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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

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Theme:

WHATSAPP AND THE SPEAKING PRODUCTION

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SUPERVISOR APPROVAL

CERTIFY:

I, Mg Sulca Guale Manuel Xavier holder of the I.D No 1802447548, in my capacity as supervisor of the Research dissertation on the topic: **“WHATSAPP AND THE SPEAKING PRODUCTION”** investigated by Miss Evelyn Jahaira Arroba Chango with I.D No.1850590231, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled "**WHATSAPP AND THE SPEAKING PRODUCTION**" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

A handwritten signature in blue ink, appearing to read 'Evelyn Arroba', with a horizontal line drawn through it.

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DEDICATION

This important achievement is dedicated to God for keeping me firm and strong on the road. To my whole family, especially to my father Manuel Arroba in heaven, to my mother Esthela Chango, who was a fundamental pillar because she supported me and trusted me throughout this process, as well as my little brother Christopher Arroba who inspired me to be a better person and achieve my goals. Last, but not least, to my boyfriend Luis Frías who encouraged me to continue and work hard for what I want.

Evelyn

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Evelyn

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EXTRANJEROS

THEME: “WhatsApp and the speaking production”

AUTHOR: Arroba Chango Evelyn Jahaira

TUTOR: Mg. Manuel Xavier Sulca Guale

ABSTRACT

Online learning has become the new reality in the educational field due to the covid-19 pandemic hence education had to adapt to the technological resources and work together to find new ways of teaching. Mobile applications allow users to access and share information securely at anytime and anywhere. For these reasons, this project was aimed to analyze the impact of WhatsApp use to promote speaking production. This research project had a mixed approach and a pre-experimental design. The sample was 37 third-semester students of the Pedagogía de los Idiomas Nacionales y Extranjeros Program at Universidad Técnica de Ambato. At the beginning of the research, a pre-test based on the standardized test PET speaking section of Cambridge was applied in order to know the speaking level of students. Then students were exposed to the treatment, which consisted of developed speaking activities using the voice messages option offered by WhatsApp. These activities were carried out in six synchronous and two asynchronous sessions for three weeks through the Zoom platform. At the end of the treatment, a post-test was applied to find out if students improved their speaking skills after the intervention. The data obtained from the tests were analyzed using the T-test statistics in the SPSS software. Finally, the results showed that the use of WhatsApp within the English language learning process had a significant impact on the improvement of speaking production.

Key words: English language, mobile apps, WhatsApp, speaking production.

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TEMA: “WhatsApp y la producción oral”

AUTOR: Arroba Chango Evelyn Jahaira

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RESUMEN

El aprendizaje en línea se ha convertido en la nueva realidad en el ámbito educativo debido a la pandemia del covid-19, por lo que la educación tuvo que adaptarse a los recursos tecnológicos y trabajar en conjunto para encontrar nuevas formas de enseñar. Las aplicaciones móviles permiten a los usuarios acceder y compartir información de forma segura en cualquier momento y lugar. Por estas razones, este proyecto tuvo como objetivo analizar el impacto del uso de WhatsApp para promover la producción oral. Este proyecto de investigación tuvo un enfoque mixto y un diseño pre-experimental. La muestra fue de 37 estudiantes de tercer semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. Al inicio de la investigación se aplicó un pre-test basado en la prueba estandarizada PET de Cambridge de la sección de habla con el fin de conocer el nivel de expresión oral de los estudiantes. Luego, los estudiantes fueron expuestos al tratamiento, el cual consistió en desarrollar actividades de habla utilizando la opción de mensajes de voz que ofrece WhatsApp. Estas actividades se realizaron en seis sesiones sincrónicas y dos asincrónicas durante 4 semanas a través de la plataforma Zoom. Al final del tratamiento se aplicó un post-test para saber si los estudiantes mejoraron su habilidad de hablar después de la intervención. Los datos obtenidos de las pruebas se analizaron utilizando las estadísticas de la prueba T en el software SPSS. Finalmente, los resultados mostraron que el uso de WhatsApp dentro del proceso de adquisición del idioma inglés tuvo un impacto significativo en la mejora de la producción oral.

Palabras clave: Idioma inglés, aplicaciones móviles, WhatsApp, producción oral.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

To support this research, several authors of previous studies such as articles and dissertations with similar content to the current work was taken into account in order to find bases that help to analyze the effect of WhatsApp application use in the teaching English language process to improve students speaking production. Most of these studies were developed in Indonesia and the other ones in India, Ecuador, Costa Rica, and Palestine. They were found using scholar google, Erick and Scielo in which were obtained researches published in Asian EFL Journal Research, Edutama Journal of Education, International Journal of Emerging Technologies in Learning, Espacios, Scipedia, Journal of English Language and Education, Gist Education and Learning Research Journal, Journal of English Language Studies, Journal of English Education and Teaching, and different university repositories.

Marleni and Asilestari (2018) conducted a study entitled “The effect of using social media: WhatsApp toward the students speaking skill” whose aim was to establish the influence of social media specifically the use of WhatsApp to improve students speaking skills. The population was two courses of the second semester of the University of Pahlawan Tuanku Tambusai in Indonesia, the first one was the experimental group and the second one was the control group. The researchers applied quasi-experimental research. The instruments used to collect data were a pre-test, a post-test, questionnaires, and photo documentation. The results showed that the experimental group had better scores than the students of the control group after applying activities using WhatsApp. Based on the results of this study it can be concluded that the use of WhatsApp in an English class increase and promote good management of the learners speaking production.

In addition, Sari (2020) developed a study with the topic “WhatsApp-based speaking test in EFL context” whose main objective was to explore the implementation of this type of tool and how students perceived its use for the development of speaking production. This study was carried out under descriptive qualitative research

parameters in which collective instruments data were based on observation, documentation, and open-ended questionnaires. The population for this study was 145 third semester non-native speaking students in one of the universities in Yogyakarta, Indonesia. It showed as a result that 50.3% of all students felt satisfied and comfortable with the use of the application for the development of oral production, and was possible to conclude that the use of WhatsApp-based speaking test as a pedagogical tool focused on the development of speaking skills has great potential to be used in an educational context.

Moreover, Tirtanawati et al. (2021) conducted a research project entitled “English students perception on the use of WhatsApp group in speaking class” aimed to know how students perceive the use of WhatsApp during the teaching process focused on oral production and to recognize the challenges within this process. This project was carried out under the parameters of a qualitative and descriptive approach. The instruments to collect the data were an interview, a questionnaire, and documentation. The sample was 35 third-semester students from the Education Department of academic English at IKIP PGRI Bojonegoro located in Indonesia. The researchers concluded that students were not motivated and that the main challenges to using WhatsApp in the classroom as a tool to promote oral communication were connection problems and lack of understanding, for these reasons they recommend carrying out more playful and interesting activities.

Furthermore, Fatimah and Nurmanik (2020), in their research work entitled “WhatsApp media to improve students' speaking skill ” had as the main objective to improve students speaking skills using WhatsApp. This research was developed in Indonesia using classroom action research parameters and was conducted in three cycles at SMAN 94 Jakarta in tenth grade. The data was obtained by observation, interview, and oral test techniques. The assessment consisted of making storytelling and the results indicated that the students increased their confidence and enthusiasm because before their presentation they practiced using the WhatsApp record option. The improvement was notable because students increase their speaking performance by 53%. 83% and 100% in each cycle, concluding that the use of the mobile WhatsApp application increases the development of this linguistic skill.

Another study that provides significant information is the one made by Yuliyannah (2021), with the title “Improving students’ speaking skill through reading involving Whatsapp application” aimed to analyze the influence of reading text to improve students’ speaking production where students shared videos in a WhatsApp group and give their opinions. This study was carried out under the Class Action Research in Indonesia at SMK YP 17 Cilegon, Office Administration Department twelfth grade, and had three cycles, which consisted of pre-reading, while reading, and post-reading. The results showed that after applying those techniques students increased their confidence and they improved their speaking performance. Based on the results, the researcher concluded that reading had a good effect on students speaking improvement because it increases their vocabulary and the use of WhatsApp improves their speaking skills.

Likewise, Guacho et al. (2020), in their study “Mejoramiento del speaking en el idioma inglés con el uso de WhatsApp” aimed to analyze the impact of the pedagogical use of the WhatsApp application in the improvement of Speaking in the English language process. The sample was 44 students as an experimental group and a similar number of students as a control group with level A2 at the Superior Politécnica de Chimborazo School in Ecuador. The research had a mixed approach and the instruments used were a test that was applied before and after the educational intervention to measure the knowledge related to Speaking of level A2 of English learning and a survey, which was applied at the end of the research to evaluate the pedagogical components of the WhatsApp application. The results demonstrated that the didactic use of the WhatsApp application influences in a positive way the improvement of English speaking skills because the pedagogical components of WhatsApp (learning, communication, content and method) were highly rated by the students. Therefore, it was concluded that the impact of the use of WhatsApp in the educational field is significant because this tool was used daily, and as a result students generated meaningful learning, and a more dynamic and participatory environment was created.

In addition, Sherine et al. (2020) developed a study with the title “Impact of WhatsApp interaction on improving L2 speaking skills” aimed to examine the effect of interaction and informal learning using WhatsApp to enhance speaking skills and to analyze participants perceptions about their speaking improvement. The research was

developed in India at the Hindustan Institute of Technology and Science. It had a mixed methodology, and the instruments to collect data were pre and post-assessments, and pre and post-surveys. The sample was 110 undergraduate engineering students. The activities were focused on group activities and problem-solving tasks. The results showed a significant improvement of speaking skills in the participants because WhatsApp offers instant communication and interaction. Additionally, the sample perceptions about WhatsApp as an educational tool to improve their speaking skills changed in a good way. At the end of the study it was possible to conclude that the impact of the use of WhatsApp to develop interaction is positive and as consequence, the speaking skill has a considerable improvement.

Further, Maulina et al. (2021) conducted the research “Constructing WhatsApp-based speaking instructional material (WABSIM) for EFL teaching and learning: a need analysis” aimed to create WhatsApp-based speaking instructional material to develop students speaking skills in an easy and funny way. The research was the first part of the research and development of ‘ADDIE’ approach, which had the purpose to investigate students’ necessities to develop their speaking skills using WhatsApp instructions. The instrument to collect data was a virtual questionnaire and the population was 68 students of an English Education Program of one private university in South East Sulawesi, Indonesia. The result revealed that students have the predisposition to develop their speaking skills using WhatsApp in a funny, interesting, communicative, and collaborative way that allowed them to acquire new knowledge anytime and anywhere. In addition, the content must be focused on real situations and the materials should be visual and auditory materials in order to cover the different learning styles. The researchers could conclude that there were some students needs that should be taken into account to develop the next step of this study, which will be based on develop material using and WhatsApp. It was also concluded that WhatsApp could be integrated into the educational environment in order that students communicate, interact and work collaboratively.

Besides, a research work with the title “Using a mobile application (WhatsApp) to reduce EFL speaking anxiety” carried out by Han & Keskin (2016) aimed to analyze the impact of using WhatsApp in speaking English classes to decrease student anxiety. The sample consisted of 39 student volunteers from an intermediate-level class at a

state university in Turkey. The research had a mixed-method approach and to collect data a pre and post-Foreign Language Classroom Anxiety Scale (FLCAS) was applied and face-to-face interviews to examine students' perceptions about the activities applied through WhatsApp. The results indicated that the use of WhatsApp had an important effect because it reduced students' speaking anxiety.

Moreover, Andújar and Cruz (2017), in their research work entitled "Mobile instant messaging: WhatsApp and its potential to develop oral skills" aimed to determine the influence of WhatsApp to improve students' speaking production. It was carried out in Spain at the University of Almeria. To conduct the research 80 participants were divided into an experimental group and a control group. Furthermore, the research was carried out under a mixed-method approach using a pre and post-test, which showed that in the experimental group there was an increase in students' speaking management. At the end of the study it was possible to conclude that WhatsApp voice chat had a significant impact on the students' speaking improvement.

Furthermore, Falah (2020), in his research entitled "Exploring WhatsApp as mobile instant messaging in facilitating students' speaking skill" aimed to determine how WhatsApp enhances students' speaking skills in a group of 32 students of the third grade of MTs NU 02 Al-Ma'arif Boja in Indonesia. This research was designed based on a descriptive qualitative research approach and the instruments to collect data were observation, interview, and recording. The results showed that WhatsApp in speaking activities increases students' motivation and participation because it is easy to use and promotes teacher and students' interactions concluding that WhatsApp is an excellent technological tool that can be applied in educational context because its implementations had good results to develop speaking skills.

Additionally, Chavarría (2020) developed a study entitled "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" aimed to reinforce the speaking production using WhatsApp application. The population was nine graders from CINDEA Río Jiménez in Costa Rica with a total number of 42 students. This study used a mixed-method approach and was developed under action-oriented methodology parameters and as a collective data instrument used were interviews and

an oral personal presentation. The results indicated that the implementation of WhatsApp improves in a significant way the speaking students' performance because it is low cost, easy to use, and increase student's motivation.

Likewise, Malaak (2021) carried out a study with the title "The impact of using WhatsApp groups on the Palestinian University students' productive skills improvement" aimed to determine the effect that WhatsApp had on the development of speaking and writing skills in a group of 60 students from An-Najah National University in Palestine. Students were divided into a control and an experimental group. The results showed that the groups improve their speaking skills by 31.5%. Moreover, the experimental group improves their writing skills by 43.2% concluding that the correct implementation of the WhatsApp application as an instructional tool had great benefits in the improvement of speaking and writing skills. Finally, the researcher recommended use WhatsApp groups to teach receptive and productive skills, additionally train students to use this technological tool for educational purposes.

Besides, Ainun et al. (2018) conducted research entitled "The implementation of voice chatting through WhatsApp in improving students' speaking achievement" aimed to know the impact that the use of voice chatting through WhatsApp had to promote speaking students skills. The research had a population of 30 students in the sixth grade of a senior high school level in Lampung Province, Indonesia. The instrument to collect data was a speaking test. After that, the research use the T-test to analyzed the data and could conclude that the use of voice chatting was successful because students improve their speaking skills.

Finally, Nurazizah et al. (2019) produced a research paper entitled "WhatsApp voice note in speech class" with the aim to discover how teachers implement WhatsApp voice notes in narrative texts and how their use can improve students speaking skills. This research had a qualitative approach with a case study design. The population was 1 English teacher and 35 tenth grade students from one of senior high school in Tasikmalaya, Indonesia. The instruments to collect the data were an interview and a questionnaire and as a technique a direct observation. It was concluded that the

incorporation of WhatsApp within the teaching process has an impact because its application was interesting, innovative, and easy to use.

Taking into account the objectives and results of the aforementioned studies, it can be stated that they will be useful to support this research because they demonstrate that the implementation of the WhatsApp application as an educational tool enhances the speaking production of EFL students. It also allows having a grounded basis of what activities can be carried out or what should not be done during the treatment process to obtain better results. Furthermore, this bibliographic analysis allowed to corroborate the innovation and the vacancy related to this research because in the province of Tungurahua no study has been developed to investigate the impact of the use of WhatsApp to improve learners speaking production.

1.2 Theoretical Framework

1.2.1 Independent variable

1.2.1.1 Mobile apps

Metruk (2021) pointed out that in essence, a mobile app is a program created with the purpose that users can access it from a mobile device whose creation in the recent years has increased and several of them focus on promoting teaching and learning English language. Additionally, the author mentioned that mobile apps are considered very useful because their content can be accessed from anywhere and at any time, they are interactive and most of them are free or low cost.

Pechenkina (2017) defined mobile apps as software that can be used from smartphones or personal wireless devices. This kind of app have had a constant evolution since the beginning of their development because their design has the purpose of reach a wider market in different fields hence the educational area has been part of the growing commercial development of the applications. Moreover, the author stated that the use of mobile applications in educational contexts could improve the academic offer established by the institutions, accelerate processes, and increase the interaction of all educational communities' members.

1.2.1.2 Social media

Aichner et al. (2021) defined social media as the space that integrates some components that involve technology, mobile communication, and social interaction, that allows users to communicate and interact with each other through conversations, photographs, images, videos, and audios creating in this way virtual communities generally with the same interests. Furthermore, the author mentions that social networks are not limited to communication with family or friends, but can also focus on different fields.

According to Li (2017), the use of social media in educational contexts has increased in a significant way, and consequently, their use for English language teaching has evolved to make the teaching process more productive. Wikis, forums, or blogs are useful to promote both individual and collaborative writing. Facebook and WhatsApp help to develop writing and speaking skills. In addition, YouTube helps to improve and promote the four language skills because this platform has various educational resources. For these reasons, the author affirmed that the use of social media increases learners' interaction and allows the exchange of information from anywhere and instantly.

1.2.1.3 WhatsApp

Kartal (2019) stated that WhatsApp has a variety of functions to promote instant communication thanks to its various multimedia functions which can be sent in a simultaneous and unlimited way. Furthermore, it is possible to make calls, video calls, and create groups between different WhatsApp users. Besides the author affirmed that there are several studies that support the validation of WhatsApp as an educational tool in the language learning process because it increases interaction and participation among members, has a positive impact to develop vocabulary, enhances the four language skills (reading, listening, speaking, and writing), improves communicative language learning, encourages students autonomy, and reduces communication anxiety.

According to Minalla (2018), educators can use WhatsApp within the educational field to have better results in the language learning process. Teachers can use the groups

function to generate learning and create a study space because to groups in WhatsApp can be used to create a closed space to promote communication and exchange materials at anytime and anywhere. The use of WhatsApp in educational settings allows teachers to keep in touch with students not only inside the classroom but also outside the classroom to maintain communication and provide guidance to improve student learning.

1.2.2 Dependent variable

1.2.2.1 Language skills

Sreena and Ilankumaran (2018) stated that the basic language skills are speaking, writing, listening, and reading which allow good communication. These skills are divided into receptive skills or also known as passive skills and productive or also called active skills. Receptive skills focus on reading and writing, while productive skills focus on listening and speaking. The languages skills are related to each other due without the development of one, learners cannot optimally acquire another skill for instance without reading learners cannot write, and without listening it is impossible to speak.

According to Husain (2015), speaking, writing, listening and reading are the four fundamental language skills that are divided into two categories. Speaking and writing are considered productive skills learners are actively producing sounds and symbols. In contrast, reading and listening are known as receptive skills because learners are passively receiving information through reading and listening.

1.2.2.2 Productive skills

Masduqi (2016) mentioned that productive skills are speaking and writing, students who perform these skills need to produce language. They are also known as active skills, it is important to mention that productive skills are those that allow the student to produce language either orally or written, promoting communication and allowing students to express their ideas and thoughts.

Golkova and Hubackova (2014) explained that productive skills are divided into writing and speaking skills which are known as active skills. When developing productive skills,

students have the ability to produce language in writing and orally in order to communicate their ideas. Additionally, the authors mention that productive skills cannot be generated without receptive skills because they are closely related.

1.2.2.3 Speaking skill

Hossain (2015) explained that speaking skill is a productive skill that allows transmitting ideas, which are expressed very quickly in order that the receptor can analyze their meaning, creating effective communication. In this way, it can be realized that speaking is very essential for human beings because by making use of these people can communicate and at the same time, make adequate and correct use of grammar, vocabulary, fluency, and pronunciation.

Kurum (2016) affirmed that speaking is a fundamental language skill, which is fundamental to have a good communicative competence. Furthermore, the author stated that speaking is more than creating grammatically correct sentences because speaking not only requires good pronunciation and proper use of grammar and vocabulary, but also fluency, comprehension, and use of function and pragmatics because all of these components allow to measure the speaking level of learners.

1.3 Objectives

1.3.1 General objective

- To analyze how WhatsApp helps to develop students speaking production.

1.3.2 Specific objectives

- To measure the level of speaking production that students have.
- To analyze the most suitable activities that can be performed on WhatsApp to promote students speaking production.
- To describe how WhatsApp enhances the English speaking production.

CHAPTER II

METHODOLOGY

2.1 Resources

It was essential to take into account human, technical and technological resources in order to conduct this research. Therefore, the third-semester students from Pedagogía de los Idiomas Nacionales y Extranjeros were the part considered as a human resource, which was an important aspect to carry out the experimental process of the use of WhatsApp in the classroom to improve students speaking skill. Furthermore, the technical resource was the laptop, which was necessary to collect, investigate and write data and information. Finally, the technological resource was the internet connection because it was very necessary to gather evidences and information to support the current research.

2.2 Methods

2.2.1 Research approach

This research was carried out under a mixed approach because quantitative and qualitative data were collected and analyzed to answer the research problem. According to Ponce and Pagán-Maldonado (2015), mixed-method research combines qualitative and quantitative approaches in the same study. Quantitative research has as characteristics the measurement of a phenomenon, the use of statistics, the testing of hypotheses, and the realization of cause and effect analysis that allows the researcher to demonstrate real and reliable data obtained in the investigative process. On the other hand, qualitative research has as characteristics explain, predict, describe or investigate the reason or nature of a phenomenon. Therefore, this research was quantitative because statistics were used for the analysis and collection of data from the pre-test and post-test applied to the students. Moreover, it was qualitative because it helped collect information about the research variables and information about how the use of WhatsApp enriches students speaking production.

2.3 Research modality

2.3.1 Field

Marvasti (2018) affirmed that field research refers to research done at the place where the study occurs. It can be participatory observation or not, transversal or longitudinal, it allows to understand and to interact with the reality of a group or population. For these reasons, the current research study was field research because it was carried out in the place of the facts to know what is the influence of WhatsApp use to improve speaking production in third-semester students from Pedagogía de los Idiomas Nacionales y Extranjeros Program.

2.3.2 Bibliographic - documentary

This research was developed under bibliographic and documentary parameters. Schwandt (2015) mentioned that bibliographic research consists of the search, compilation, organization, evaluation, criticism, and information of bibliographic data. The basic tasks of bibliographic research are purely for guidance. It also allows to know and explore all the background related to the research topic. In this case, the use of bibliographic research was essential to construct and support with the necessary information the background of the research topic and the scientific foundation of the two variables of the current research work.

2.3.3 Pre-experimental research

According to Okur (2016), pre-experimental research serves to approach the studied phenomenon in which a treatment is applied to analyze its effect on one or more variables. Furthermore, the author stated that the experimental research has three types of designs. The first one is called “one-shot case study” which consists of the application of a treatment and a post-test in one group. The second one is known as “one-group pre and post-test” in which is apply a pre-test, a treatment, and a post-test in a single group. The last one is denominated “static group comparison” here there are two experimental groups and only a post-test is applied. For these reasons, the current research work was pre-experimental research based on “one-group pre and post-test” design because the researcher worked with just one group and was intended

to analyze the impact of the treatment in the dependent variable and used a pre and post-test.

In this case, the researcher analyzed the effect of the use of WhatsApp as an educational tool with third-semester students of the Pedagogía de los Idiomas Nacionales y Extranjeros Program to improve their speaking production. Therefore, it was essential to plan an experiment aimed to improve students speaking production through the direct use of WhatsApp in the lessons applied in the treatment process. The research applied a speaking pre-test to know the speaking level of the students. After that, a treatment to carried out the planned activities to improve students speaking production. Finally, a post-test was applied in order to verify if the treatment had good results.

2.4 Level or type of research

2.4.1 Exploratory research

Boru (2018) pointed out that exploratory research aims to explore a problem about which in general not much is known and to clarify concepts to have a better understanding of the phenomenon studied. Therefore, this type of research was useful because it was necessary to explore and comprehend in a better way the research problem for which it was essential to gather information from different points of view to explain the influence of the use of WhatsApp in the students speaking learning process.

2.5 Population

The population of this research work was 37 students from the third semester in the PINE Program at Universidad Técnica de Ambato belonging to the academic period October 2021 - March 2022. The population involved consisted of 8 men and 29 women with ages ranging from 19 to 23 years old.

Table 1

Population

Population	Experimental group	Percentage
Male	8	22%
Female	29	78%
Total	37	100%

Source: Students list

Author: Arroba, E. (2021)

2.6 Techniques and instruments

The technique used was a validated test based on the speaking part of the PET test which has four parts, but only parts 1, 3, and 4 were taken into account to design the pre-test and post-test aimed to know students' speaking level. The first part of the test was a small interview consisting of a set of questions in which the students had to provide personal information. The third part was a discussion about a set of images provided by the teacher in which students had to ask and answer questions, suggest, agree, or disagree. The fourth part was a general conversation related to part three in which students had to discuss experiences, opinions, likes, dislikes, etc. Therefore, the pre-test was applied at the beginning of the experimental part, then the treatment focused on using WhatsApp to enhance students' speaking production was carried out, after that, the post-test was applied to analyze its results in reference to the results obtained in the pre-test in order to know the effectiveness of WhatsApp to improve speaking level of learners. The tests were taken in pairs with an approximate duration of 9 or 10 minutes per pair.

The treatment was conducted in eight sessions of one hour each during three weeks through the Zoom Platform due to the virtual educational context. It started by applying previously validated lessons that focused on using WhatsApp to promote the speaking production of students. These lessons were for two asynchronous and six synchronous classes whose topics were related to real life contexts. The activities were adapted to promote individual and collaborative interaction in order for students to give their opinions, agreements, disagreements, ask and answer questions, express their emotions, and ideas, describe images, find differences, and create dialogues and

shared it in the course WhatsApp group. Students in individual activities made voice note recordings related to various topics reviewed in class or videos shared in the WhatsApp group in which they had to give their opinion about real context situations, express their emotions and ideas, describe images or find differences between two photographs. Moreover, the researcher divided the class into seventeen pairs and one group of three to make collaborative activities. The first collaborative activity consisted in asking and answering questions, where each member had to make a voice recording containing two questions and answer the two questions asked by their classmate. The second collaborative activity was related to expressing agreement or disagreement with someone else, in this part, each member recorded two audios, the first one expressing his opinion about a topic and the second one expressing his agreement or disagreement about his partner's opinion. The last collaborative activity consisted in create dialogues, for which the researcher divided the class into break-up rooms in order that students created their conversations, once the dialogues have been created, students had to record themselves and share the audio in the WhatsApp group.

Finally, the statistical analysis of the quantitative collected data during the research process obtained from the pre and post-test scores gathered for the experimental group was made in order to describe the effects that use of WhatsApp had on the development of students speaking production. The data was analyzed using a T-test in the SPSS statistical software with the purpose to have concrete results to accepted or refuted the alternative hypothesis which allowed the researcher to analyze the impact that the use of WhatsApp to improve students speaking production.

2.7 Hypothesis

Alternative hypothesis

WhatsApp does help to develop speaking production of students of the third semester from “Pedagogía de los Idiomas Nacionales y Extranjeros”.

Null hypothesis

WhatsApp does not help to develop speaking production on students on third from “Pedagogía de los Idiomas Nacionales y Extranjeros”

2.8 Variable identification

- WhatsApp (independent variable)
- Speaking production (dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter provides an analysis of the results obtained from the data collection instruments, which were a pre-test and a post-test in order to know the influence of the use of WhatsApp on the speaking production of third semester students of the PINE Program. The results are organized into tables and figures for better analysis and interpretation.

First of all, at the beginning of the chapter the grades obtained by students from the pre-test and post-test application are indicated. These scores were represented using two tables. Moreover, the pre- test and post-test was based on the use of the speaking part of the PET standardized test which rubric was focused on parameters such as grammar and vocabulary, pronunciation, discourse management, and interactive communication. For that reason, the information was established in a certain way to indicate the contrast of the results of each evaluation criteria of the rubric obtained in the pre-test and post-test. Finally, the researcher used the SPSS software to developed the T-test statistic with the purpose of compare the average obtained in the pre-test and post-test to know if the alternative or null hypothesis can be considered approved or not. The validation of hypothesis was analyzed to know if the treatment application during the English teaching-learning process was successful. That is to identify if during the intervention process using WhatsApp as a technology tool within the classroom had impact on the development of speaking production of the third semester students of PINE Program.

3.1.1 Pre-test results

Table 2

Pre-test results

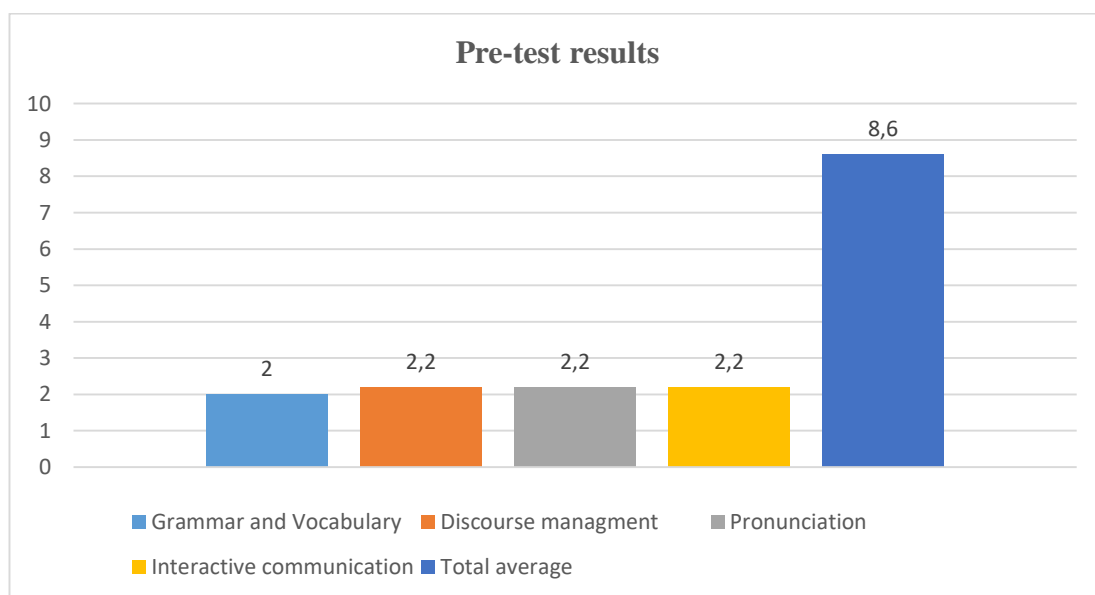
Students	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication	Total
1	1.5	2.0	1.5	1.5	6.5
2	2.5	2.0	2.5	2.5	9.5
3	2.0	2.5	2.0	2.5	9.0
4	2.0	2.0	2.0	2.5	8.5
5	2.0	2.0	2.0	2.5	8.5
6	2.0	2.0	2.5	2.0	8.5
7	2.0	2.0	2.0	2.0	8.0
8	1.5	2.0	2.0	2.0	7.5
9	2.0	2.0	2.0	2.5	8.5
10	2.0	2.0	2.0	2.5	8.5
11	2.0	2.5	2.5	2.0	9.0
12	2.0	2.5	2.5	2.0	9.0
13	2.5	2.0	2.0	2.0	8.5
14	2.5	2.0	2.0	2.5	9.0
15	1,5	2.5	2.5	2.0	8.5
16	2.0	2.5	2.0	2.0	8.5
17	2.0	2.5	2.5	2.5	9.5
18	2.0	2.0	2.0	2.0	8.0
19	2.0	2.5	2.5	2.5	9.5
20	2.0	2.5	2.5	2.0	9.0
21	2.0	2.5	2.5	2.5	9.5
22	2.0	2.0	2.5	2.0	8.5
23	2.0	2.5	2.5	2.5	9.5
24	2.5	2.5	2.0	2.0	9.0
25	2.0	2.5	2.5	2.0	9.0
26	2.5	2.5	2.0	2.5	9.5
27	2.0	2.5	2.0	2.0	8.5
28	2.0	2.5	2.0	2.0	8.5
29	2.5	2.0	2.0	2.0	8.5
30	2.5	2.5	2.5	2.0	9.5
31	2.0	2.0	2.0	2.0	8.0
32	2.0	2.0	2.5	2.5	9.0
33	2.0	2.0	2.5	2.0	8.5
34	2.0	2.0	2.0	2.5	8.5
35	2.0	2.0	2.0	2.5	8.5
36	2.0	2.5	2.5	2.0	9.0
37	1.5	2.0	1.5	2.0	7.0
X	2.0	2.2	2.2	2.2	8.6

Source: Direct research

Prepared by: Arroba, E. (2021)

Figure 1

Pre- test results



Source: Direct research

Prepared by: Arroba, E. (2021)

Analysis and interpretation

Figure 1 shows the averages of the four evaluation criteria of the pre-test based on the standardized test PET speaking section, which are scored over 2.5 each, and the general average of these four criteria scored over 10 points. The first average was 2.0, which is related to grammar and vocabulary criteria. Additionally, it was possible to notice that in the criteria of discourse management, pronunciation and interactive communication, students obtained an average of 2.2 in each of them, resulting in a general average of 8.6 over 10.

According to the results, it can be concluded that the majority of third-semester students of the Pedagogía de Idiomas Nacionales y Extranjeros Program have a good level of speaking. They only had few errors in pronunciation, grammar, and use of vocabulary, just a little confused when they answered and asked questions and most of the time they maintained a good interactive communication. This may have occurred because the students did not understand all the questions and felt nervous when taking the test, which means that they had a good performance but they need to improve some aspects to have an excellent speaking level.

3.1.2 Post-test results

Table 3

Post-test results

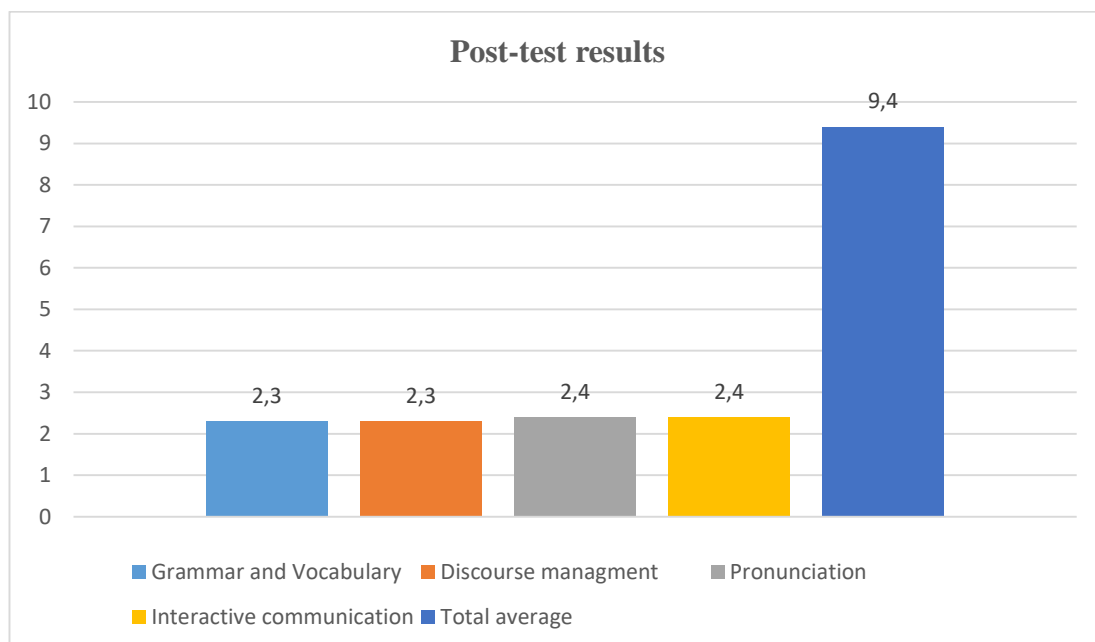
Students	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication	Total
1	2.0	2.0	2.0	2.0	8.0
2	2.5	2.5	2.5	2.5	10
3	2.0	2.5	2.5	2.5	9.5
4	2.0	2.5	2.5	2.5	9.5
5	2.0	2.0	2.5	2.5	9.0
6	2.5	2.5	2.5	2.0	9.5
7	2.5	2.5	2.5	2.0	9.5
8	2.0	2.0	2.0	2.5	8.5
9	2.5	2.0	2.5	2.5	9.5
10	2.0	2.0	2.5	2.5	9.0
11	2.5	2.5	2.5	2.5	10
12	2.5	2.5	2.5	2.5	10
13	2.5	2.0	2.0	2.5	9.0
14	2.5	2.0	2.5	2.5	9.5
15	2.0	2.5	2.5	2.5	9.5
16	2.0	2.5	2.5	2.0	9.0
17	2.5	2.5	2.5	2.5	10
18	2.5	2.0	2.0	2.5	9.0
19	2.5	2.5	2.5	2.5	10
20	2.5	2.5	2.5	2.5	10
21	2.5	2.5	2.5	2.5	10
22	2.0	2.5	2.5	2.5	9.5
23	2.5	2.5	2.5	2.5	10
24	2.5	2.5	2.0	2.5	9.5
25	2.5	2.5	2.5	2.0	9.5
26	2.5	2.5	2.5	2.5	10
27	2.5	2.5	2.0	2.5	9.5
28	2.0	2.5	2.5	2.5	9.5
29	2.5	2.5	2.5	2.5	10
30	2.5	2.5	2.5	2.5	10
31	2.0	2.5	2.0	2.5	9.0
32	2.5	2.0	2.5	2.5	9.5
33	2.5	2.0	2.5	2.5	9.5
34	2.5	2.0	2.0	2.5	9.0
35	2.0	2.5	2.5	2.5	9.5
36	2.5	2.5	2.5	2.5	10
37	2.0	2.0	2.5	2.0	8.5
X	2.3	2.3	2.4	2.4	9.4

Source: Direct research

Prepared by: Arroba, E. (2021)

Figure 2

Post-test results



Source: Direct research

Prepared by: Arroba, E. (2021)

Analysis and interpretation

Figure 2 shows the average that the students obtained in the four evaluation criteria of the post-test, which were rated over 2.5 each of them, and the general average over 10. In the first and second criteria related to grammar and vocabulary, and discourse management, students obtained an average of 2.3 in each. Furthermore, students obtained an average of 2.4 in both the pronunciation and interactive communication criteria, generating a total average of 9.4.

It can be concluded that students had better performance after the application of the treatment using WhatsApp to improve students speaking skills; this could be noticed because students had better management of grammar and vocabulary, and fewer pronunciation errors and mistakes than in the pre-test, as well as better interactive communication and better discourse management during the pre-test application. This improvement was because the activities carried out during the treatment increased the motivation and confidence of the students and developed their critical thinking, and promote individual and collaborative work. Furthermore, the activities allowed students to practice the new vocabulary and grammar learned in class through the voice

message option offered by WhatsApp. Additionally, students could listen to their pronunciation as many times, as they preferred and had feedback made by the researcher to their voice notes, which allow them to practice their errors and consequently improve their pronunciation. Moreover, the activities were focused on promoting individual and collaborative work, which was essential for the students to be in constant contact with both their classmates and the researcher, resulting in a significant improvement in their interactive communication and discourse management. Therefore, the average of each evaluation criterion increased and the overall average of these four criteria was considerably higher than the result obtained in the pre-test.

3.1.3 Evaluation criteria differences

Table 4

Evaluation criteria differences

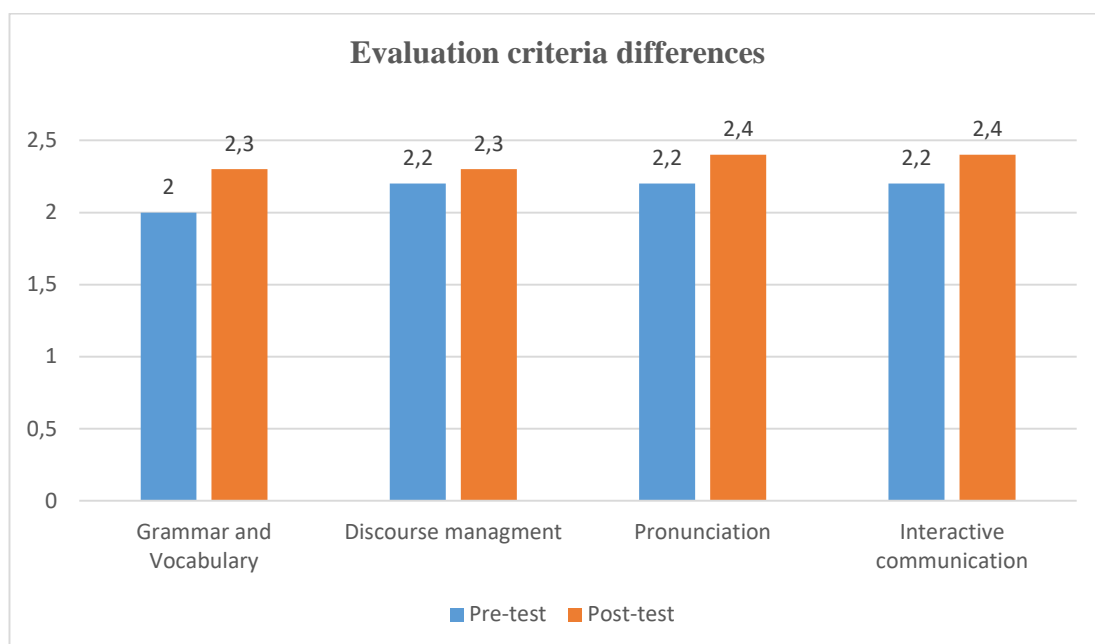
PET test	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication
Pre-test	2.0	2.2	2.2	2.2
Post-test	2.3	2.3	2.4	2.4

Source: Direct research

Prepared by: Arroba, E. (2021)

Figure 3

Evaluation criteria differences



Source: Direct research

Prepared by: Arroba, E. (2021)

Analysis and interpretation

The figure above indicates the differences in the total average obtained by students in each of the four evaluation criteria of the pre-test and the post-test. The first part is about the grammar and vocabulary criteria of the standardized test PET speaking section. It can be noticed that the average achieved in the pre-test section was 2 points, however, students had as a result 2.3 over 2.5 in the post-test section. Also, the second part on the figure shows information about the discourse management criteria's results, in the pre-test students achieved a total average of 2.2 and subsequently in the post-test they achieved an average of 2.3 over 2.5. In addition, the third part of the figure provides the results obtained from pronunciation criteria, students had as result in the pre-test an average of 2.2, after that in the post-test, they obtained a total average of 2.4 over 2.5. Finally, the fourth part of the figure indicates the results obtained from the interactive communication criteria, in the pre-test section students obtained and average of 2.2 and an average of 2.4 over 2.5 in the post-test.

Finally, it can be deduced that students had better development and remarkable progress in the grammar and vocabulary use after the application of the treatment

because they practiced the content taught in class through activities that consisted of recording voice audios. In addition, students improved their ability to focus with discourse management because the activities planned allowed them to maintain contact with others through dialogue and at the same time organize and communicate ideas or emotions with allowed to develop students critical thinking. Furthermore, the students had fewer pronunciation errors because the researcher gave them feedback; additionally, all their voice notes were kept in the WhatsApp group, which allowed students to listen to themselves, to notice the errors mentioned in the feedback, and practice their correct pronunciation. Moreover, students were able to interact constantly with the researcher and with their peers, which allowed them to increase their confidence and motivation resulting in more fluid and interactive communication. This was demonstrated because in the post-test the scores in each evaluation criteria were higher than in the pre-test. Therefore, the results showed the usefulness and efficacy of the use of WhatsApp within the research process because the results obtained revealed the impact of the use of WhatsApp for the improvement of speaking production

3.2.4 Pre-test and post-test results difference

Table 5

Pre-test and post-test results difference

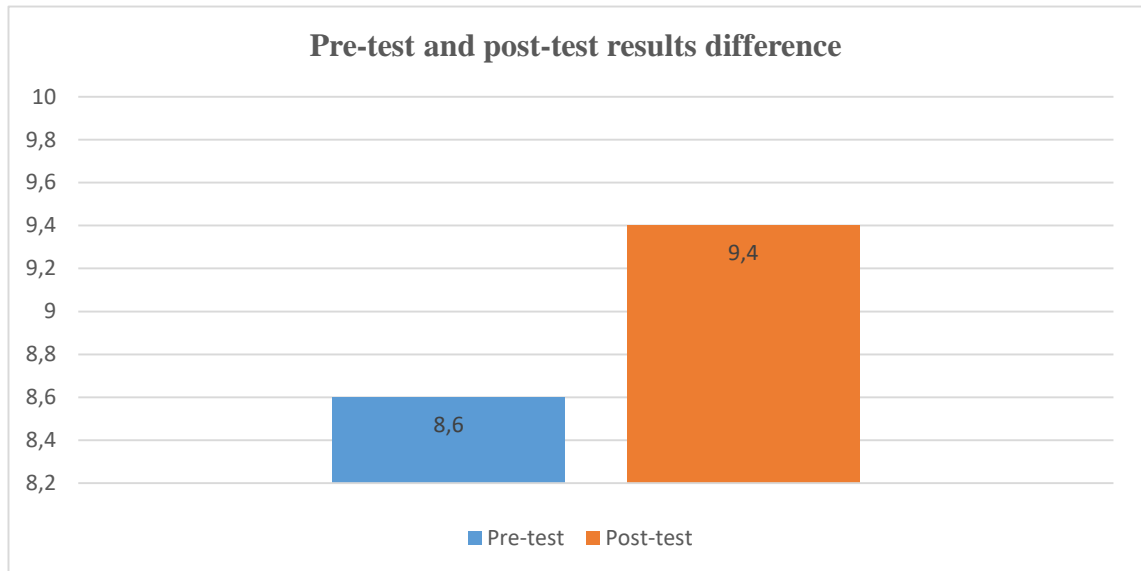
Results	Pre-test	Post-test	Difference
Average	8.6	9.4	0.8

Source: Direct research

Prepared by: Arroba, E. (2021)

Figure 4

Pre-test and post-test results difference



Source: Direct research

Prepared by: Arroba, E. (2021)

Analysis and interpretation

The above figure contrasts the results obtained by the students in the pre-test and the post-test. The initial result obtained in the pre-test was an average of 8.6, which indicated that students had a good level of speaking. In contrast, the post-test result was an average of 9.4 having a difference of 0.8 between each test.

It can be assumed that the results obtained in the post-test were notably higher than those obtained in the pre-test because the activities planned in the treatment increased students' confidence and motivation and as a result, a notable improvement, demonstrating an excellent level of oral expression in students after using WhatsApp as an educational tool. Therefore, it was evidenced that the use of WhatsApp is useful and relevant to promote the oral skills of students.

3.2 Verification of hypotheses

The SPSS software was used to develop the T-test statistic to compare the average obtained in the pre-test and post-test in order to know the validity of the hypotheses proposed in this research project. The T-test method was chosen because it allowed to know the mean, the standard deviation, correlations of the paired samples, and accept or refute the alternative hypothesis that affirm WhatsApp helps to develop speaking production of students of the third semester from Pedagogía de los Idiomas Nacionales y Extranjeros.

Hypothesis statement:

Null hypothesis (Ho)

WhatsApp does not help to develop speaking production of students of the third semester from “Pedagogía de los Idiomas Nacionales y Extranjeros”.

Alternative hypothesis (Ha)

WhatsApp helps to develop speaking production of students of the third semester from “Pedagogía de los Idiomas Nacionales y Extranjeros”.

Significance level:

Alfa 0.05

Decision criteria:

If $p \geq 0.05$: The null hypothesis (Ho) is accepted.

If $p < 0.05$: The alternative hypothesis (Ha) is accepted.

3.2.1 Paired samples statistics

Table 6*Paired samples statistics*

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	8,6486	37	,67562	,11107
	Post-test	9,4730	37	,49925	,08208

Source: SPSS software

Prepared by: Arroba, E. (2021)

3.2.2 Pair sample correlations**Table 7***Pair sample correlations*

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	37	,877	,000

Source: SPSS software

Prepared by: Arroba, E. (2021)

3.2.3 Paired samples test**Table 8***Paired samples test*

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test / Post-test	-,82432	,33781	,05554	-,93696	-,71169	-14,843	36	,000

Source: SPSS software

Prepared by: Arroba, E. (2021)

Analysis and interpretation

The above tables indicate the statistical data obtained from the pre-test and post-test results after having been analyzed with the statistical method of the T-test. The result obtained in the pre-test was a mean of 8.6 and the mean achieved by the students in the post-test was 9.4 reflecting a significant improvement. Furthermore, taking into account that P had a value of 0,000 that is less than 0,05 it can be concluded that the null hypothesis is rejected, in contrast, the alternative hypothesis is accepted which means that WhatsApp helps to develop speaking production of students of the third semester from " Pedagogía de los Idiomas Nacionales y Extranjeros".

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- A pre-test and a post-test were applied in order to know the level of speaking of the third-semester students of the Pedagogía de los Idiomas Nacionales y Extranjeros Program. The results obtained in the pre-test showed that the students had a good level of speaking because they had only a few errors and mistakes during the test application resulting in an average of 8.6 over 10 this could occur due to some students felt nervous or did not understand the questions. In contrast, it was evidenced a significant improvement in the post-test because students obtained a final average of 9.4 over 10, demonstrating their speaking level was excellent in this part. This improvement occurred thanks to the application of the treatment, which consisted of carrying out activities sent via WhatsApp through voice recordings to practice grammar and vocabulary learned in class.
- All the activities carried out during the application of the treatment can be considered suitable to be performed on WhatsApp to improve students speaking production because all of them had good results. The researcher conducted the activities in individual and collaborative way. Students in individual activities made voice notes recording related various topics reviewed in class or videos shared in the WhatsApp group in which they had to give their opinion, expressed their emotions and ideas, described images, or found differences. To carry out the collaborative activities the researcher divided the class into seventeen pairs and one group of three. The first collaborative activity consisted in asking and answering questions, where each member had to make a voice recording containing two questions and answer the two questions asked by their classmates. The second collaborative activity was related to expressing agreement or disagreement with someone else, in this part, each member recorded two audios, the first one expressing his opinion about a topic and the second one expressing his agreement or disagreement about his/her partner's opinion. The last collaborative activity consisted in

create dialogues, in which the researcher divided the class into break-up rooms in order that students created their conversations, once the dialogues have been created, students had to record themselves and share the audio in the WhatsApp group. The reasons for the success of the activities mentioned above was because through these activities students were exposed to a real context topics, developed their critical thinking, and these activities promoted individual and collaborative work.

- Minalla (2018) stated that WhatsApp can be used within the educational field to have better results in the speaking learning process because it allows creating a study space that promotes communication, interaction, additionally exchange materials at anytime and anywhere. For these reasons, the WhatsApp application had an important impact on the students speaking development because it was possible to maintain constant contact with them due to WhatsApp is an accessible tool in a matter of time and cost. Besides, this tool allowed students to practice the grammar and vocabulary learned in class through voice recordings, practice their voice notes as many times as they preferred before sending them to be sure that their work was good, have a record of their answers and teacher feedbacks to correct their grammatical and pronunciation mistakes. Finally, WhatsApp allows maintaining interactive communication, increases students motivation, encourages learners autonomy, developed their critical thinking, and promote individual and collaborative work.

4.2 Recommendations

- To know students speaking level is an important factor in the learning and teaching process. For that reason is recommended that teachers apply a standardize test at the begging of the course in order to identify which are the aspects that students need to improve and which strategies, technique and materials teachers could apply in this process.
- It is recommended to create educational WhatsApp groups in order carry out activities that promote communication, interactions and participation which can be develop in an individually or in a collaborative way because these kind of activities are very useful to improve students speaking skills. Moreover, WhatsApp can be used to carry out adapted activities to promote the other language skills (listening, writing and reading).
- Teachers should use WhatsApp in educational settings because it has great versatility and it can be accessed from anywhere and at anytime. For these reasons, it is recommended to use WhatsApp as a pedagogical tool to promote and improve students speaking skills because its use allows having a good interaction between teachers and students both inside and outside the classroom, increases students participation, encourages learners autonomy, develops critical thinking and increases students motivation. Furthermore, it allows creating a flexible space where students and teachers can share and save images, videos, documents, or any kind of information that could be considered useful for the speaking learning process.

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ANNEXES

Annex 1: Commitment letter

CARTA DE COMPROMISO

Ambato, 20/10/2021

Doctor,
Marcelo Núñez
Presidente de la Unidad de Integración Curricular
Carrera de Pedagogía de idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo, Mg Sarah Iza en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: “ **WhatsApp and the Speaking Production**”, propuesto por la estúdiante **Evelyn Jahaira Arroba Chango**, portadora de la Cédula de Ciudadanía **1850590231**, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjero de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



.....
Mg. Sarah Iza
0501741060
0984060528
sj.iza@uta.edu.ec

Annex 2: Pre-test and post-test

Part 1 (2–3 minutes approx.)

Phase 1

Interlocutor

Good morning/afternoon/evening.
Can I have your mark sheet, please?

Hand over the mark sheets to the Assessor.

I'm and this is
He/She is just going to listen to us.

What's your name? Where do you live/come from?
Thank you.

(Interlocutor asks the following questions)

Where do you work or are you a student?

What do you do/study?

Thank you.

Back-up prompts

Do you have a job?
Do you study?

What job do you do?
What subject do you study?

Parts 3 and 4 (6 minutes)

Interlocutor I'm going to describe a situation to you. A young man works very hard and has only one free day a week. He wants to find an activity to help him relax.

Here are some activities to help him relax.

Place **Part 3** booklet, open at **Task 1**, in front of the candidate. Allow candidate adequate time to read the task.

Now, we're going to talk together about the different activities he could do, and then I'd like you to decide which would be most interesting.

All right? Now, we're going to talk together. Can you start?

**Candidate/
Interlocutor**

.....

⌚ approx. 2
minutes

Interlocutor Thank you. (Can I have the booklet please?) Retrieve **Part 3** booklet.

Activities to help the man relax



Part 4

Interlocutor

Use the following questions, as appropriate:

- **What do you do when you want to relax? (Why?)**
- **Do you prefer to relax with friends or alone? (Why?)**
- **Is it important to do exercise in your free time? (Why?/Why not?)**
- **Is it useful to learn new skills in your free time? (Why?/Why not?)**
- **Do you think people spend too much time working/studying these days? (Why?/Why not?)**

Select any of the following prompts, as appropriate:

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

Source: B1 Preliminary Handbook for teachers for exams (2020)

Link to access: https://cambridge-exams.ch/sites/default/files/b1-preliminary-handbook_2020.pdf

Annex 3: Rubric

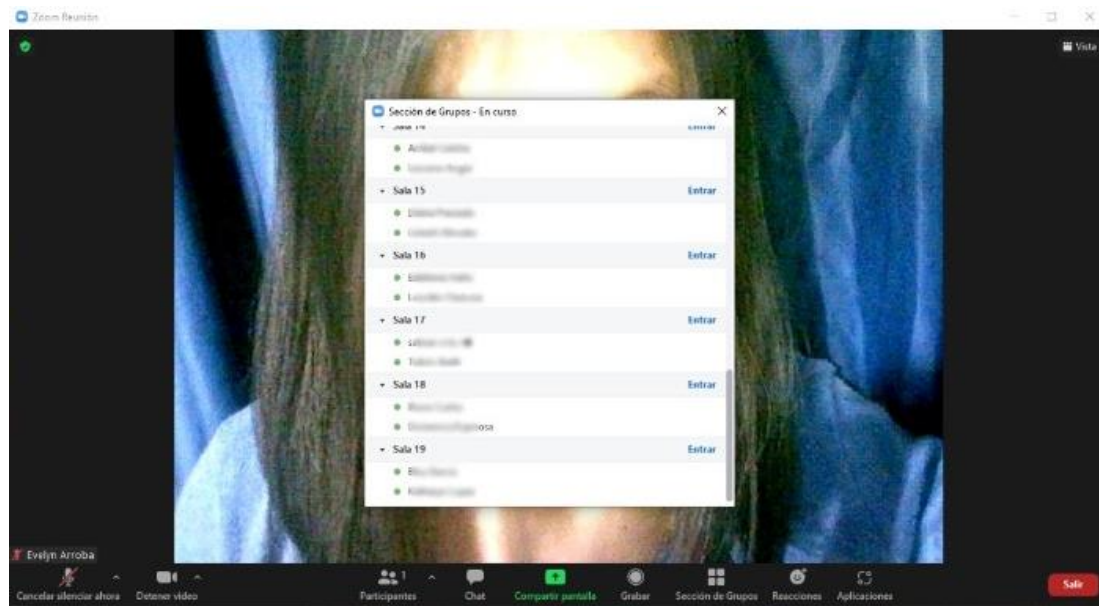
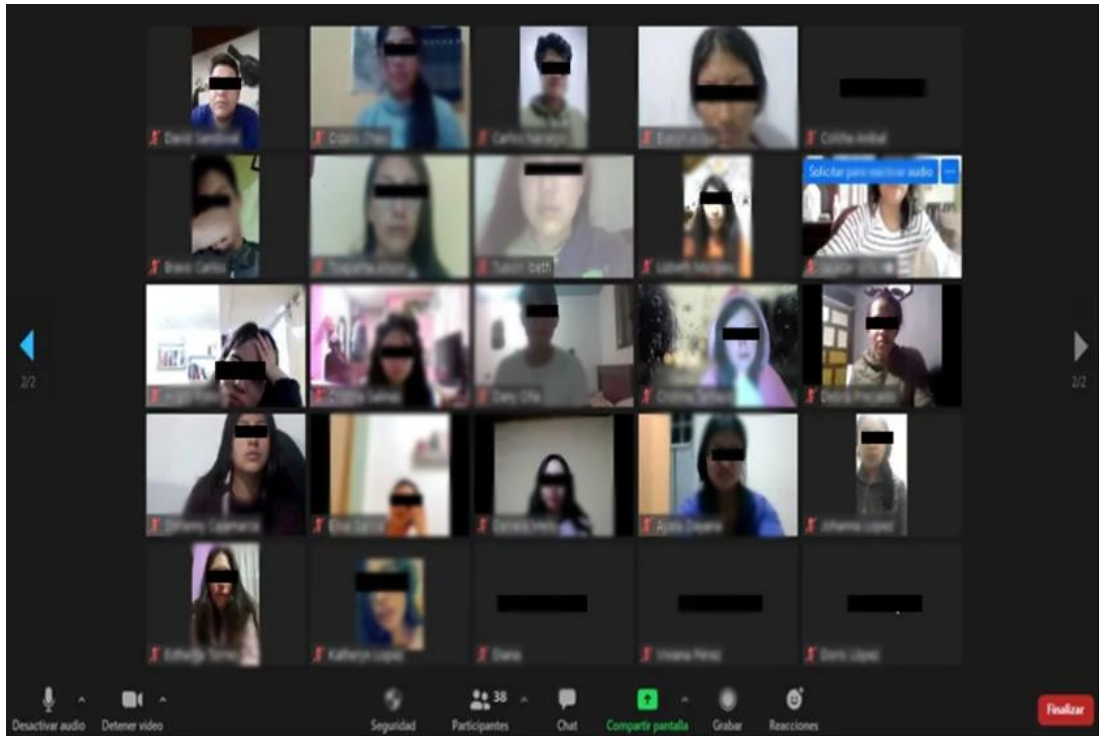
B1	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication
2.5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices	Is intelligible. Intonation is generally appropriate. Sentence and word generally accurately placed. Individual sounds are articulated clearly	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
1.5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses, which are extended beyond short phrases, hesitation. Contributions are mostly relevant, but there may be repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support
1.0	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics	Produces responses, which are characterized by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.

Adapted from: B1 Preliminary Handbook for teachers for exams (2020)

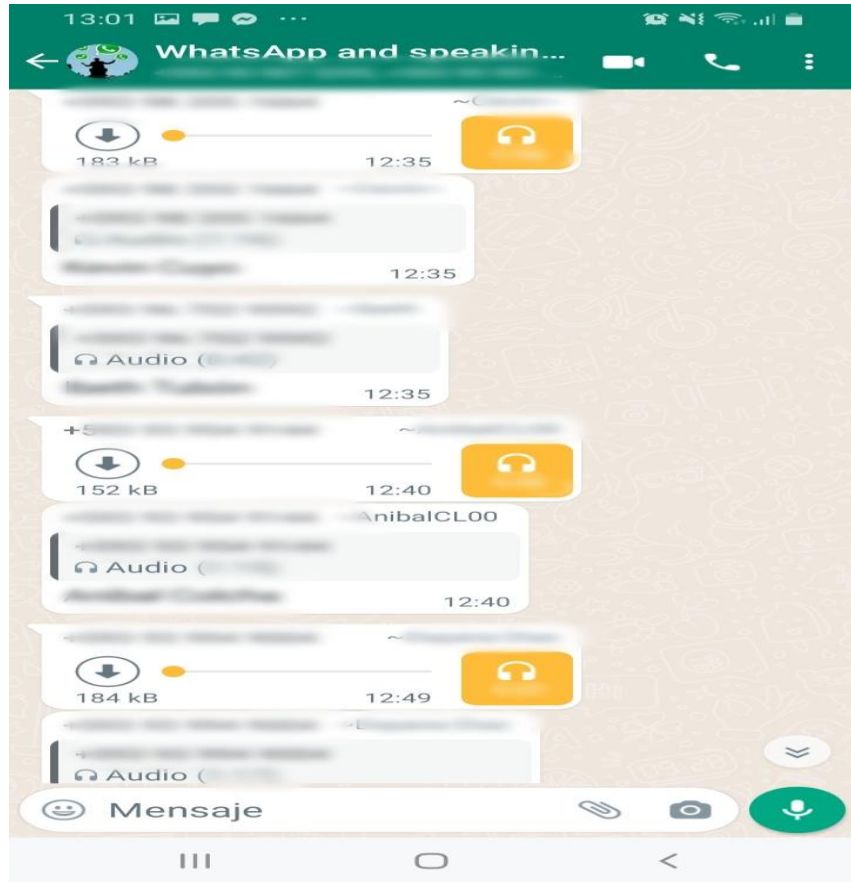
Prepared by: Evelyn Jahaira Arroba Chango

Link access: <https://cambridge-exams.ch/sites/default/files/b1-preliminary-handbook-2020.pdf>

Annex 4: Zoom meetings



Annex 5: WhatsApp group






Annex 6: Urkund report



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Sources included in the report

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