

A Grade 9 English teacher in an Omani government school reported homework-related issues that prevented her from achieving her targeted lessons' objectives.

- o RO1: To explore how using WhatsApp can improve the teaching and learning experience from a teacher's perspective
- o RO2: To identify the advantages and disadvantages of using WhatsApp in teaching
- o RO3: To identify the challenges of implementing WhatsApp as experienced by a teacher using WhatsApp

The current research explores the implementation of WhatsApp with Grade 9 students from the perspective of the teacher. Furthermore, it will provide a deeper understanding of the teacher's perceptions of the benefits and challenges of enhancing students' participation, classroom management, homework and learning outcomes in terms of students' language proficiency after using WhatsApp in teaching English. Similarly, the large number of students who reportedly use WhatsApp in the literature (<https://www.whatsapp.com/about/>, 2017) justifies the exploration of this social network in English teaching in Oman. It is hoped that it contributes to in-depth knowledge of the advantages and disadvantages of using WhatsApp in Omani government schools to enhance students' involvement in their studies while at home. Additionally, the study aims to introduce the use of WhatsApp in learning, with its advantages and disadvantages, as it creates a chance for other researchers to dig deeper into this area in public schools in Oman. This study investigated the personal efforts of a teacher who integrated WhatsApp into her teaching of Grade 9 students in an Omani school to communicate with students outside of classroom time. The research hopes to inspire and motivate researchers to study the topic in further depth in other Omani contexts and with different levels of students. Roller (2017) discusses Piaget's constructivism theory, in which a teacher's role is to be an assistant who inspires students to be active in learning and thinking critically. A significant amount of research, such as that conducted by Amry (2014), Alsaleem (2013) and Salem (2013), has been conducted on using WhatsApp to address different language skills and elements, including, for example, reading, writing and vocabulary. Additionally, auto correction features of smartphones provide the correct spelling of words, which can help students write the words correctly in the future. For instance, Han and Kiskin (2016) examined the effect of WhatsApp activities on the speaking anxiety of 39 undergraduate students. The teacher implemented WhatsApp in her courses with the aim of providing a chance for students to practice English and overcome problems related to their homework. The purpose of this study is to explore the use of WhatsApp in Grade 9 in an Omani government school, how WhatsApp can improve the students' English and what the difficulties and limitations of using WhatsApp in teaching English are. According to the constructivist perspective, knowledge is gained and then constructed until it is integrated into the learner's previous knowledge and experience. Piaget (2013) states that constructivism is a factor in developing and constructing new concepts, ideas and thoughts. For example, the built-in dictionary suggests the most common words used in writing and gives users some prediction about upcoming words as they are programmed. Therefore, the teacher sought to enhance the students' involvement in the course material and homework outside of class in order to maximise class time for more significant language practice. In this case, setting up a class WhatsApp group was expected to increase awareness and participation as the more students accessed the group, the more opportunities they would have to practice the language. The findings will create an opportunity to conduct more targeted research about the use of

WhatsApp in Omani schools. Accordingly, the study also aims to identify the advantages and disadvantages of using WhatsApp in teaching English. Finally, the study aims to explore the difficulties and limitations of using WhatsApp in teaching the language. Furthermore, the study is an opportunity to investigate the use of WhatsApp in Grade 9 in an Omani school as well as blended learning using the WhatsApp application. The researcher did not measure learning and proficiency improvements from the qualitative and narrative approach. First, Berge and Muilenburg (2013) describe m-learning as the use of mobile devices for learning as they are used for friendly communication and playing games. Al Hamdani (2013) describes the interaction between the learner or learners and other people. It could also help improve problem solving and the sharing and negotiation of opinions and perspectives on teaching and learning. Furthermore, Bansal and Joshi (2014) found that students learn more collaboratively when using WhatsApp in learning. Salem (2013) studied the impact of WhatsApp and Blackberry Messenger (BBM) on learning English in Kuwait. The study found that WhatsApp and BBM had a negative impact on formal writing due to the use of shortcuts, which affected participants' spelling ability. Another study was conducted in Ghana tertiary institutions by Yeboah (2014). The research found that the use of WhatsApp negatively affected students' spelling due to the use of acronyms and informal language. The fact that her students were using the WhatsApp social network motivated her to implement a blended learning solution to her problem. Widespread use of WhatsApp all around the world, and particularly in Oman, encourages teachers to use it as part of their teaching. First, the study aims to explore the use of WhatsApp and students' involvement in their English course outside the class from a teacher's perspective. The study aims to add a better understanding of using WhatsApp in teaching and learning in the Omani context. The researcher also hopes to encourage teachers and to raise their awareness of the possibility of using WhatsApp in general, specifically in teaching language. It would be premature for the study to be generalised to all Omani schools because only one case is being studied. The idea of using mobile devices for learning has gained popularity for several reasons. The same was suggested by Jongpil, Sangno, Steven and Song (2012), who identified three features. Cavus and Ibrahim (2009) found a relationship among informal learning, constructive learning and m-learning. It encourages learners, motivates them and raises their confidence. The experimental group explained that using WhatsApp allowed them to share knowledge efficiently and to collaborate with one another. Moreover, WhatsApp made students feel comfortable and free, which encouraged them to participate in the chat group. Alsaleem (2013) studied the effect of using WhatsApp in learning English writing and vocabulary, the perspective of the writer and word choice. The study involved 30 Saudi Arabian undergraduate students who were learning English as a foreign language (EFL). This improvement was mainly observed in vocabulary use and personal voice expression or perspective. The sample of the experiment included 211 participants, who were divided into two groups. Fifty students participated in the study, and 500 questionnaires were administered to students from the same institutions. It aimed to determine the impact of WhatsApp usage on students' performance. Due to the lack of student involvement in their English studies at home, the students did not have enough time to practice the language in class as most of the time was spent on understanding the topics. This positively affected the teacher's lesson time management and her achievement of the learning outcomes because she could finish the lessons as

planned. According to the WhatsApp website, the number of WhatsApp users has reached one billion. WhatsApp was selected by the teacher to be used as part of her English teaching course because most students had mobile phones and used WhatsApp. This study aims to achieve some specific objectives. Moreover, each new method teachers use has both negative and positive aspects. Furthermore, students in Omani governmental schools have merely 40 minutes to study English in class, which is not enough time to learn it or for each student to practice the language. The researcher did not explore the use of WhatsApp as students are not allowed to bring their phones to school. The theory proposes that experiences are the basis of constructing knowledge and meaning. This provides teachers with varied, effective and quick opportunities to reach and teach their students. Moreover, this was what the teacher benefited from using WhatsApp in teaching English. According to these authors, mobile phones (1) can be taken anywhere; (2) have the ability to access the Internet as well as any information anytime and anywhere; and (3) can be used to store and gather information, such as videos and photos. This help was described as informal and ubiquitous. It helps to develop learners' theories, ideas and learning in general. He found that the experimental group showed a definite difference compared to the control group at 0.05 alpha. A printed screenshot of a conversation in the chat showed that students used Arabic (the mother tongue) in the group discussion. Furthermore, this can occur if the teacher is careless towards such issues. Collaborative learning occurs more when students have more time to do activities and search for the answers. It can be hypothesised that WhatsApp may have an influence on students due to specific features that can be used in the application. Students may have focused on other chat groups and conversations while they were using WhatsApp, rather than actually learning while in the class. These difficulties in dealing with students similarly occurred with Sumya in the present study. Students sometimes dislike the topics they study as they are uninterested in them. In addition, the students were attending class without preparing for the lessons, or worse, without reading the lessons. Consequently, understanding the lessons took a longer amount of time than expected, which impeded the course delivery. From Sumya's perspective, WhatsApp was the solution for her students' problems learning English. These objectives are listed below. This research presents a chance to investigate a change from the traditional homework model to using WhatsApp. The use of WhatsApp has helped monitor students' learning outside the classroom as they do not have access to their phones during school. Subsequently, they could surf the Internet for information. Amry (2014) experimented with 30 university students. The researcher conducted a t-test to compare the results. The research suggests that the use of the mother tongue was due to the unclear instructions of the teacher. The researcher conducted the study with a pre-test and post-test design. The pre-test and post-test subjects were alike regarding difficulty and interest. The treatment involved different message writing tasks on WhatsApp. The abbreviation that is widely used around the world has a negative effect. A similar disadvantage was found with Sumya, the test subject of the present study. Furthermore, the construction of students' sentences was very weak. Teachers must attract students' attention to make them participate and listen to their teachers. Students' self-confidence disappears during speaking activities as they are afraid of making mistakes. According to the syllabus, teachers are required to cover each lesson within a 40-minute session. Furthermore, the large number of students per class added to the teacher's burden. For instance,

among the issues, students would forget to do their homework, copied others' work and had other people do their homework. Therefore, the teacher thought of a solution that would enhance the learning environment. For example, Al Hamdani (2013) found that technology helped with students' homework issues. Additionally, the teacher was only teaching Grade 9. In general, WhatsApp was used to involve students in doing homework and studying outside of class. It allowed students to become more exposed to English and to develop their learning experience. The theory was first introduced in psychology. It explains how people acquire knowledge. This study is related to the constructivist theory of learning. For example, it provides an easy way to reach anyone wherever they are. Students were described as asking one another for help in their learning. Constructive learning is based on learning from others' knowledge and ideas. In his experiment, a group of 15 students received e-learning instructions, whereas 15 students received face-to-face teaching. The study did not focus on a specific language skill. Using the mother tongue helped better acknowledge the topic than for students in face-to-face classes. The study showed that there was development in the participants' writing skills. Using a familiar and widely used program in learning usually has a positive impact on students. Students' attention during the lectures was also poor. Students have different personalities. The students were not doing their homework. In addition, it was believed that the more students would be exposed to the language, the more quickly they would learn. The result of the study is from the teacher's perspective, rather than the students'. They were supposed to use English in the group chat, rather than using their mother tongue. The use of the mother tongue helped students understand what was discussed more simply in the teaching. In other words, being exposed to words may help students remember those words. However, it does not always provide the expected results. The results of this study were interesting. However, they almost all feel anxious .when they stand in front of their friends