



Advance Social Science Archives Journal

Available Online: <https://assajournal.com>

Vol.2 No.4, Oct-Dec, 2024. Page No. 534-548

Print ISSN: [3006-2497](#) Online ISSN: [3006-2500](#)

Platform & Workflow by: [Open Journal Systems](#)



EXPLORING THE EFFECTIVENESS OF WHATSAPP FOR ESL READING AND WRITING: PERCEPTIONS OF PAKISTANI LEARNERS IN KHYBER PAKHTUNKHWA

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ABSTRACT

The rapid advancement of technology had significantly influenced students' lifestyles, with platforms like WhatsApp playing a pivotal role in shaping modern learning experiences. As a social networking tool, WhatsApp had proven to be an effective resource for enhancing the reading and writing skills of English as a Second Language (ESL) learners, offering a dynamic communication channel between teachers and students. While numerous studies had explored this trend in various countries, limited research had been conducted in Pakistan. This study aimed to examine the perceptions of undergraduate students in government colleges of Khyber Pakhtunkhwa (KP) regarding the use of WhatsApp as a tool to improve ESL reading and writing skills. Additionally, the research investigated the significance of WhatsApp in ESL classrooms. A total of 300 undergraduate ESL students from different government colleges in KP were selected as the sample for this research. A cross-sectional descriptive survey design was adopted, using a close-ended questionnaire to gather data. The data were analyzed quantitatively with the help of the Statistical Package for Social Sciences (SPSS), applying descriptive statistics, including percentage, mean, and standard deviation, to interpret the results. The findings revealed that students perceived WhatsApp as a beneficial tool for online learning, specifically in enhancing their ESL reading and writing abilities. This study provided valuable insights into the potential of integrating WhatsApp into ESL classrooms to support language development.

Keywords: Technology, perception, second language learning, SPSS, reading and writing

INTRODUCTION

There is no doubt that technology is now an integral part of everyday life and culture. Its application in education, and particularly language acquisition, has improved considerably since technology development gives scope for better learning. One of these developments is the advent of Mobile-Assisted Language Learning (MALL), which has been increasingly popular over the recent past. MALL has been boosted in the context of foreign language learning with the growth of mobile phones since learners are able to use their phones to acquire language materials at their own pace

and convenience. Mobile devices, in so doing, especially through supporting independence of learners and learner-centeredness, have great prospects in replacing established norms of educational processes and practices (Vavoula & Sharples, 2008). Social media and networking apps are now among the most useful mobile applications for learners. Social media is a category of internet-based applications that allow the creation and exchange of user-generated content (Kaplan and Heinlein, 2010). Such platforms, which include WhatsApp, have had tremendous advancements in communication and learning in education.

WhatsApp is a very common application, and students use it on a daily basis to talk, hence it can be used for technology-enhanced, English as Second Language (ESL) education purposes. Among the students who use WhatsApp, features of group messaging and Files sharing could assist their learning. Its capacity to encourage students-teachers communication in real time provides chance for the students to experience the learning in active setting. Its use among students makes it possible to connect informal peer conversations with formal lectures in classrooms, especially in the context of English teaching as a second language. In ESL classes where students have almost no speaking and writing fluency, learners can use WhatsApp as a tool to interact more freely and receive greater amounts of feedback regarding their self-expression about topics to which they feel strongly towards. It is especially useful for those students who are reluctant to pay attention in class, where students are shouted at and spoken over, chaos ensues. On the other hand, teachers can participate actively, using WhatsApp, and give classes the content they wish, allow students to speak, and answer their questions.

There has been a growing focus on the integration of WhatsApp into Learning particularly in places like South Africa where students have reported positive feedback. However, research on the use of WhatsApp in Pakistan ESL contexts is still scarce. A number of studies have indicated that the use of mobile learning tools such as WhatsApp facilitates not only communication but also educational content relevance to students' life and improvement of learning outcomes. Besides, WhatsApp has the potential to assist in writing skill acquisition by promoting extensive written communication among students which involves thinking and creativity (Allagui, 2014). The goal of this study is to investigate the use of WhatsApp in learning reading and writing in English as a Second Language Classrooms among undergraduate students in Khyber Pakhtunkhwa, Pakistan. This study attempts to see the effectiveness of WhatsApp in students' second language acquisition and its students' perceptions and experiences in using WhatsApp for language learning. These findings will expand understanding of the real possibilities of mobile applications for language learning as well as advice on how such tools can be incorporated in ESL teaching and learning in the region.

Literature Review

It is evident that mobile technology is revolutionizing educational practices especially in language learning. Out of many applications, it is WhatsApp that has become popular in the classroom and is gaining popularity among students in enhancing

language resources including in English as a Second Language (ESL) and English as Foreign Language (EFL) situations. Using WhatsApp, students are given attention with regard to language skills practice, peer and instructor communication, as well as participation in group work. This app has been the focus in many studies claiming that it can boost language proficiency, enhance reading and writing ability, as well assist in student motivation and the development of strong ways of thinking.

According to research, students have reported that WhatsApp improves their language practice and language skills. For instance, Mistar and Embi (2016), in their study, issued a questionnaire to students at the end of a semester where they were taught English with the aid of WhatsApp and it was discovered that a majority of the students actively communicated on WhatsApp during the course of their learning. They also emphasized that a wide range of language skills could be usefully employed through the course and in class discussions: "Reading articles and books, listening to audio recordings, engaging in various writing activities such as essays, letters, reports, and messages, and speaking on various topics." In this study, twenty respondents were selected and a focus group discussion was held in order to validate the questionnaire. The results suggested that students perceived that the platform provided resources, which made it easier for them to language, a lower class size engaged more actively during learning sessions. Resceptively, Kaid Mohammed Ali and Rashad Ali Bin-Hady (2019) investigated students' readiness for using the WhatsApp application in teaching and learning. The application had a positive effect on the students' language skills such as reading, writing, and vocabulary.

Outcomes expected to enhance students' lessons according to Gasaymeh (2017) included a greater variety of sources and a type of class followed by enhanced lessons as well as feedback from students who reported ease of use with regards to the network. Integration of WhatsApp in their study was perceived as a positive impact on student's perceptions. The platform was uncomplicated; therefore students were able to easily communicate with their peers as well as seek help from instructors.

Correspondingly, Dashti and Aldashti (2015) observed that mobile devices, including WhatsApp, had a favorable perception among EFL learners, particularly for the reasons of improving their grammar and vocabulary skills. They noted that MALL was beneficial and were impressed by the degree of flexibility and creativity it provided to them, while a number of students regarded it as a valued supplement to classroom learning. Besides, the increasing student engagement and motivation, thanks to the power of WhatsApp, are other factors that have contributed to its increasing use in language learning. Awada (2016) investigated the role of WhatsApp in the context of students' writing and stated that the inclusion of WhatsApp in writing classes had a positive effect on writing skills as well as students' motivation. Students exposed to the experimental group who used WhatsApp in their learning were more cooperative than their colleagues taught through more conservative approaches.

Problem Statement

Reading and writing are considered vital competencies in language, however, ESL students from Pakistan tend to find them quite troublesome to develop. Many

students face problems in especially reading comprehension and creative writing tasks. Though some are able to learn chunks by heart, they are not able to recreate the thought in their work. These difficulties develop not just because of the nature of a student but also because of the nature of the reading and writing process, the method of teaching and the design of the course. Perceptions greatly influence students' attitudes and motivation towards a given activity. Moreover, negative perceptions can limit the degree and depth of involvement of the learner as well as progress. The aim of this study is to investigate the views of undergraduate students on the use of WhatsApp in improving their ESL reading and writing skills. It will also seek to find out whether WhatsApp presents a positive possibility that can influence student's perception and add value towards the enhancement of such abilities with a view of increasing their engagement and learning in ESL education.

Research Questions

The research questions for this study are:

1. How do undergraduate students perceive the use of WhatsApp as a tool for enhancing their ESL reading skills?
2. How do undergraduate students perceive the use of WhatsApp as a tool for improving their ESL writing skills?

Research Objectives

The objectives of this study are:

1. To explore undergraduate students' perceptions of using WhatsApp as a tool to enhance their ESL reading skills.
2. To examine undergraduate students' perceptions of using WhatsApp as a tool to improve their ESL writing skills

Significance of the Study

This study is important considering the responsiveness of online language learning in Pakistan, especially with regards to the use of WhatsApp in improving ESL skills. The results will assist teachers, administrators, and policy makers in comprehending students' views about WhatsApp as an educational tool, which might inform on more effective strategies of teaching languages. Considering students' likes and dislikes, teachers are able to create more interesting and practical classes, while policy makers may decide to use WhatsApp in language teaching to foster improved results. Furthermore, the study creates an opportunity for more research into the use of mobile applications in language classes in the future.

Delimitation

It focuses on undergraduate students from Khyber Pakhtunkhwa, Pakistan, particularly those in the ESL courses. The research was carried out in chosen colleges that have students from a range of backgrounds in the region, thus enabling the researcher to understand their views regarding the use of WhatsApp in enhancing their reading and writing skills in English. For data collection, a descriptive survey design was employed and questionnaires that concentrated on the students' experiences were used. This study does not cover other language skills like speaking and listening as it focuses on the use of WhatsApp in reading and writing only. While the research concentrates on

particular institutions, the results seem to reveal some opportunities regarding the effectiveness of WhatsApp as a teaching aid in such institutions and even suggest further applications in wider English as a Second Language contexts not only in Pakistan but also worldwide.

Methodology

Research Design

The research applied a cross sectional descriptive survey design to examine the attitudes of undergraduate ESL learners with WhatsApp enabled reading and writing skills improvement. According to Omair (2015), cross-sectional in nature and design is ideal since data are collected at one specific point in order and enables the researcher to have many respondents and extrapolate any findings to the population as a whole. The research adopted a quantitative approach to assess students' attitudes which is suitable for the statistical analysis of the data (Creswell, 2002). The research design also helped in understanding the role of the tool WhatsApp which was used as a learning aid in the language development of ESL learners in Khyber Pakhtunkhwa region of Pakistan.

Population and Sampling Procedure

The target population consisted of undergraduate ESL students enrolled in government colleges in Khyber Pakhtunkhwa. A total of 300 students (150 male and 150 female) were selected through simple random sampling from six different colleges: Government Girls Post Graduate College No. 1 Abbottabad, GPGC No. 2 Mandian Abbottabad, Government Postgraduate College No. 1 Abbottabad, GPGC for Women Haripur, Government Girls Degree College K.T.S Haripur, and Government College Mansehra. Simple random sampling ensured that every student had an equal chance of being selected, making the sample representative of the larger student population (Simkus, 2022).

Data Collection and Analysis

The main data collection tool was the questionnaire that contained 27 items aimed at gauging students' views concerning the importance of WhatsApp in improving their reading (18 items) and writing (9 items) skills. The respondents were asked to respond to the items using a 5-point Likert scale, which enabled the measurement of respondents' attitudes and perceptions about tasks. The questionnaire was modified based on past researchers (Saleh, 2019; Warman, 2018) in order to suit the requirements of the Pakistani context, increasing the level of validity and reliability in terms of the statistical analysis of the data. Data collection was done for two weeks after the request was granted by the college administrations. Students willing to partake in the research were enrolled after signing a consent form, and before filling in the questionnaire voluntarily. The conducting of the research occurred in the classroom or during specific periods; this was to ensure that the respondents had sufficient time to give their responses. Closed-ended questionnaires were administered so as to ensure that the answers were uniform, which made the analysis of the data easier as the researcher was able to apply statistical methods at ease. The data was coded and analysed using SPSS (Version 21) descriptive statistics in the form

of frequencies, percentages, means and standard deviations were calculated to summarize students' responses. The information gathered gave a rough illustration of how students were perceiving the use of WhatsApp as a tool to support their ESL reading and writing skills development and improvement. Furthermore, the gender of the informants was analysed to determine if there are differences across the demographics. During the entire data collection process, several measures were used to achieve a reasonable ethical compliance.

Ethical Consideration

Ethics principle was adhered to in the whole research. Before the commencement of data collection, both the participants and college administrators were informed about the study and gave their consent. Voluntary participation was encouraged and students were informed that the answers they give would be kept private. Everything that was done in the course of the study was in line with the rules that govern ethical conduct of research, with the aim of protecting the rights of the participants. No student was affected in their academic work as a result of the decision to take part in or not take part in the research. Moreover, the researcher was careful not to be biased while analyzing the data, so that preconceived ideas do not affect the results.

Results

Analysis of Research Hypotheses

To achieve the objectives of this study, several hypotheses were formulated. Each hypothesis was examined in relation to the relevant research questions, with results analyzed accordingly to draw meaningful conclusions:

1. The use of WhatsApp as a learning tool has a positive impact on enhancing the ESL reading skills of undergraduate students

Table 1.1: Descriptive Statistics for Students' Perceptions of WhatsApp as a Tool for Enhancing ESL Reading Skills

Statements/Questions	N Valid	Mean	Std. Deviation	Mini mum	Maxi mum
I think it would be easy to use Whatsapp application for my language learning.	300	4.09	.825	2	5
I think using Whatsapp for my language learning would be interesting and enjoyable	300	4.15	.798	2	5
I think using Whatsapp for reading will cause me social problems.	300	2.84	1.084	1	5
I think Whatsapp favors faster knowledge sharing.	300	4.32	.657	3	5
I think using Whatsapp English medium groups would be beneficial for developing reading skill.	300	4.24	.670	2	5
It would be easy for me to become skillful in discovering information via Whatsapp	300	4.02	.852	2	5
I think using Whatsapp English medium groups would be beneficial for me to develop my vocabulary	300	4.18	.685	2	5
Using Whatsapp English medium group helps me to enhance my reading comprehension.	300	3.99	.761	2	5
It would be easy to interact and communicate with group members to do reading discussion through Whatsapp	300	4.24	.741	2	5
It would be convenient to practice English reading through Whatsapp since I can access it anytime and anywhere.	300	4.21	.781	2	5
I see the Whatsapp features are easy to use in learning and discussion on reading.	300	4.23	.816	2	5
I think Whatsapp can provide opportunities to extend English reading outside the classroom through Whatsapp and reading group discussion	300	4.02	.807	2	5
I think it is helpful to comprehend English reading through Whatsapp after learning English reading comprehension in classroom	300	3.99	.776	2	5
I think it is good to learn English reading through Whatsapp since we can read authentic material	300	3.98	.871	1	5
I think learning reading comprehension through Whatsapp is interesting since we use technology	300	4.05	.828	1	5
I feel enthusiastic learning reading comprehension through Whatsapp	300	3.73	.998	1	5
I see it is challenging to do assignment or task through Whatsapp after reading texts shared by the teacher	300	3.49	1.178	1	5
I feel comfortable to interact and communicate with friends for reading discussion in mobile environment as compared with in class	300	4.17	1.081	1	5

According to the 1.1 above, the data indicates that the majority of students hold positive perceptions about using WhatsApp as a tool for language learning. For

instance, many students believe that WhatsApp is easy to use for language learning (M=4.09, SD=0.825), and they find it to be both "interesting and enjoyable" (M=4.15, SD=0.798). This suggests that WhatsApp is seen as a convenient and engaging platform for learning. Students also agree that WhatsApp supports faster knowledge sharing (M=4.32, SD=0.657), which they perceive as an advantage for their learning experience. In addition, the majority of participants find WhatsApp English-medium groups beneficial for enhancing their reading skills (M=4.24, SD=0.670). They also believe that WhatsApp facilitates easy access to information (M=4.02, SD=0.852) and helps in developing vocabulary (M=4.18, SD=0.685). Furthermore, WhatsApp groups are perceived as helpful in improving reading comprehension (M=3.99, SD=0.761), with students noting the ease of interaction and communication with peers for reading discussions (M=4.24, SD=0.741). The flexibility of WhatsApp, allowing students to access it "anytime and anywhere" for reading practice, is also highlighted as a key benefit (M=4.21, SD=0.781). The user-friendly features of WhatsApp are recognized as valuable for facilitating discussions related to reading and learning (M=4.23, SD=0.816). Additionally, students acknowledge that WhatsApp offers opportunities to extend English reading practice beyond the classroom through group discussions (M=4.02, SD=0.807). They find it helpful for reinforcing reading comprehension learned in traditional face-to-face classrooms (M=3.99, SD=0.776) and appreciate the ability to read authentic materials on the platform (M=3.98, SD=0.871). Moreover, the use of technology in learning reading comprehension through WhatsApp is considered an exciting and effective approach (M=4.05, SD=0.828). While students report feeling enthusiastic about using WhatsApp for reading (M=3.73, SD=0.998), some find the tasks or assignments related to reading somewhat challenging (M=3.49, SD=1.178). Finally, students generally feel more comfortable communicating and interacting with peers for reading discussions via WhatsApp compared to traditional classroom settings (M=4.17, SD=1.081).

Overall, the mean scores (ranging from 3.49 to 4.32) suggest that most students have a positive view of WhatsApp as a tool for enhancing language skills, particularly in the areas of reading and reading comprehension. This reflects a strong acceptance of WhatsApp's potential in supporting language learning outside the traditional classroom environment.

2. The second hypothesis posited that the use of WhatsApp as a learning tool has a positive impact on enhancing the ESL writing skills

Table 2.1: Descriptive Statistics for Students' Perceptions of WhatsApp as a Tool for Enhancing ESL Writing Skills

Statements/Questions	N Valid	Mean	Std. Deviation	Minimum	Maximum
Whatsapp chats would help me to develop my writing skill	300	3.92	1.039	1	5
Writing through Whatsapp would improve my spelling and grammar	300	4.01	1.008		5
Using Whatsapp English medium group would provide me time to practice my written English	300	3.77	.993	1	5
Whatsapp would motivate me to chat about my subject with classmates/instructors and learn	300	4.19	.783	1	5
Whatsapp helps to form/join student groups for language learning purposes	300	4.20	.803	1	5
Whatsapp would provide me with more opportunities to practice language than a traditional classroom	300	4.02	.852	1	5
I think using Whatsapp English medium groups would be beneficial for me to develop my vocabulary	300	3.66	.997	1	5
Using Whatsapp effectively improves my language learning	300	4.01	.932	1	5
My performance in written language gets improved by use of Whatsapp	300	3.71	1.098	1	5
Generally, Whatsapp helps facilitate learning anytime anywhere	300	4.18	.821	1	5

The table 2.1 reveals that a significant majority of students recognize the positive impact of using WhatsApp on improving their writing skills. For instance, the majority agree that WhatsApp chats help enhance their writing ability ($M = 3.92$, $SD = 1.039$). Furthermore, students strongly believe that engaging in writing activities through WhatsApp contributes to better grammar and spelling ($M = 4.01$, $SD = 1.008$). Additionally, they indicate that participating in English-medium WhatsApp groups provides valuable opportunities to practice writing ($M = 3.77$, $SD = 0.993$), and that WhatsApp encourages collaborative learning through interaction with teachers and peers about academic subjects ($M = 4.19$, $SD = 0.783$). The data also suggests that students find it easy to form and join language-focused groups on WhatsApp ($M = 4.20$, $SD = 0.803$). Furthermore, students perceive WhatsApp as a more flexible platform for practicing written English compared to traditional classroom settings, with a mean of 3.66 ($SD = 0.997$), reflecting a preference for the accessibility and convenience WhatsApp offers. Moreover, students agree that WhatsApp plays a significant role in improving their overall language learning ($M = 4.01$, $SD = 0.932$), and they note improvements in their written English performance as a result of its use ($M = 3.71$, $SD = 1.098$). Finally, students strongly agree that WhatsApp facilitates continuous learning by providing the flexibility to engage with content anytime and anywhere ($M = 4.18$, $SD = 0.821$). Overall, the responses from students demonstrate a consistent and positive outlook on using WhatsApp for language learning, particularly

in developing and refining their writing skills. The mean values across all items (ranging from 3.66 to 4.20) highlight a general consensus that WhatsApp is an effective tool for enhancing written English, offering students more opportunities for practice and interaction outside of the traditional classroom.

Discussion of the Findings

This study set out to investigate undergraduate students' perceptions on the use of WhatsApp in enriching their ESL skills, in particular reading and writing, through a questionnaire. The results obtained from this questionnaire which had two sections, one dealing with ESL reading focusing on Graduate students' and the other on ESL writing, indicated that most of the students have positive attitudes with regard to the use of WhatsApp in language learning.

Perceptions on WhatsApp for Enhancing ESL Reading Skills

When it comes to ESL reading, a majority of the students who responded to the questionnaire were of the opinion that they were able to improve their reading skills through WhatsApp. Most of the students thought that WhatsApp allows them to engage and improve their reading skills outside the classroom setting. These findings are consistent with previous studies, such as Butler and Wiburg (2003), which suggest that technological resources can meet the requirements of individual students by enabling them to practice reading in different situations. A few of the students did express some reservations about disciplinary issues or problems with use of WhatsApp for educational purposes. In spite of these issues, the feedback was highly favorable with students mentioning the ease of use and the fun that WhatsApp adds to their reading activities. Many stressed the advantages of learning on an anytime and anywhere basis, and the group talk facilitated their vocabulary growth and comprehension of the texts.

Perceptions on WhatsApp for Enhancing ESL Writing Skills

As for the students' perceptions on the use of WhatsApp application in ESL writing, most of them concurred with the claim that it helps with their writing skills as well. They saw WhatsApp as a way to enhance the three areas of language writing which are grammar, vocabulary and fluency. Students enjoyed the ease with which they were able to do writing and interact with their colleagues and instructors. This showing Syarif and Zaim (2021) conclusions regarding wrote skill not only through solitary writing but rather through interactions, collaboration and peer feedback with WhatsApp. More than one-fifth of the students emphasized that WhatsApp provides them with surplus space to express themselves in writing compared to the confines of the classroom, as others felt it easier to participate in writing through chats and group discussions. WhatsApp also availed an informal atmosphere in which pupils were able to free themselves from inhibitions and write frequently and more wordily than they would have done in face-to-face classroom situations. Also being able to network with colleagues and get a quick response was also important.

Expanding Vocabulary and Improving Grammar

One of the most important terms to come out of the students' answers is the use of WhatsApp in building more vocabulary. Students mentioned that discussions on

WhatsApp as a group were constructive since new ideas were added that could be borrowed later in their writings or speech. The informal use of language, such as posting new words in the group chats or on their status updates and discussing it, enhanced vocabulary over the long period of time. In addition, learners pointed out that WhatsApp positively influenced their grammar. Because of constant writing and peer feedback, they were able to replace errors with correct forms and thereby language accuracy was achieved. Particularly advantageous was this for those who were shy to speak in a normal classroom.

Promoting Motivation and Engagement

WhatsApp was also found to be an effective motivator. The relaxed atmosphere at times not only relieved pressure on the learners but also encouraged them to say more which contributed towards their interest in the learning of the language. Students reported that being on WhatsApp made the learning process enjoyable as well as less tense and this provided a drive for them to put more effort in, both in writing and reading.

To sum up, the study does not propose that WhatsApp replaces traditional learning but rather underscores what WhatsApp can do to improve ESL skills. Students tend to believe that WhatsApp is a useful tool in addition to classroom learning and it provides ballast, stimulation, and peer to peer learning opportunities. Use of WhatsApp in language classes can assist in fostering varied techniques of learning and enable learners get more chances to use the language in practical and interactive ways. The results seem to show that WhatsApp can be useful to ESL learners in that they can improve their reading and writing skills and increase cooperation among peers. Thus, it may be helpful for educational institutions in the future to introduce WhatsApp-based learning methodologies in addition to existing ones and enhance students' language learning.

Implication of the Findings

There are some important aspects of teaching with WhatsApp that are relevant to the improvement of one's learning experience. Researchers have observed that WhatsApp is a good motivator of the students as well as the teacher- learner approach. Since communication is made simple, students are able to discuss academic matters with classmates and teachers even when there are no classes. This is helpful in promoting an active participatory learning approach and assists learners to be more prone to participation particularly in language learning. Through WhatsApp, students are able to get academic materials like reading assignments and other academic chores, as well as the deadlines for a wide variety of other chores. It also enables them to post writing samples in group chats which makes it easier for peer review and collaborative learning. Such a form of interaction increases not only their writing mastery but also creates positive attitudes towards learning. To improve the efficiency of learning in WhatsApp, students ought to be made to practice in an enabling online environment. Teachers can arrange for certain periods when students can contact them for academic support, for asking questions or clarifications. By allocating fixed time for communication, students are likely to tackle any academic problems they are having.

Other useful strategy is to use status updates for students' written work. This makes it possible for students to frequently open their own compositions and also to examine other students' contributions in order to learn something from the others. In any case, WhatsApp is quite an interesting free learner-centred tool for engaging students, developing writing and language skills, and strengthening peer relations among learners. Thus, through its proper integration in the learning process students and teachers are likely to be facilitated with more interesting and interactive education.

Conclusion and Future Research Directions

In this research, the use of WhatsApp as a tool for developing ESL reading and writing skills among students was closely examined based on undergraduate students' perceptions in Khyber Pakhtunkhwa. The findings of the study are that students possess a favorable attitude about the use of WhatsApp in academics, specifically in the development of their writing as well as reading skills. WhatsApp is a perfect medium for students as it enables them to interact with their peers and instructors, provide feedback on the reading assignments given, and engage in discussions with their groups, thus bringing excitement to the process and improving understanding. Furthermore, the findings of the study show that building of confidence is within the reach of WhatsApp as students are able to engage in classroom discussions with their peers and teachers, thereby facilitating mastery of the concepts. The study further shows that WhatsApp can also be used for effective purposes in different levels of education, intermediate level in particular to university level. This is especially so if the teachers encourage students to focus and study the groups that are formed according to tasks. The study further demonstrates that ESL writing instructors can devise some strategies to overcome such issues among students like getting information for writing essays. Moreover, the evidence provided by this research suggests that by being exposed to different writing samples shared over WhatsApp, students tend to use different ideas from different sources of writing thereby improving their writing skills. Mobile technology fosters doubts in regard to the personal relationships hence this research establishes that mobile learning especially through WhatsApp is helpful in development of language skills reading and writing in particular. In view of these findings, the study calls for the official incorporation of WhatsApp in various practices of ESL teaching in the course of the lessons and within the policy of education. As an already usable and workable application, WhatsApp has much room to enhance language learning in Khyber Pakhtunkhwa. So it must be officially recognized and embedded into teaching strategies to make it possible to transform language education to a more engaging and goal-oriented process. To summarize, WhatsApp as an additional learner aide is in keeping with the world's direction of mobile learning and can serve ESL learners in this part of the region effectively.

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Appendix

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Perceptions on the Use of Whatsapp for ESL reading					
I think it would be easy to use Whatsapp application for my language learning.					
I think using Whatsapp for my language learning would be interesting and enjoyable.					
I think using Whatsapp for reading will cause me social problems.					
I think Whatsapp favors faster knowledge sharing.					
I think using Whatsapp English medium groups would be beneficial for developing reading skill.					
It would be easy for me to become skillful in discovering information via Whatsapp.					
I think using Whatsapp English medium groups would be beneficial for me to develop my vocabulary.					
Using Whatsapp English medium group help me to enhance my reading comprehension.					
It would be easy to interact and communicate with group members to do reading discussion through Whatsapp.					
It would be convenient to practice English reading through Whatsapp since I can access it anytime and anywhere.					
I see the Whatsapp features are easy to use in learning and discussion on reading.					
I think Whatsapp can provide opportunities to extend English reading outside the classroom through Whatsapp and reading group discussion.					
I think it is helpful to comprehend English reading through Whatsapp after learning English reading comprehension in classroom.					
I think it is good to learn English reading through Whatsapp since we can read authentic material.					
I think learning reading comprehension through Whatsapp is interesting since we use technology.					
I feel enthusiastic learning reading comprehension through Whatsapp.					
I see it is challenging to do assignment or task through Whatsapp after reading texts shared by the teacher.					
I feel comfortable to interact and communicate with friends for reading discussion in mobile environment as compared with in class.					
Perceptions on the use of Whatsapp for ESL writing.					
Whatsapp chats would help me to develop my writing skill.					
Writing through Whatsapp would improve my spelling and grammar.					
Using Whatsapp English medium group would provide me time to practice my written English.					
Whatsapp would motivate me to chat about my subject with classmates/ instructors and learn .					
Whatsapp helps to form/ join student groups for language learning purposes.					
Whatsapp would provide me with more opportunities to practice language than a traditional classroom.					
Using Whatsapp effectively improves my language learning.					
My performance in written language gets improved by use of Whatsapp.					
Generally, Whatsapp helps facilitate learning anytime anywhere.					