones the text sent by the teacher to the WhatsApp group: **"Social Networking Sites".** After reading it, students answer the following questions:

- What is the main idea of the text?

- What are the new words?

- What social network do you like the most?

After learners have thought about their answers to those questions, they are asked to summarize the main ideas from that reading/text (Social Networking Sites) The teacher encourages learners to use expressions such as: "The main idea (s) of this text …" , "I like _____ the most because…" Teacher also encourages learners to practice their pronunciation skills while they are reading their summary. The teacher asks students to get into pairs or small groups in order to present their summary of this text. Learners prepare a presentation in which they summarize the main ideas from the reading / text. Finally, students present their summary to the rest of their classmates through the WhatsApp group.

Eighth Week.

Mediation Strategy:

Action Oriented Approach.

Name of the activity:

What's on TV?

Purpose of the activity:

To development speaking skills.

Duration:

Three lessons (120 minutes).

Instrument for the activity:

Interview to the students (See Appendix B)

Description of the activity:

Pre-teaching. **(10 minutes)**

Routine: Checking attendance, checking in with learners, posting and reviewing Essential Question, Can Do's, and class agenda, etc.

Participating

Warm -up

Brainstorm Race: Find out what your group knows about a topic before you begin a new lesson. Divide them into teams of four and present the topic. Ask them to brainstorm and list as many ideas or questions as they can come up within a given amount of time. Here is the kicker _____ they cannot speak. Each student must write his or her ideas in the WhatsApp group.

Engaging. **(20 minutes)**

Activation of prior knowledge

Multimedia Activity: teacher activates student´s prior knowledge by presenting them a TV guide through the WhatsApp group.

Introducing

Teacher shares through the WhatsApp group to Ss different TV clips in order to engage learners in the topic. Teacher asks students What´s their favorite TV show, TV program, movie, documentary, news program. He uses a graphic organizer. Also, teacher share though the WhatsApp group images of different TV shows, TV program, movies. This way teacher introduces vocabulary and different sentence frames in order to describe what´s on TV, favorite TV programs, documentary and news.

Pre-listening (30 minutes)

Teacher uses WhatsApp grout to introduce key vocabulary words related to the media such as comedy/sitcoms, soap operas, westerns, weather forecast, news, talk show, game show, sport programs, cartoons.

Teacher also presents a sample description of different comedy programs, TV shows, soap operas, talk shows, sport programs, and some more. For this teacher uses specific sentence frames in the simple present tense such as: The special effects are fantastic/ terrible, the best scene / the worst scene is when…, When I see a show about __, I wonder…

Listening for the first time (20 minutes)

Teacher explains task #1 by giving specific instructions to learners. Teacher shares a video a clip in the WhatsApp grout where the latest 2019 movies will be presented.

https://youtu.be/KDxQkTQhmRE

Based on the previous video clip, learners are expected to complete a chart.

Pair/group feedback

Teacher asks learners to work using a cell phone in pairs and compare with their classmates the answers. Students follow teacher´s instructions.

Listening for the second time (20 minutes)

Teacher explains task #2 and asks learners to listen again and watch the video in the WhatsApp group and answer some questions: what movies will be released in 2019? What is your favorite movie? Why?

Post-listening

Have learners to pick their favorite TV show, soap opera, talk show, or sport program in order to describe it in an oral presentation through the WhatsApp group.

Production. **(20 minutes)**

Teacher models two conversations on the phone.

Based on the given models, students will plan and organize their own conversations. These are about what´s on TV, the best show, documentaries and news. Learners are given time to practice their conversations in order to improve their pronunciation. Teacher asks learners to present their conversations.

Chapter 4

Findings

Data Collection Procedures and Tools of Initial Research

    Procedures for initial research.

The data collection procedure was carried out in the group 3P3 at CINDEA de Río Jiménez in Guácimo. It started with an interview that was applied on March 03 of 2020 during two lessons, it was from 5:45 p.m. to 6:55 p.m. Similarly, it was applied in the evening class schedule. In the group there are 21 students, it was taken 3 minutes per student to make the interview, which means 63 minutes in total. Thus, the students one by one did the interview, they interviewed according to the order of the students' list.

The interview was not easy because the students did not understand some questions. The teacher helped them to translate some, but not all them. It was fun because some students were scared. The instrument that was chosen to make the data collection procedure was the interview. It was very helpful because the conversation helped to evaluate the students' speaking skills. Also, with the students' performance, the researcher could know and understand the students' English-speaking level.

 Moreover, the instrument helps to measure and target skills. The stronger reason is that the teacher could interact with the student. Finally, the instrument affects directly the investigation because the general objective of this paper is to improve speaking skills in the EFL classroom. Thus, the interview affects directly the students' speaking skills, because the students must speak and answer the questions orally.

Finally, the teacher used the second instrument, it was an oral presentation. Thus, students made an oral personal presentation. The presentation was for 2 minutes and the students answered the following seven Wh-questions: 1. What's your name? 2. What's your

surname/family name? 3. where do you live? 4. What's your telephone number? 5. What is your favorite sport? 6. What is your favorite food? 7. What is your favorite drink?

The oral speech was with the group 3P3 at CINDEA de Río Jiménez of Guácimo. The verbal lecture was made on March 05 of 2020 during 3 lessons, it was from 7:40 p.m. to 9:25 p.m. Also, it was applied in the evening class schedule. In the group are 21 students, it was taken 2 minutes per student to make the spoken presentation, which means 42 minutes in total. Thus, the students one by one did the verbalized speech, they presented according to the order of the students 'list.

Instrument.

As stated above, the first instrument applied was an interview. An interview is a face-to-face conversation. The teacher asks questions and the students provide the answers. The interview is for didactic purposes where the teacher targets to get information to support his investigation. The interview focusses on real-time and real life. It has 12 different questions, where three of them are yes or no questions, 8 are of multiple-choice, where students would choose one or more options, and the last one is a short answer, the last question is free, students have free option to answer it. Finally, it is important to mention that the interview is 100% confidential.

The second instrument used in this research paper was an oral personal presentation. It is a lecture or verbal performance where students present themselves. The students would use pictures or images as help. In this part, the students answered the following seven Wh-questions: 1. What's your name? 2. What's your surname/family name? 3. where do you live? 4. What's your telephone number? 5. What is your favorite sport? 6. What is your favorite food? 7. What is your favorite drink? Finally, the teacher used the following criteria in the

oral presentations' rubric: pronunciation, tone of voice, master of the topic, fluency, visual aids, and time management. On the other hand, the student could have a performance of excellent, very good, good, deficient or needs improvement. Diagnostic Data Analysis

According to Ary, Cheses Jacobs, Sorensen, & Razavieh (2010), quantitative method descriptive dates based on numerical data. In other words, this methodology uses figures, tables, and numbers to interprets or analyze dates. On the other hand, the qualitative approach evocative data based on observation. This research aims to use the mixed method to analyze the interview and oral presentation applied as instruments. The mixed method is a combination between the quantitative and the qualitative method. The quantitative method uses figures, tables, and numbers to interprets or analyze data. On the other hand, the qualitative approach utilizes expressive data based on observation. Besides that, qualitative research describes step by step every detail or statistics into research. Now, the research focuses on how to interpret the interview and oral presentation as main source of diagnostic to assess speaking skills of the students. The researcher used graphs and prose to analyze the information obtained from the instruments applied.

Every figure represents a question from the oral interview. The information would be analyzed in terms of number of participants that answer each question and then in terms of percentages that represent each group of answers. The instrument was applied orally but it has its equivalent in a written form. It can be said that most of the participants evidenced a linguistic performance ranked between A1 and A2 according to the CEFR (Common European Framework of References for Languages) which is closely related to the methodology implemented by MEP through the Action Oriented Approach as official teaching method for public education in Costa Rica.

Average age of the students

46 to 55; 2; 10%   15 to 18; 0; 0%   Over 55; 0; 0%

19 to 25; 6; 32%

36 to 45; 3; 16%

26 to 35; 8; 42%

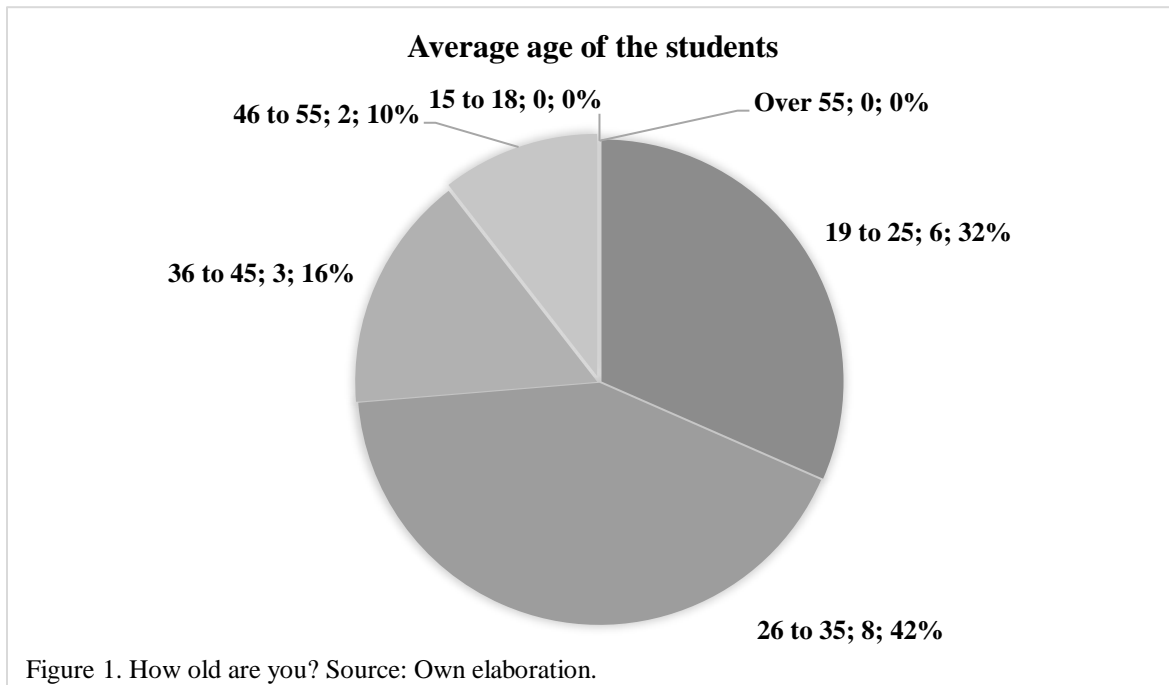Figure 1. How old are you? Source: Own elaboration.

Figure #1 is related to the average age of the students and it evidences that 0% of the students are between 15 to 18 and over 55 -year-old, 10% of them are 46 to 55-year-old, 16% are among 36 to 45-years-old and 42 % of students are 26 to 35-years-old. So, the average age of the participants was from 26 to 35 years old. There are no teenagers in the population of participants students.

Technological gadgets owned by the students

Figure 2. Do you currently own any of following gadgets? Select more than one when necessary.
Source: Own elaboration.
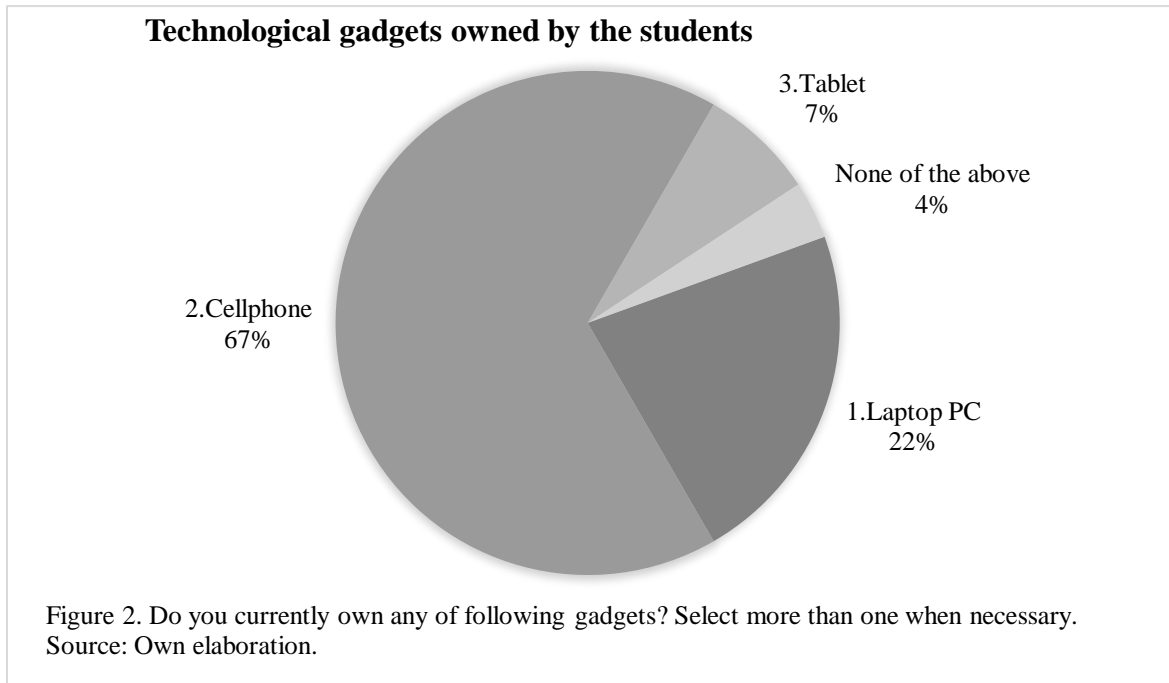
Figure #2 aims to identify the technological gadgets available for most of the students. It shows that 7 % of the students have a tablet, 22 % of the students have a laptop PC and 67% of the students have a cellphone and 4% none of the above. It seems that there are many devices available even when a small number of students have access to none of them. Pair work seems to be an alternative to deal with this issue.

Student's internet access

Yes
74%

NO
26%

Figure 1. Do you have internet access? Source: Own elaboration.
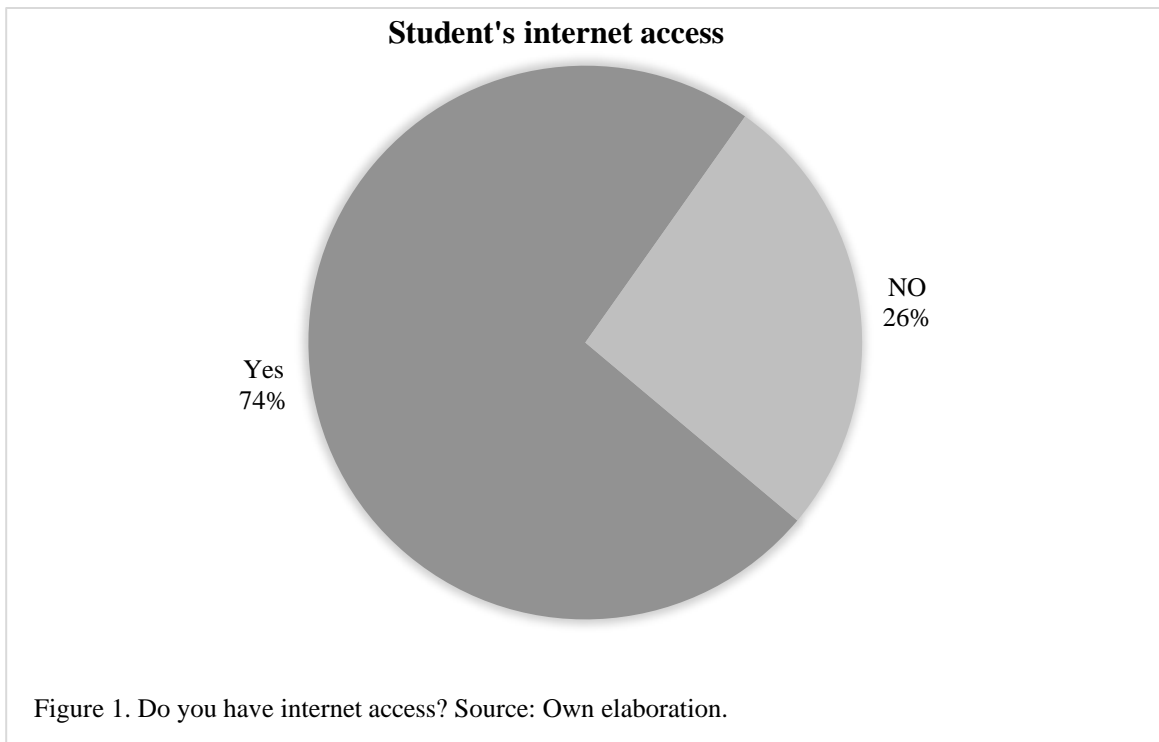
The main purpose of question number three which answer is clearly graphed on Figure #3 is to determine if the students have connectivity. According to it 74% of the students have access to internet and 26% indicated that they don´t have access. It seems to be mostly a positive detail because students could work at home suing the technological devices but there is a representative number of students who could not work from home. That is an important information to be considered.

Materials used in English classes

Figure 4. Which of the following material has your English teacher ever used asked you to use in class? Source: Own elaboration.
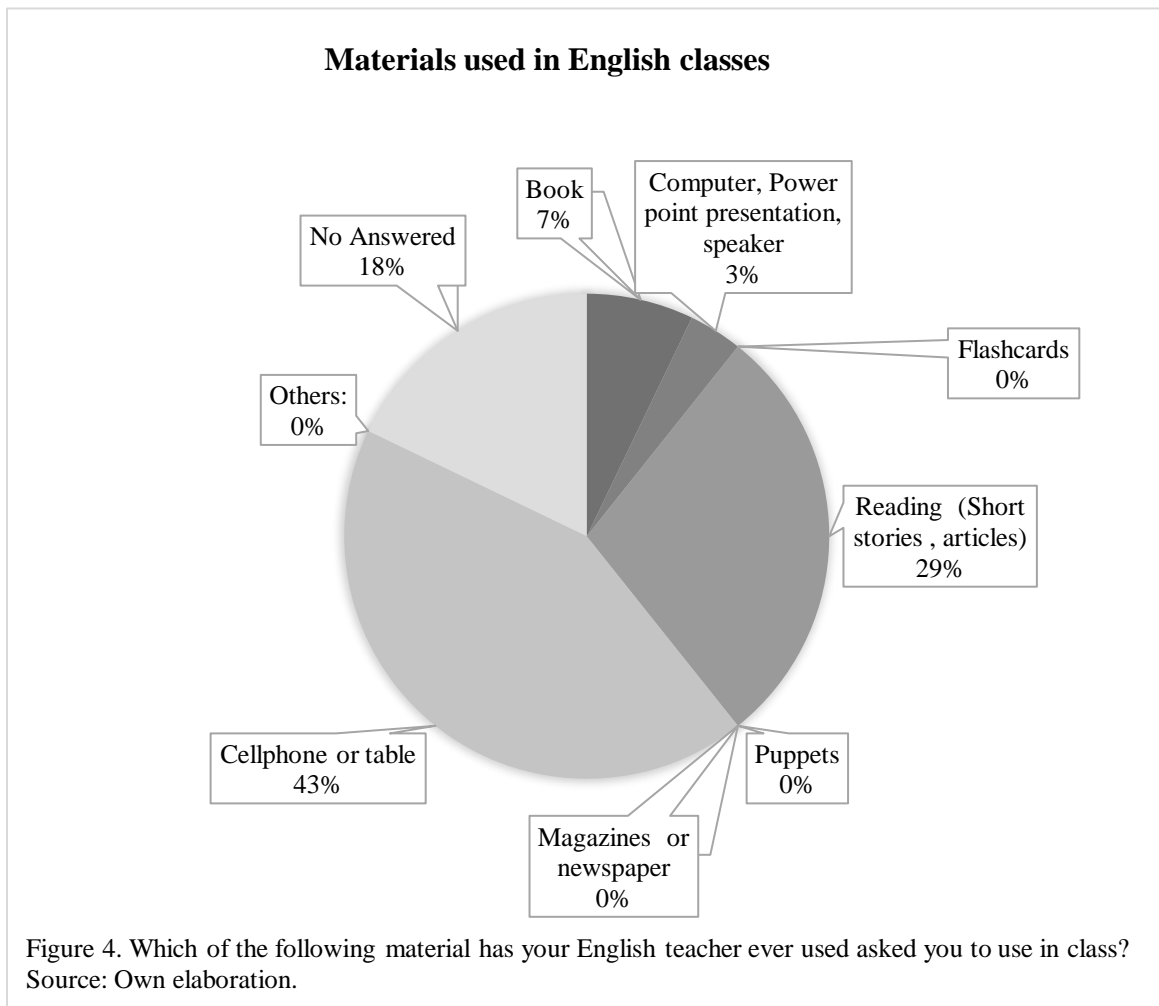
Figure #4 show that students have used technological devices in their English classes. It evidences that 43% of the students selected cellphone or tablet, 4% of them said that they used a computer, PowerPoint presentations and speakers while 7% indicated that they have used books. On the other hand, 29% of the students said they have used reading (Short stories, articles) in class and 18% of the students did not answer this question. None of the students indicated that they have not used Flashcards, magazines or newspaper, puppets, others, in class.

**Frequency of using cellphone
or tablet in class**

Yes
100%

Figure 5.Has your teacher ever asked you to use your cellphone or table in class. Source: Own elaboration
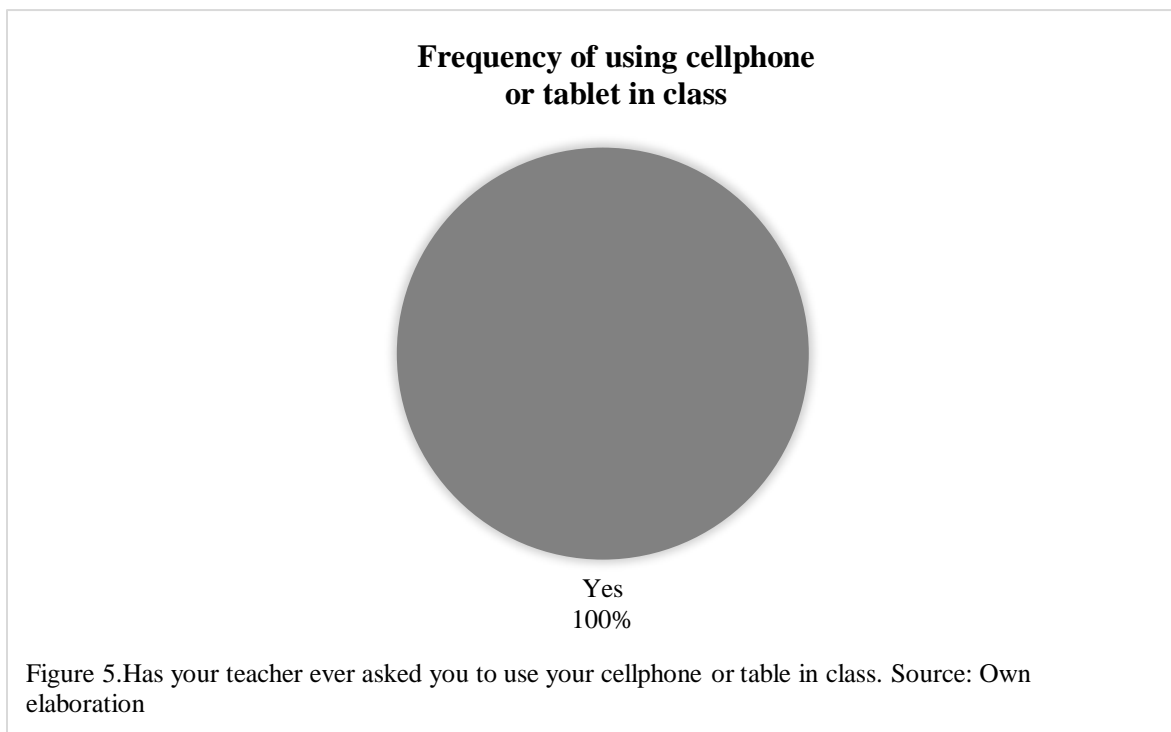
In Figure #5 is graphed the opinion of the students where they stated that 100% of them have used cellphones or tablets in class. Without any doubt these couple of gadgets are the most popular in English classes, specifically in this group.

Students' access to whatsapp

No
11%

Yes
89%

Figure 6. Do you have WhatsApp? Source: Own elaboration
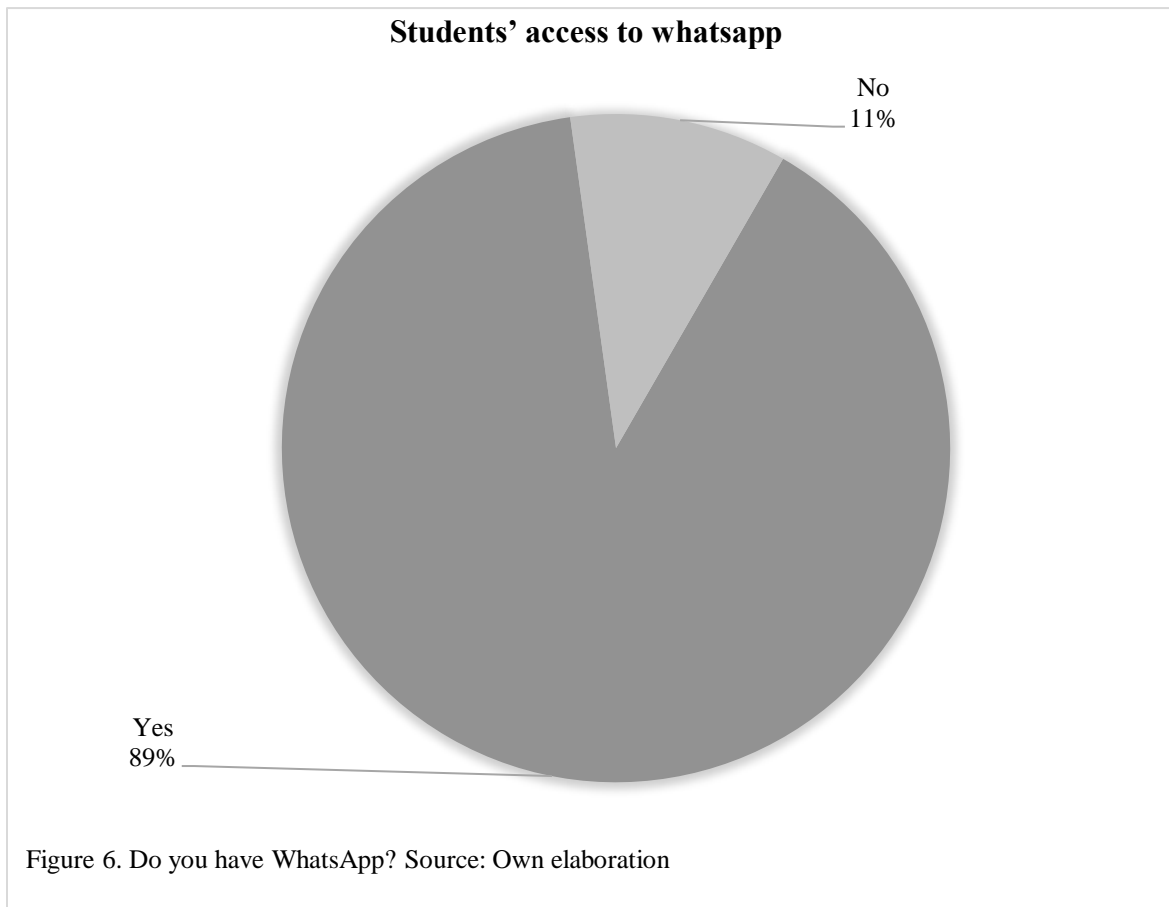
Figure #6 shows that 94 % of the students have access to WhatsApp, and the remaining 6% indicated that they have not. Negative aspect in this survey, regarding the main purpose of the research is that an 11% of participants don not have access to this app which is the spinal cord of the research project.

Technological apps used in classes

Legend:
- WhatsApp
- YouTube Videos, Podcasts or Film
- Coverse, Apps4Speaking, Talks Englesh
- Google Traslate
- Pronunroid or English Pronunciation, English daily
- Only Dictionary
- Other:

Values shown on chart: 2, 2, 0, 2, 0, 15

Figure 7.Has your teacher ever asked you to use any of following technological application? Source: Own elaboration

In Figure #7 shows that none of the students have used in their English classes WhatsApp, Converse, Apps4seaking, or Talk English, YouTube Videos, Podcasts or Films, 71% of the students have used Google Translate, 10 % of the students have used online dictionary and 9% Pronunroid or English Pronunciation, English daily and 10% of the students did not answer this question.

Activities applied in classes

Figure 8. Which of following activities has your English teacher asked you to do in class? Source: Own elaboration.
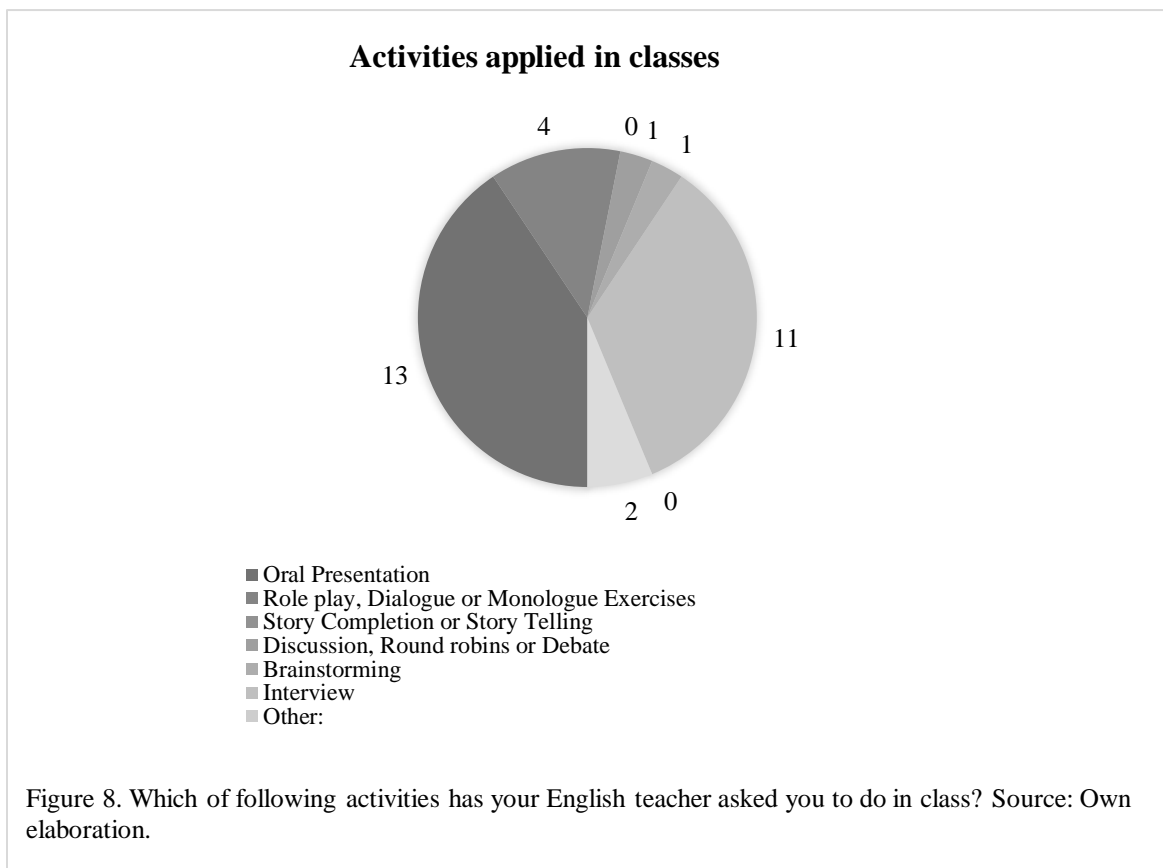
Figure #8 evidences that none of the students said that they have done story completion or storytelling, 13% of the students answered that they have done role-plays, dialogues nor monologues, 3% mentioned discussion, round robins or debate and brainstorming, 41% of the students answered that they have performed oral presentations, 34% of the students said that they have done an interview. Finally, 6% of students did not answer this question.

Average time of interaction in English

Figure 9. How much time do you speak English in an average week? Including class time. Source: Own elaboration.
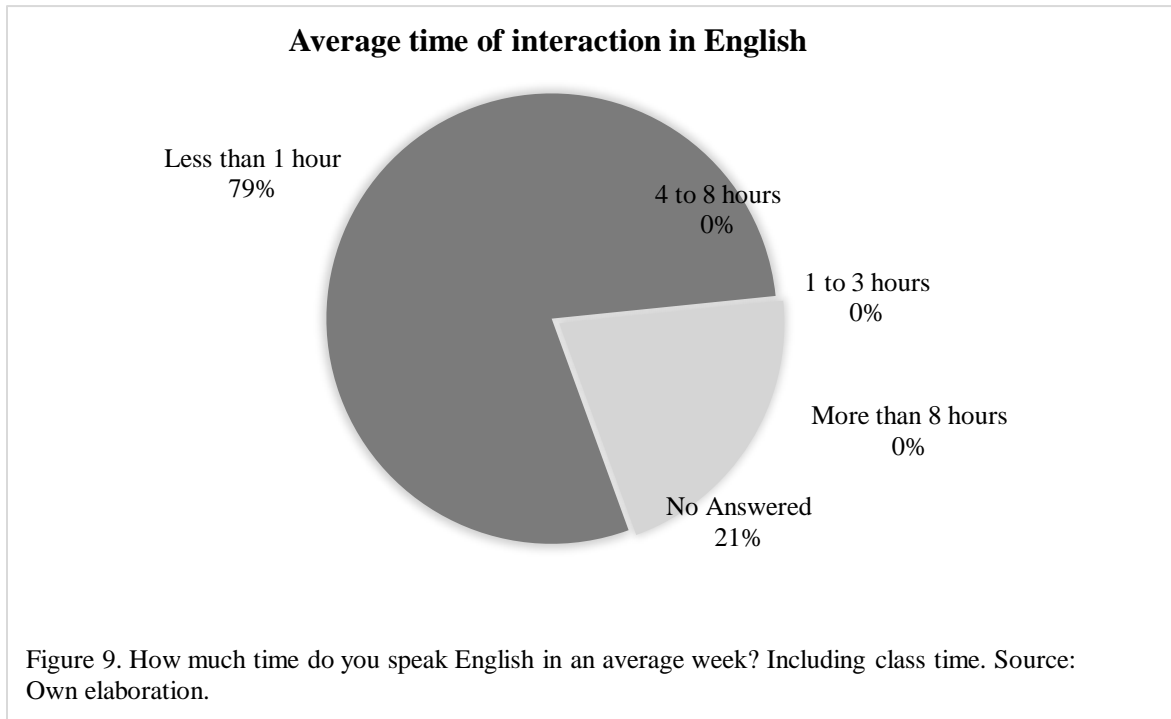
Figure #9 graphs that 79% of the students speak English less than 1 hour a week and 21% of the students did not answer this question. Finally, according to their answers, none of the students speak English more than 1 to 3, 4 to 8 or more than 8 hours a week. Interaction is definitely very limited.

Students' accuracy in English

Fair
44%

Poor
56%

Very Good
0%

Excellent
0%

Good
0%

Figure 10. How well do you speak English? Source: Own elaboration.
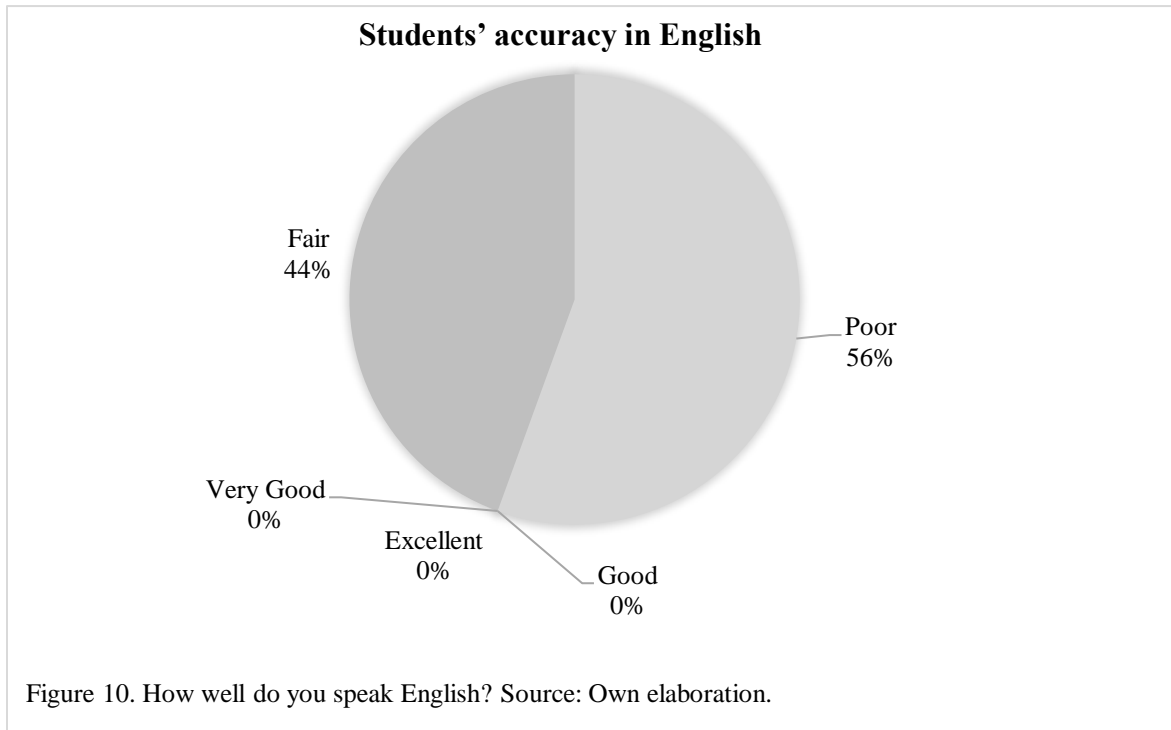
According to Figure #10, 44% of the students answered that they consider that they speak English just fair and 56% of the students answered that their knowledge of English is poor. Thus, 0% of the students said that they do not speak good, very good or excellent.

Tasks capability to interact in english

say a few sentence or Phrases 50%

Say only a few words 39%

Short dialogues 11%

Keep up with a conversation 0%

Figure 11.Which of the following task are you capable of doing when speaking English? Source: Own elaboration.
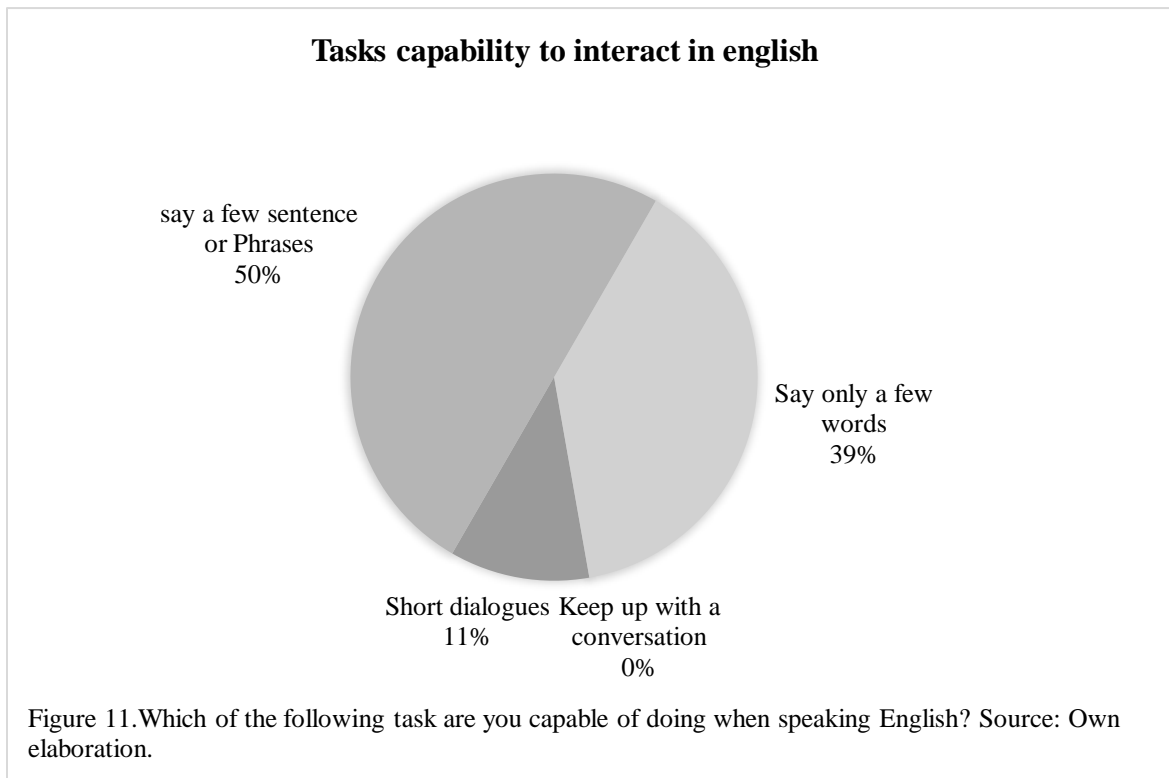
Figure #11 visually demonstrates that 50% of the students said that they can say a few sentences or phrases, 11% of the students can make short dialogues, and finally, 39% of the students say a few sentences or phrases. It seems that students speaking performance is very limited.

Additional activities or materials to improve speaking skills

No Answered
95%

Conversation
5%

Figure 12. What other activities or material do you think would useful to improve your English-speaking skills? Source: Own elaboration.
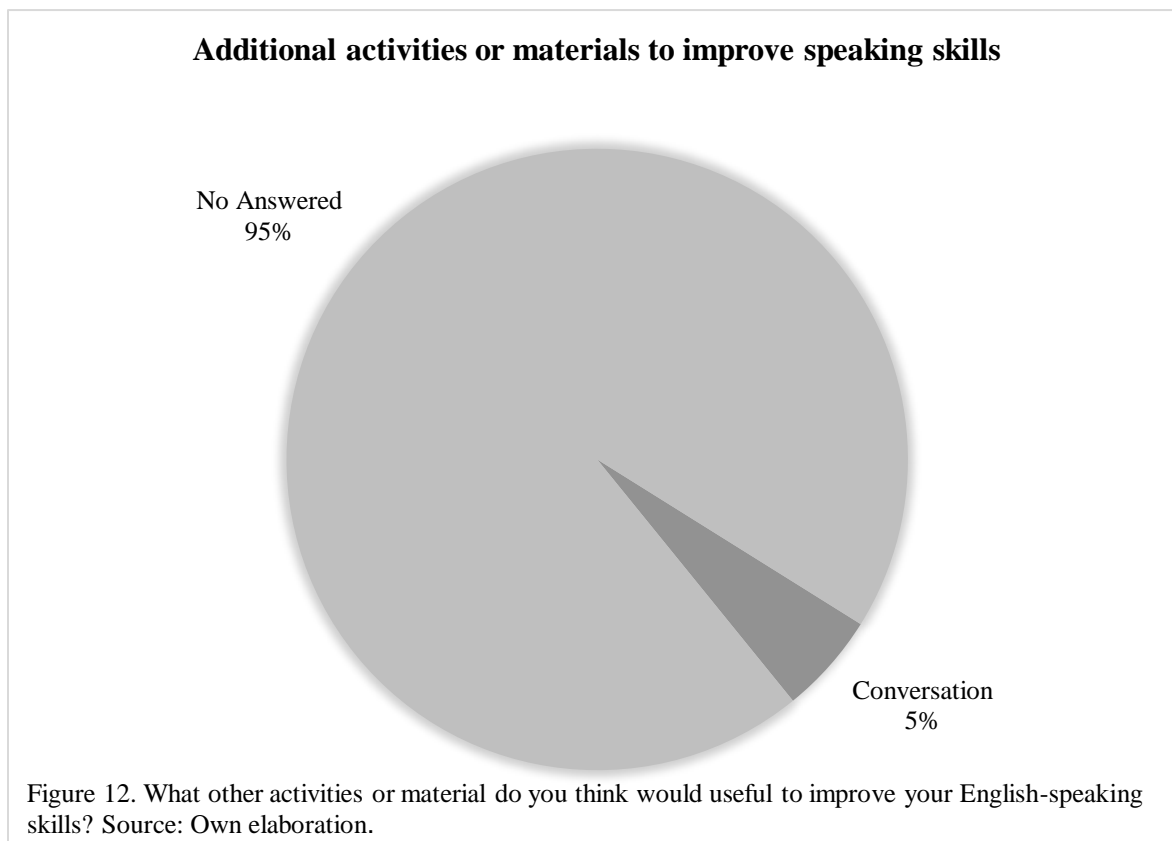
Figure #12, which is the last but not least, shows that 5% of the students said that they have used the activity of conversation in a group but 94% of the participants did not answer this question.

Based on the previous data analysis, it can be observed that in spite of students average age, which is higher than in regular academic high schools, the teachers apply different strategies to get students attention through the use of technology. Even that not all the students own technological devices they have found he way to share their gadgets in order to enhance the dynamics of the class. Besides that, connectivity has not been an obstacle to develop interactive activities by using the cellphone. It seems that students and teachers are working together to improve the teaching-learning process and they are willing to use their own resources in order to develop demanding activities in the EFL classroom.

Chapter 5

Reflections

It was a quite excellent experience for the investigator to conduct this Action Research and get to find ways to reinforce the training process and improving speaking skills through WhatsApp. Sometimes, education is certainly obsolete, and it is necessary to research for brand fresh strategies which can motivate the students within the method. Speaking may be a wide topic, so it is necessary to hunt out new forms that students can learn multiple words from various topics because every word is vital for a much better understanding. Frequently, students cannot produce simple sentences because the shortage of vocabulary and without that specific knowledge they cannot understand all the meaning of the sentence.

Something relevant is that WhatsApp involves the utilization of multimedia because students have technology everywhere, in their cellphones, electronic tablets, laptops, and so on. Teachers may use WhatsApp, so as to facilitate the training process of scholars. With these tools they are going to enhance tons, considering that they are using tools of their expertise.

Teachers should consider implementing WhatsApp tool and related activities to get better results. Sometimes students don't enjoy learning English for the rationale that they never understand the instructions or within the practice, but if teachers put in practice the use of multimedia like WhatsApp can make a special and interactive environment because the students are having fun, also using technology and thus, the foremost vital; they are learning.

Chapter 6

Conclusions

The implementation of WhatsApp and related activities for enhancing speaking and pronunciation can bring advantages for the teaching-learning process of the scholars within English. Regarding the specific objective of this action research, WhatsApp is a useful resource to diagnose students speaking skill levels. Taking into account the second objective, to describe didactic activities that enhance speaking skills through WhatsApp, and the third one, to recommend assessment strategies through WhatsApp in EFL classrooms, there are a lot of strategies and advantages to enlist. For instance, the utilization of Kahoot, Jeopardy, find someone who, interviews, and so on; can motivate the interest of the scholars during the category because they are having fun and at an equivalent time, they are improving oral skills which is the main purpose of this Action Research. As believed by Blumberg (2014), it is necessary to take under consideration that the utilization of technology within a part of education can bring many benefits, and nowadays, teachers have many facilities and options with the utilization of WhatsApp among many other apps and obtain the eye of the scholars.

Even though that students only need a cellphone, tablet or computer with internet access to start out with this app, that could be a disadvantage because not all of them may own a technological gadget. In the case that the students do not own a cell phone they may work at home with their parents or relatives' tablets, computers or cellphones. There´s usually one at home or among the relatives. If the teacher implements interactive activities through WhatsApp within the lessons, students will feel curious about the class. Multimedia and specifically WhatsApp provides many advantages and bring new strategies to the teacher so as to reinforce the teaching and also to enhance the dynamics of the teaching-learning process.

Strengths and limitations

Regarding the specific objectives of the investigation, there are some strengths and limitations that could be explained in a SWOT analysis (Strengths, Weakness, Opportunities and Threats)

To diagnose students speaking skill levels.

Regarding the strengths diagnosing the speaking skills of students it can be said that it has lost od advantages because it provides useful data regarding the students. Besides that, diagnostic tests are low cost and easy to apply. If weaknesses are considered, there are some limitations like the time consuming the process could be, not only to apply the diagnostic instrument but also to tabulate the information or to grade it. Among the opportunities there are many to be mentioned, one of them could be that the teacher will have a path to follow based on the information gathered. The threats can be summarized in the differences that the teacher may find regarding the level of performance of the students because they could not be in the level where they are placed o because of the observable differences in performance between one student and another.

To describe didactic activities that enhance speaking skills through WhatsApp.

Describig didactic activities that enhance speaking skills through WhatsApp is more positive than negative in the sense that it has many strnghts. For example, the simple thing that WhatsApp is a well-known app among teenagers and ypung adults and it is not necessary at all. There could be some students that may require some help with specific functions of the app but they would be the exception. Based on weaknessess, the most meaning would be the fact that the main versions of the app are the ones that require internet conection and it may not be availabe in the institution or in the mobiles of the students. Something positive to mentions, which is a great opportunity is the fact that there are three versions of the app;

the mobile app, the business edition and the WhatsApp web. It is true that need internet conection to interact but it is also true that they can work offline. Once the information has been downloaded it is kept in the memory of the gadget and it can be used to complete different tasks. For example, a video, pdf document, audios and more that can be used in offline tasks and exercises. Threats? Of course there are, and conectivity is the most important tied to the fact that students may not have the required gadgets of technological equipment to used WhatsApp to intereact in the teaching-learning process.

To recommend assessment strategies through WhatsApp in EFL classrooms.

One of the advantages that WhatsApp has is that it is an extremely versatile tool that allows to work not only with listening and speaking but also reading and writing. Going beyond, it is a good platform to work with sub-kills like vocabulary, pronunciation or grammar to name some of them. These strengths, plus the idea that it is an affordable resource to the students, make it a suitable didactic material for every teacher. But, it is not perfect and some disadvantages were previously mentioned, as the possibility to the issue of interrupting the activity because of a black out, connectivity fail or lack of budget by the students to pay the phone bill. It is clearly balanced with the idea of the opportunities that represent the possibility of working with the phone of a relative like parents, brothers or the fiancé. Threats can be many, but they are perfectly balanced with the strengths and opportunities mentioned in advance. Good teachers must be aware of the difficulties that working with technology may represent and get prepared with a side plan not only to face, but to overcome any challenge that may arise.

Chapter 7

Recommendations

Speaking is a depth skill and it takes time to find out to interact in several topics, but it is a process which will bring many benefits for students that are learning a foreign language. Teachers got to find forms to implement new strategies to teach speaking because with the normal forms are not having positive results considering that for pupils is nearly impossible to know simple sentences or inclusive basic instructions.

It is important to understand the scholars and determine if they enjoy using technology, what sort of activities they like to try to engage them on. The utilization of WhatsApp in classes may produce a positive environment to make students really participate and something fundamental it is that students learn with many inputs and though a variety of strategies for a far better understanding.

In addition, if teachers have the capacity to use technology within the class will obtain better results in the training of pronunciation and speaking. Multimedia, specifically WhatsApp, could also be a versatile resource that gives advantages to strengthen and motivate the students within the training process because all of those apps and activities may be used with many different topics. Technology and WhatsApp are components of the students' life and teachers and students have the opportunity to use it within the right form for a much better understanding of English.

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Appendixes

Appendix A

Class Observation Checklist

This observation checklist is part of an investigation to obtain the Licentiate Degree in English Teaching at Universidad Latina de Costa Rica. The purpose of this instrument is to collect data about Improving Speaking Skills in the EFL Classroom Through WhatsApp. The information will be confidentially treated and will only be used as part of statistical analysis.

Observations	Yes	No	Comments
Teacher centered class.			
Students asking questions.			
Teacher using technology as didactic material.			
Technology used as a distractor in the class.			
Students working collaboratively.			
Students working with a textbook as main source of information.			
Teacher using textbook as guide.			
Students using technology.			
Teacher monitoring students' work.			
Students engaged in their work.			
The class is a teacher's monologue.			
Students are challenged.			
Traditional class (Passive, reading and writing).			
Students' speaking is emphasized.			
Multimedia is used to provide input and engage students.			

Appendix B

Interview to the students

This questionnaire is part of an investigation to obtain the Licentiate Degree in English Teaching at Universidad Latina de Costa Rica. The purpose of this instrument is to collect data about Improving Speaking Skills in the EFL Classroom Through WhatsApp. The answers will be confidentially treated and will only be used as part of statistical analysis.

Listen to the questions carefully and answer in an oral way the questions from 1 to 11 by selecting the option that precedes the correct answer. Question number 12 requires an extended answer.

1.How old are you?

a) 15 to 18

b) 19 to 25

c) 26 to 35

d) 36 to 45

e) 46 to 55

f) Over 55

2.Do you currently own any of following gadgets? Select more than one when necessary.

a) Laptop PC

b) Cellphone

c) Table

3.Do you have internet acces?

a) Yes

b) No

4. Which of the following materials has your English teacher ever used or asked you to use in class?

 a) Books

 b) Computer, Power point presentation, speakers

 c) Flashcards

 d) Readings (Short stories, articles)

 e) Puppets

 f) Magazines or newspaper

 g) Cellphone or tablet

 h) Others: _____

5. Has your teacher ever asked you to use your cellphone or table in class?

 a) Yes

 b) No

6.Do you have WhatsApp?

 a) Yes

 b) No

7.Has your teacher ever asked you to use any of following technological application?

 a) WhatsApp

 b) YouTube videos, Podcasts or Film

 c) Converse, Apps4Speaking, Talks English

 d) Google Translate

 e) Pronunroid or English Pronunciation, English Daily

 f) Online dictionary

 g) Other: _____

8.Which of following activities has your English teacher asked you to do in class?

 a) Oral Presentation

 b) Role plays, dialogue or monologue exercises

 c) Story completion or story telling

 d) Discussion, Round robins or debate

 e) Brainstorming

 f) Interview

 g) Other: _____

9.How much time do you speak English in an average week? Including class time.

a) Less than 1 hour

b) 1 to 3 hours

c) 4 to 8 hours

d) More than 8 hours

10.How well do you speak English?

a) Excellent

b) Very Good

c) Good

d) Fair

e) Poor

11.Which of the following task are you capable of doing when speaking English?

 a) Keep up with a conversation

 b) Short dialogs

 c) Say a few sentences or Phrases

 d) Say only a few words

12.What other activities or material do you think would useful to improve your English-speaking skills?

_____

_____

Appendix C

Rubric to Evaluate oral performance through WhatsApp

Teacher: Maikol Brenes Chavarría
Rubric to Evaluate Oral Performance Through WhatsApp

Total Pts: **Obt. Pts: _____**

Criteria	Accomplished 3	Developing 2	Beginning 1
Content	Almost all the contents listed above included.	Mostly included but not well covered.	Mostly included but poorly covered.
Oral Production	Manages fluency regarding their level, vocabulary and grammatical structures.	Most information is read. Fails to explain by self the assigned topic. Low tone of voice.	Everything is read, confusing ideas, tone of voice is extremely low. Very difficult to follow ideas.
Grammar, Usage, and Spelling	No errors.	More than two errors.	Numerous errors. Difficult to understand (8+).

Name of the student: _____Grade: _____

Comments_____
_____
_____
_____

Appendix D

Find someone who…	
Directions: Ask everyone in class until you find someone who has tried those sports. You may have the same name more than once.	
	Name
…has gone bungee jumping.	
… has played soccer.	
… has tried surfing.	
… has ridden a motorcycle.	
… has been into a soccer tournament.	
… has gone to the beach.	
… has done Pilates.	
… has played video games online.	
… has gone canoeing.	
…has played basketball.	
… has gone fishing.	
… has gone hiking.	

Appendix E
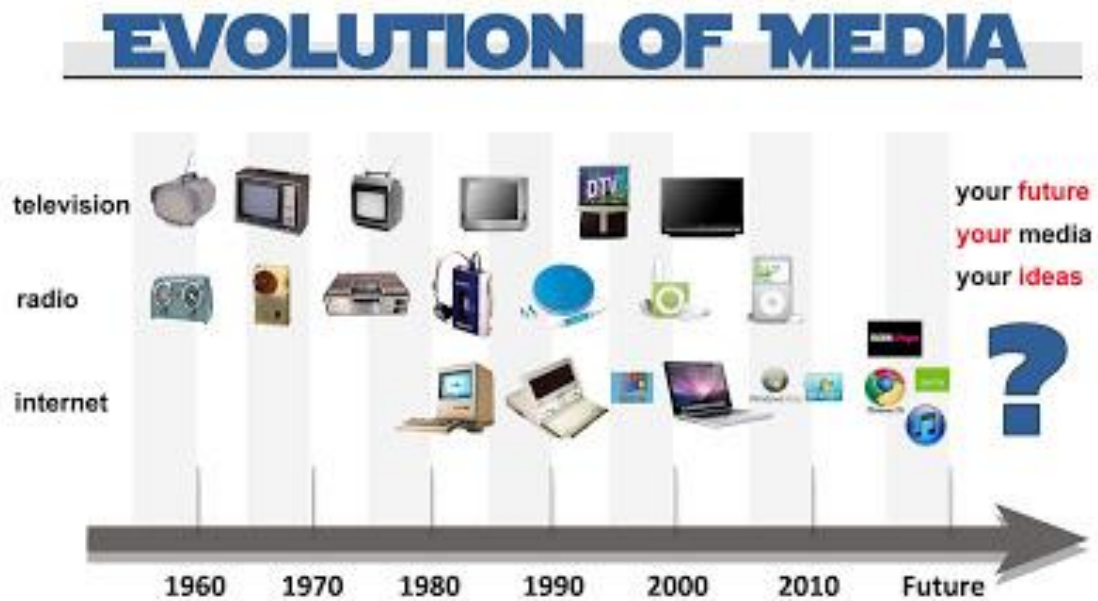
http://nicoleanderson12.blogspot.com/2016/07/technologys-advancement-in-mass-media_10.html

THE ROD	PENCILS	TEXTBOOKS	SLATE	HORNBOOK	CHALKBOARD
TYPEWRITER	TEACHING MACHINE	TEST CARDS	SLIDE PROJECTOR	OVERHEAD PROJECTOR	VIDEOTAPE
CD ROM	CALCULATORS	HIGHLIGHTERS	GRAPHING CALCULATORS	INTERNET	LAPTOPS
MOUSE MISCHIEF	E-MAIL	INTERACTIVE WHITEBOARD	eBOOKS	MEMORY STICKS	SMART PHONES
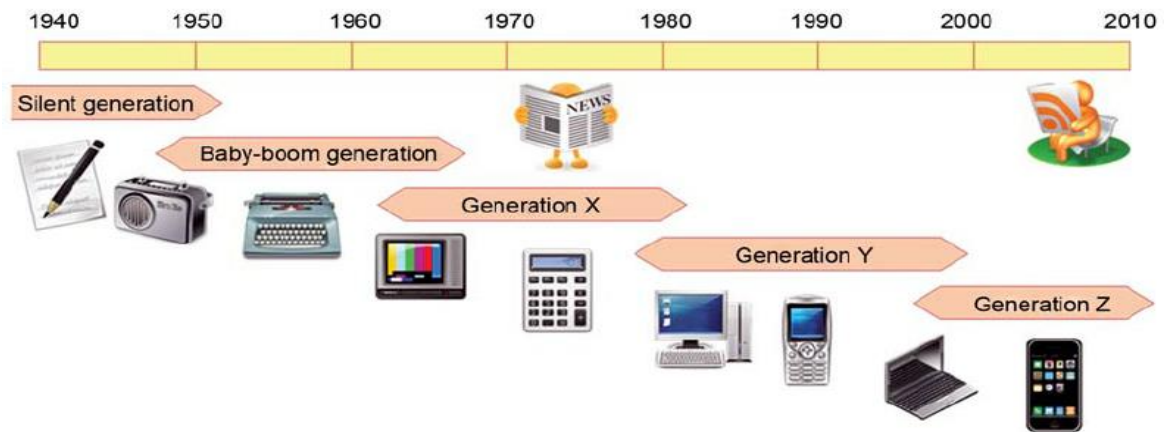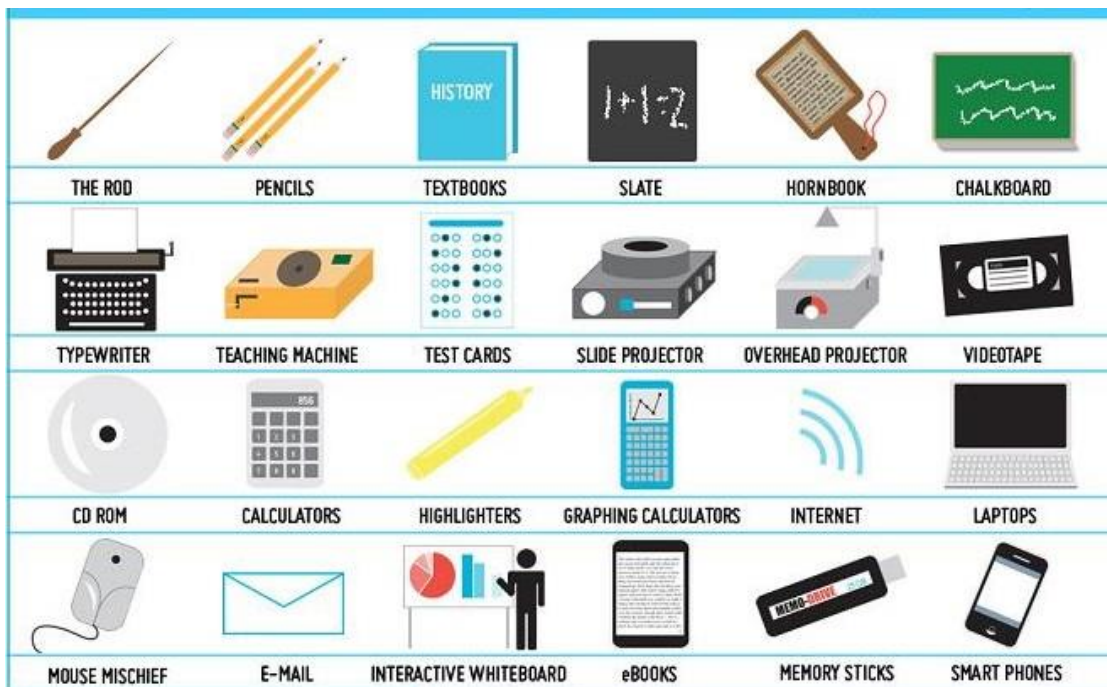
Technology x Market Penetration

https://dunuby.com/the-cmos-image-sensors-industry-is-about-to-change-with-major.html

EVOLUTION OF HOME VIDEO GAME SYSTEMS
A timeline of multimedia history "highlights"

https://www.imagenesmi.com/im%C3%A1genes/game-console-history-0b.html

The Evolution of Communication

Cave Paintings & Stone Carvings 30,000 BCE · Carrier Pigeons 776 BCE · Marathon Man 530 BCE · Common Era · First Daily Newspaper 1650 · Telegraph 1840 · Telephone 1876 · Radio Signal 1902 · 1927 Television Broadcast · Internet 1969 · Instant Messaging 1997 · Blogging 1999 · World Wide Web 1994 · Facebook 2004 · Twitter 2006

Appendix F

Social networks icons

Appendix G

Quickly read the conversations. What are they about?

Answer the following questions:

Conversation 1

Susan: It's great to see you, David. Have you been in San Carlos long?

David: Just a few days. I'm really excited to be here.

Susan: I can't wait to show you around. Have you been to La Fortuna yet?

David: Yeah. I've already been to La Fortuna once. I went hiking, and I also took a zip lining and whit- water rafting tour. It was my first time doing extreme sports. I liked it a lot.

Susan: Oh well, have you tried the cave spelunking in El Venado Caves? I have heard it is really exciting.

David: No, I haven't. What is it about?

Susan: It is the most extreme version of hiking. You hike through dark caves with a flashlight, and the trail won't be easy. You'll need to climb over rocks, forge through streams and ponds, and explore dead-end caverns before making it out.

David: Wow! That's definitely something I want to do. When should we go?

Susan: What about Sunday? We need to take a bus to Monterrey and then a taxi to El Venado

David: It sounds perfect to me.

Susan: Great! Let's meet at the bus station at 7:00 am.

David: Sure! I´ll see you then. Thanks for the invite.

Susan: My pleasure!

Conversation 2

Gabby: Hey, Michael. I've seen you're really into sports. What kinds of sports do you practice?

Michael: I've always liked extreme sports: waterfall rappelling, paragliding, bungee jumping, zip lining, and many others.

Gabby: I didn't know you were so adventurous.

Michael: Well, I like to feel the adrenaline. I usually practice extreme sports at least twice a month.

Gabby: Wow! What sport have you enjoyed the most?

Michael: Oh, definitely sky diving. It's kind of expensive to do it, but it's worth the money. You'll jump through the sky with a parachute and a trained, certified guide. During your several minutes in the air, you'll get the best views imaginable of this tropical country!

Gabby: It sounds great!

Michael: What about if you try it?

Gabby: I don't know. I'm afraid of heights.

Michael: Come on. Let's do it. I'll jump too.

Gabby: Okay. I´ll do it.

Michael: Great! I´ll call a couple of friends and everything will be ready for next Saturday.

Gabby: Well, it sounds like a plan!

1. Has David been to La Fortuna?

   _____

2. What extreme sports has David tried so far?

   _____

3. What extreme sport is David going to try next?

   _____

4. Where are David and Susan going?

   _____

5. Does Michael like sports?

   _____

6. Has Michael practiced any extreme sports? If so, which ones?

   _____

7. Has Gabby tried sky diving?

   _____

Appendix H

The SWOT analysis

Strengths

list your:
+ advantages
+ unique and low-cost resources
+ factors mean that you "get the sale"

Weakness

list your:
+ disadvantages, limitations
+ what could you improve
+ factors lose you sales

Opportunities

list your:
+ chances to improve performance
+ good opportunities can you spot

Threats

list your:
+ external trouble for the business
+ obstacles do you face
+ what your competitors are doing

Taken from: https://canvanizer.com/new/swot-canvas

Appendix I

The WhatsApp Ecosystem

Taken from: https://www.telemessage.com/difference-between-whatsapp-whatsapp-business-and-whatsapp-business-api/