

HOW TO USE SOCIAL NETWORKING SITES AS A TOOL TO SUPPORT
SPANISH LANGUAGE TEACHING FOR SPANISH ELEMENTARY LEVELS
COURSES AT THE UNIVERSITY LEVEL

A Thesis

presented to

the Faculty of the Graduate School

at the University of Missouri-Columbia

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

LEONARDO MONTES ALVAREZ

Dr. Monica Marcos-Llinas, Thesis Supervisor

MAY 2018

The undersigned, appointed by the dean of the Graduate School, have examined

the thesis entitled

HOW TO USE SOCIAL NETWORKING SITES AS A
TOOL TO SUPPORT SPANISH LANGUAGE
TEACHING FOR SPANISH ELEMENTARY LEVELS
COURSES AT THE UNIVERSITY LEVEL

presented by Leonardo Montes Alvarez,

a candidate for the degree of master of arts,

and hereby certify that, in their opinion, it is worthy of acceptance.

Professor Monica Marcos-Llinas

Professor Ivan Reyna

Professor Cynthia M. Frisby

This thesis is dedicated to my family and friends. Without their support, I would not have been able to complete this research. My sister, Carolina Montes Alvarez, was always a constant source of support and it would not have been possible without her help.

ACKNOWLEDGEMENTS

I would like to thank Dr. Zephir who gave me the opportunity to be the first graduate student in my program doing a thesis. Before she died, she was my mentor and advisor. She guided me through almost all my thesis process and she was like a mother for me. I would also like to thank Dr. Monica Marcos-Llinas who helped me at the end of my thesis process as my advisor. Her help and guidance were crucial. Dr. Reyna and Dr. Frisby also helped me a lot during my thesis process.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
LIST OF FIGURES.....	vii
LIST OF TABLES.....	ix
ABSTRACT	x
INTRODUCTORY STATEMENT	1
The power of Information Technology in the World	1
Objective of the study.....	4
CHAPTER I: LITERATURE REVIEW	8
1.The Internet and Social Networking Sites (SNSs)	8
2. Social Networking Sites and Languages	9
3. Social Networking Sites and Education	18
4. Social Networking Sites and Language Teaching	19
5. Major SNSs	23
5.1 <i>Facebook</i>	23
5.2 <i>YouTube</i>	25
5.3 <i>Twitter</i>	26
5.4 <i>LinkedIn</i>	28
5.5 <i>Pinterest</i>	29
5.6 Other popular SNSs: <i>Snapchat</i> and <i>Instagram</i>	30
5.7 Language learning SNSs	33
5.7.1 <i>Lingualia</i>	33
5.7.2 <i>Duolingo</i>	33
5.8 Platforms that are very similar to SNSs: <i>Skype</i> and <i>WhatsApp</i>	34
6. Language Online.....	35
CHAPTER II	39
RESEARCH METHODOLOGY	39
Introduction	39
Instruments	43
Data collection.....	45
CHAPTER III	49
PRESENTATION AND ANALYSIS OF THE RESULTS.....	49
Willingness to use SNSs in the Spanish class.....	50
Usefulness of SNSs to practice Spanish	52

Best SNS to practice Spanish	54
Best SNSs for each communicative skill.....	56
Willingness to have activities in SNSs	58
Homework in SNSs	59
Evaluation in SNSs	61
Motivation towards SNSs in the Spanish class.....	63
SNSs that do not motivate the students.....	65
Usefulness of listening to native speakers in <i>YouTube</i>	67
Projects in SNSs	69
Experience with SNSs that are unique to language learning	70
The use of <i>Twitter</i> to improve reading	72
<i>Snapchat</i> for Role-Plays	74
<i>Skype</i> for speaking assignments	76
General suggestions	77
CHAPTER IV: CONCLUSIONS	81
1. What to consider when selecting SNSs	82
1.1) Time management to include SNSs in the activity planning.....	82
1.2) Overcoming distractions by planning appropriate time management for activities in SNSs	82
1.3) The instructors need to identify what SNSs they like the most.....	82
1.4) Taking advantage of students' motivation to use SNSs in the language class	83
1.5) Connecting with native speakers	83
1.6) <i>YouTube</i> to connect with native speakers	84
1.7) Starting from <i>YouTube</i>	85
1.8) Exploring beyond <i>YouTube</i>	86
1.9) <i>Facebook</i> as the second level in mastering SNSs	86
1.10) Choosing SNSs that facilitates organizing groups.....	86
1.11) Choosing a familiar SNS at the beginning or learn how to use it before choosing it....	87
1.12) Exploring as many SNSs tools as possible	87
1.13) Avoiding <i>LinkedIn</i>	88
1.14) Observing the limitations of the SNSs you want to choose	88
1.15) Avoiding choosing <i>Pinterest</i> for projects.....	88
1.16) Supporting the use of SNSs with <i>Kahoot</i>	89
1.17) Supporting with <i>Duolingo</i>	89
1.18) Can we review conjugations with <i>SpanishDict</i>	89
1.19) Avoiding <i>Skype</i> for in-class interaction	90
2. Suggestions for using SNSs to apply to activities.....	91

2.1) Allowing some practice outside the classroom	91
2.2) Making sure to post a topic review	91
2.3) Setting a countdown for each activity	92
2.4) Using the lab	92
2.5) Activities in SNSs are more likely to be accepted as an extracurricular activity.....	93
2.6) Extracurricular activities on SNSs assignments should look more like a learning game	93
2.7) Avoiding Homework on SNSs at the beginning, assign more practices first.....	93
2.8) Avoiding monotony	94
2.9) Avoiding assigning activities that expose personal information of the students.....	94
2.10) Allowing students to create a new SNS account for the activities	95
2.11) Going beyond the traditional use of <i>YouTube</i>	95
2.12) Innovating with <i>Snapchat</i> for instant role-plays	95
2.13) Taking control over students' concentration	96
2.14) Making instructions clear	97
2.15) Being straightforward and avoid complex steps	97
2.16) Having a clear organization of contents on SNSs	97
3. Recommendations to evaluate activities that take place in SNSs.....	98
3.1) Using the SNSs that better meet specific evaluation needs.....	98
3.2) How to track participation	98
3.3) Feedback is more important than evaluation.....	99
3.4) Motivating with extra points	99
3.5) Using a rubric.....	100
4. Tips to enhance the communicative skills and sub-skills with SNSs.....	100
4.1) Speaking	100
4.2) Writing.....	101
4.3) Listening.....	102
4.4) Reading.....	102
4.5) Advantages of <i>Pinterest</i> for grammar and vocabulary	103
5. General suggestions	104
5.1) How to motivate the instructor to use SNSs for activities	104
5.2) Using SNSs has the advantage of having evidence of students' progress	104
5.3) Being creative	105
5.4) Motivating their students to turn their devices or SNSs interfaces into the Spanish language.....	105
5.5) Limited access for those students of the same SNS group.....	105
5.6) It is better to avoid overusing SNSs.....	106
5.7) Allowing alternatives to turn in activities. It does not have to be mandatory	106

5.8) Explaining the usefulness of the tools of the SNSs that will be used	106
Final comments.....	107
REFERENCES AND RELEVANT BIBLIOGRAPHY	109
APPENDIX A.....	115
APPENDIX B.....	120
VITA	124

LIST OF FIGURES

Figure	Page
1. Emoticons	10
2. Memes	11
3. Intertwining of language and image in SNSs	13
4. Metalanguage in <i>Facebook</i>	14
5. Vernacular form of language in SNSs.....	15
6. <i>Facebook</i>	24
7. Screenshot from <i>Facebook</i>	24
8. <i>YouTube</i>	25
9. <i>Youtube</i> 's features	26
10. <i>Twitter</i>	26
11. <i>Twitter</i> 's features	27
12. <i>LinkedIn</i>	28
13. <i>LinkedIn</i> 's features	29
14. <i>Pinterest</i>	30
15. <i>Pinterest</i> 's features	30
16. <i>Snapchat</i> and <i>Instagram</i> features.....	31
17. <i>Duolingo</i>	34
18. <i>Skype</i> and <i>WhatsApp</i> features	35
19. Gif example	37
20. Instructors' responses on use of SNSs.....	40
21. Students' responses on use of SNSs	40
22. Example of the <i>SurveyMonkey</i> websiteFigure.....	46
23. Instructors' opinion about the best SNS to practice Spanish.....	47
24. Students' opinion about the best SNS to practice Spanish	47
25. Instructors' willingness to use SNSs	50
26. Students' willingness to use SNSs.....	50
27. Instructors' opinion about the usefulness of SNSs	53
28. Students' opinion about the usefulness of SNSs.....	53
29. Instructors' opinion about the best SNS	55
30. Students' opinion about the best SNS	55
31. Instructors' opinion about the best SNSs for each communicative skill	57
32. Students' opinion about the best SNSs for each communicative skill	57
33. Instructors' willingness to have activities in SNSs	58
34. Students' willingness to have activities in SNSs.....	58

35. Instructors' opinion about homework in SNSs	60
36. Students' opinion about homework in SNSs	60
37. Instructors' willingness to evaluate in SNSs	62
38. Students' willingness to evaluate in SNSs	62
39. Instructors' motivation to use SNSs	64
40. Students' motivation to use SNSs.....	64
41. Students' least preferred SNSs.....	66
42. Instructors' opinion about listening native speakers in <i>YouTube</i>	67
43. Students' opinion about listening to native speakers in <i>YouTube</i>	67
44. Instructors' willingness to use <i>Pinterest</i> for projects	69
45. Students' willingness to use <i>Pinterest</i> for projects.....	69
46. Instructors' experience with SNSs that are unique to language learning	71
47. Students' experience with SNSs that are unique to language learning	71
48. Instructors' opinion about <i>Twitter</i> to improve reading	73
49. Students' opinion about <i>Twitter</i> to improve Reading	73
50. Instructors' opinion about <i>Snapchat</i> for role-plays.....	74
51. Students' opinion about <i>Snapchat</i> for role-plays	74
52. Instructors' willingness to use <i>Skype</i> for speaking assignments	76
53. Students' willingness to use <i>Skype</i> for speaking assignments.....	76

LIST OF TABLES

Table	Page
Table 1. <i>Snapchat</i> statistics	32
Table 2. Characteristics of language online.....	36
Table 3. Instructors' opinions on using SNSs to teach	40
Table 4. Participants in the study	42

HOW TO USE SOCIAL NETWORKING SITES AS A TOOL TO SUPPORT
SPANISH LANGUAGE TEACHING FOR SPANISH ELEMENTARY LEVELS
COURSES AT THE UNIVERSITY LEVEL

Leonardo Montes Alvarez

Dr. Monica Marcos-Llinas, Thesis Supervisor

ABSTRACT

Social networking sites (SNSs) are one of the most important platforms in the development of information and communication technology (ICT). This technology motivated me to set the following main objective in this study: to provide guidelines for the use of SNSs to support language teaching activities. To reach that objective, this research starts with a literature review that discusses SNSs and their impact on language use, education, and language teaching. In the research methodology, quantitative and qualitative data from college students and instructors is analyzed through digital instruments. The data gathered looked for information to answer the main research question: how to use social networking sites as a tool to support Spanish language teaching activities for elementary courses at the university level? The results showed the students and instructors' perspectives about the use of SNSs to support language teaching. In general students and instructors are in favor of the use of SNSs in the language class. The guidelines give valuable tips and suggestions about how language instructors can use SNSs in their teaching activities in terms of what to consider when selecting SNSs, how to apply SNSs to activities and how to evaluate activities in SNSs.

INTRODUCTORY STATEMENT

The power of Information Technology in the World

Nowadays, the world is taking advantage of technology for multiple purposes. Indeed, it is difficult to think of any aspect of human life in which technology is not involved. It is constantly updated and improved to better serve people. During the last decades, types of technology that deal with information and communication have evolved so rapidly that access to communication and information is getting easier, faster, more efficient, and more resourceful than ever. Information technology (IT) is the application of computers to store, retrieve, transmit, and manipulate data (Daintith, 2009). Murray (2011) describes Information and communication technology (ICT) as an extensional term for IT which stresses the role of unified communications. Communication and information management are one of the most powerful and relevant aspects of this digital era. After the invention of computers, processing of data and information has been constantly maximized in a brief period. Consequently, with the creation of internet, people started to have a worldwide connection of data. The World Wide Web (WWW) allowed the birth of platforms to connect people. In general, people use this tool to share information, make connections, and socialize with others. These platforms are known as Social Networking Sites (SNSs). They are so popular that in 2014, *Facebook* (one of this SNSs) could connect 1.2 billion people. Their users have grown rapidly around the world because *Facebook* provides many advantages.

The most important SNSs are free and can be accessed from multiple kinds of devices. People can share information and connect with the entire world in less than a minute by simply using SNSs tools. Governments, businesses, organizations, and almost everyone in the world use them for different purposes. Indeed, SNSs are tremendously influential and powerful. For example, one can recall candidate Trump making extensive use of SNSs such as *Facebook*, *Twitter*, and *Instagram* to appeal to his supporters in the 2016 presidential elections in the US. Education is also taking advantage of technology. In general, formal education (like for example, schools) is using some of the technology available to some extent. Nevertheless, in comparison with the use of technology to boost the economy, for example, the educational system does not appear to be well-versed in the latest technology. In contrast, informal education (outside of the traditional institutions) seems to use more the latest technological resources. For example, people can use headsets for virtual reality to look at the universe and planets with a closer 360-degree view and the feeling of being inside with less than a ten-dollar Google card board headset, an updated phone, and the connection to the internet.

Meaningful learning can be achieved through technology. It is essential for formal educational institutions to make learning and teaching more significant. It is a challenge to keep learners interested and motivated when they can get much more meaningful learning through informal ways. It is imperative for formal education to catch up with the latest technology if we want to reach a greater number of students.

Language teaching faces the same challenge. It is important to go beyond the use of the projector in the classroom. Translating devices are becoming so highly sophisticated that their impact on teaching and learning languages can be felt. For example, Siliciano (2017) explains how a Japanese company released a device called “Ili”. It instantly and automatically translates English, Japanese, and Chinese in real time while people talk. This device will include more languages soon and its cost is around a hundred and sixty euros. Taking into account how prices drop after technology evolves and comparing, for example, the financial cost, time, and energy used when learning languages in a classroom; it is critical to start making big changes to language teaching and learning in formal education.

Language teaching can take advantage of SNSs and start catching up with technology. Teaching languages require the development of communicative skills. SNSs are the quickest and easiest platforms for high efficient communication. SNSs can enhance the use of all communicative skills and go beyond by reaching new uses of language. For example, the use of emoticons (pictures or animations in a digital environment that represent words, concepts or ideas) exemplifies a new aspect of communication. SNSs in the language classroom can provide many other benefits. The use of SNSs in language teaching can contribute to raising students' motivation, attracting students' attention, and giving an opportunity for an optimized, quickest, and constant communication system. For example, when an SNS user is offline (not using the platforms), other users can still interact with the content of that offline user. Apart from that, it also allows access to useful resources such as video sharing, files sharing, and fast connections to

communicate with other people no matter the distance or time.

Educational institutions often use learning management systems (LMS). An LMS is a digital platform to either support a physical, online, or hybrid (physical and online) classroom, such as *Canvas* or *Blackboard*. LMSs have similar characteristics as SNSs. Nevertheless, SNSs have different tools that allow for more interactive communication and content management. Moreover, LMSs focus on a formal educational environment and provide tools that are more useful to manage everything related to the academic organization of a course, a group, and institutions. However, SNSs can emulate most of the tools of LMSs and give better quality and many additional multiple services free of charge.

Objective of the study

In view of the reasons previously mentioned, this research focuses on the relationship between language teaching and SNSs. Considering all the multiple opportunities previously mentioned that SNSs can provide, it is my intention to examine the most used SNSs to support language teaching. The emphasis of this research will be on the use of SNSs as a resource to enhance Spanish language teaching as a foreign language “If we can get our foreign language students to interact socially on SNSs, then they may be engaged in more authentic social and communicative behavior than typically happens in classrooms, because instead of merely simulating other modes of interaction, technology mediated communication is, in and of itself, the real thing ...” (Sykes, Oskoz & Thorne, 2008, p. 529, cited in Kara, 2009).

This study concentrates on the use of SNSs in language teaching activities. Each SNS has specific characteristics that make it useful for a wide variety of activities. For this reason, it is important to know the advantages that each of the most important SNSs can provide when planning instruction. For example, a specific SNS may be more useful to practice speaking rather than another one or be more beneficial to enhance writing.

Apart from the most popular SNSs mentioned before, there are other SNSs that are specific to language exchange and learning. For example, *Lingualia*, *WeSpeke*, and *Speaky*. They provide lessons and allow connections with other people. Nevertheless, in order to have full access to all their services, it might be necessary to pay a certain amount. However, some of them do provide useful free service to some extent. Therefore, it is better to have a wider range of options from which to choose depending on the activity, when using SNSs.

My overall objective in this study is to provide guidelines for the use of SNSs to support language teaching activities. These guidelines attempt to give useful tips and suggestions about how a language instructor can use tools such as *Facebook*, *Instagram*, *Snapchat* and *Twitter* (to name a few) in their teaching activities. More specifically, these suggestions might offer useful information to Spanish elementary level instructors at the university level about how to use SNSs as a resource to support their language teaching. Instructors will be guided in terms of how to choose SNSs when planning and creating activities, how to apply SNSs to activities, and how to evaluate activities that take place in SNSs. For this project, I worked with language instructors and students, and thus, I discuss their

experiences with the use of SNSs in the classroom as well as their attitudes towards these tools.

To achieve these objectives, the main research question is formulated: How to use social networking sites as a tool to support Spanish language teaching activities for elementary levels courses at the university level? To answer the main question, the following research sub-questions are made: 1) How to choose SNSs when planning and creating activities? 2) How to apply SNSs to activities?; and lastly, 3) How to evaluate activities that take place in SNSs?

This study comprises four chapters. Chapter I offers a review of SNSs and their impact on language use, education, and language teaching. In this section, I start introducing two key concepts: the internet and SNSs. Second, I make a brief description of the most important SNSs with relevant details and figures that indicate their most relevant key features and explain their use in real life. Third, I explain the benefits of SNSs for language contact and the specific characteristic of language in SNSs. Fourth, I study the impact of SNSs in education and language teaching. Finally, I describe what language online is.

Chapter II describes the methodology applied. In this section, I explain the type of research used. The research questions are embraced, and the context of this study is explained in detail. In this part, I also talk about the participants, the instruments (included in the appendices section), and data collection procedures. Digital tools such as *SurveyMonkey* maximized the performance and accuracy of data collection and analysis.

Chapter III discusses the instructors' and students' perspectives of the use of SNSs in activities in the language classroom. This part analyses students' and instructors' likes, dislikes, and preferences related to the use of SNSs as a resource to practice Spanish. It reveals students' and instructors' learning needs in terms of the influence of SNSs on their language activities and communicative abilities.

Chapter IV presents tips, suggestions, and recommendations about how to use SNSs to support Spanish language activities. Finally, I determine the practical applicability of SNSs on language teaching activities, and I describe the future plans for my research that will follow and extend this study. Before following all the steps previously mentioned, it is important to clarify what SNSs are.

CHAPTER I: LITERATURE REVIEW

This chapter will present a literature review of social networking sites (SNSs) and their influence on language teaching. First, I clarify the concept of SNSs and the network where they operate (the internet). Second, I describe the major SNSs with visual aids that facilitate understanding SNSs' tools. Third, I review the connections of SNSs with languages, education, and language teaching. At the end of this chapter, I describe the main characteristics of language online.

1.The Internet and Social Networking Sites (SNSs)

Nowadays, the internet is a worldwide phenomenon that instantly connects people from all around the world. It facilitates access to information and provides multiple services. The *Oxford Dictionary* (2015) defines the internet as “a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols”; and the World Wide Web as an “information system on the Internet which allows documents to be connected to other documents by hypertext links, enabling the user to search for information by moving from one document to another.”

When people are on the internet, they use social networking more than any other type of site. Nowadays, there are many companies that offer social networking services through the internet. There are different SNSs that provide

these services. An SNS is a platform that users use to socialize in a digital environment. According to Buettner (2015):

“A social networking service (also social networking site or SNS) is a platform to build social networks or social relations among people who share similar interests, activities, backgrounds or real-life connections. A social network service consists of a representation of each user (often a profile), his or her social links, and a variety of additional services such as career services”.

The high frequency of the use of SNSs also makes them a profitable business. McFarlane (2014) specifies how *Facebook* has 1.2 billion users and explains how each account contributed \$5.32 dollars to *Facebook* in 2013. This means that by 2013 *Facebook* received 7.98 billion dollars that come from venues generated by advertisements. Smith (2017) estimated *Snapchat* revenues in the amount of 935.46 million dollars. *Snapchat* was getting \$ 5.92 out of each daily active user in. The characteristics and tools, that SNSs offer, keeps the high frequency of their use.

2. Social Networking Sites and Languages

Multilingual interactions online have different characteristics from face to face interactions. Multilingual participants are able to negotiate language choice and deploy their languages strategically (Barton and Lee, 2013). In multilingual encounters, online code switching and new linguistic resources, such as emoticons (See Figure 1), are used. In this context, code switching has to do with alternating languages, and emoticons are pictorial sequences or characters that were created initially to represent human faces and emotions, but nowadays emoticons are able

to represent ideas or concepts as well.

Figure 1. Emoticons



People can express themselves via SNSs. Their users can show themselves to the world without time restriction. People not only use pictures to represent themselves online, but they can use it to share personal and additional information since SNSs provide a space for that purpose. Therefore, people use languages in SNS to show something about them accessible to friends or everybody else in the world.

Individuals also use SNSs to express their identities. There seems to be a need for discussing one's identity when people decide to join social networking. This discussion involves topics related to identities and self-representation in online spaces. Barton and Lee (2013) argue that language choice is one of the most salient practices for identity performance. Their research on the topic shows how participants in various online platforms represent the self through particular ways of choosing language and deploying their linguistic resources. Moreover, they document how this interaction of multiple languages in the same space can widen participation. This exchange then allows people to negotiate between their

more local and more global identities. This virtual contact communication mode makes people feel the need for using different ways of communication to convey meaning; for example: emoticons and memes.

A meme is a different mode of “meaning making”. Solon (2013) states that Richard Dawkins coined the word "meme" in his 1976 bestseller *The Selfish Gene*. A meme is described as an idea, behavior or style that spreads from person to person within a culture. Schubert (2007) defines a meme as an activity, concept, catchphrase or piece of media which spreads, often as mimicry, from person to person via the Internet. A meme can be an image (typically an image macro) (See Figure 2), hyperlink, video, website, or hashtag (code to post in the same category). For example:

Figure 2. Memes



by Paul Gil (2016). Taken from <https://www.lifewire.com/what-is-a-meme-2483702>

Text accompanied by the use of images is a strategy frequently used to make meaning online. People tend to say: “a picture is worth a thousand words”. In Spanish the phrase goes beyond that value: “Una imagen vale más que mil palabras” (“a picture is worth more than a thousand words”). This belief seems to be demonstrated by a large number of images employed in online spaces in which pictures and text are used interactively. Nowadays, this intertwining of language and image has drawn renewed interest in the developing field of linguistic

landscape research (Shohamy and Gorter, 2009). Some even think that pictures are replacing text in online settings. They perceive that image is replacing the written text as an uncommon way of communication. Barton and Lee (2013) clarify that it is not; instead, they are seeing new ways for these modes (image and text) to work together in powerful ways.

The intertwining of language and image is a tool for identity and stance taking in online settings. The multimodal relationship between text and image is a factor that influences people's decisions about stance-taking. The multimodal relationship between text and image means individuals use text and image for communication online. Text and image used at the same time represent multiple modes of communication at once. Sometimes the text is inserted in an image like for example memes. In other situations, images are often accompanied by text in the form of comments and descriptions like for example *Facebook* or *Instagram* picture posts (See Figure 3). Self-representation in online platforms often shows people's identities. This representation is often accompanied by people's stance taking. Barton and Lee (2013) define stance taking as the position people take and express through particular forms of language and other resources.

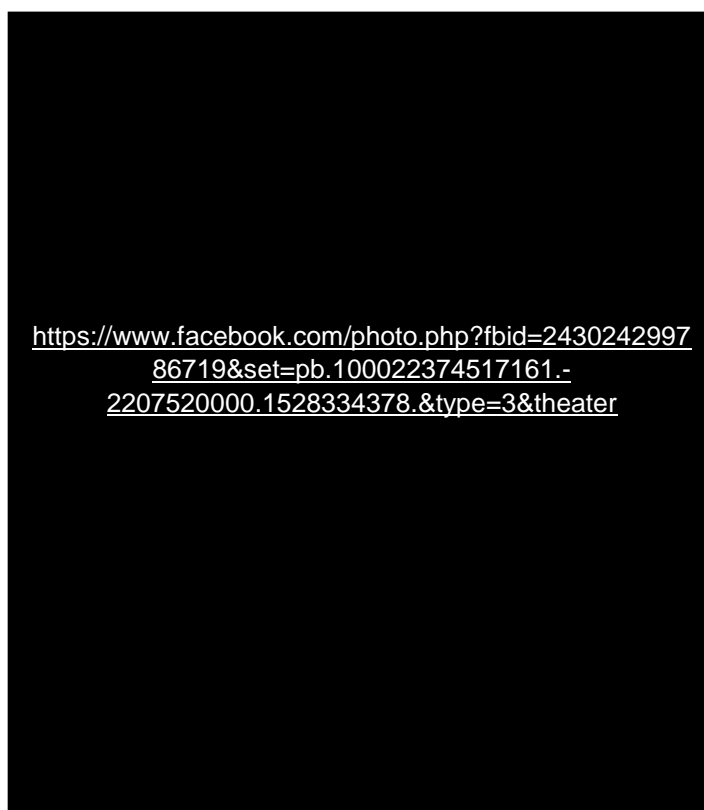
Figure 3. Intertwining of language and image in SNSs



Discussions about the proper use of language also take place in SNSs. Beyond the use of images and texts to make meaning, SNSs users sometimes post content about how to use a language correctly. It can be considered an example of metalanguage in SNSs. These kinds of posts are also a characteristic of a user's identity. Stance taking and identity can influence people's decision when they participate in discussions about languages. Identity is closely related to stance-taking due to the fact that identity is the main source to assume a position and both can have an impact in metalanguage in SNSs. The *Cambridge Dictionary* (2017) defines metalanguage as "a specialized form of language or set of symbols used when discussing or describing the structure of a language". Metalanguage occurs naturally in SNSs when users take the initiative to talk about the language

they use. Some SNSs users are concerned about proper language use in online environments. Some of criticize the lack of accuracy of some users when they write online and others use it to share what they learn in a foreign language. This phenomenon can be observed in posts on *Facebook* for example (See Figure 4). Nevertheless, Barton and Lee (2013) highlight how people can be more reflective in terms of language awareness and tolerance of language varieties. They show a positive perspective on people's reflections about language online and, even more interesting, they assert that sometimes it reveals people's own views of language learning.

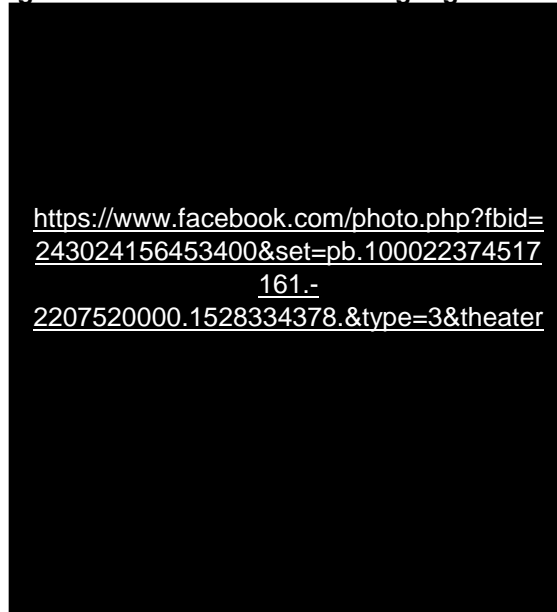
Figure 4. Metalanguage in *Facebook*



Real post of a user taken from *Facebook*

Language online on social networking sites are full of vernacular practices. On the internet, there are other spaces in which it is perhaps necessary to use a more referential form of a language like for example work emails. Nevertheless, most of the voluntary language interaction on the World Wide Web is done in the vernacular form. Barton and Lee (2013) indicate that activities such as filling out tax forms and paying utility bills are carried out on the internet in response to external demands, but on the other hand, activities that are not imposed externally such as writing down recipes, shopping lists, and keeping in touch with friends are done voluntarily (See Figure 5). These activities that are not imposed externally contain many vernacular forms of a language.

Figure 5. Vernacular form of language in SNSs



Taken from the *Facebook* app for cellphones

SNSs provide a tool for language maintenance. The World Wide Web is increasingly providing more opportunities for language contact among people from all around the world. Specially, SNSs facilitate this contact by providing constant

online access to communication. This flow of continuous language contact facilitates, for example, language maintenance. It can be described as the maintenance of the use of a language. One of the most difficult challenges for minority languages is language maintenance. Languages are dying at an alarming rate all over the world. Estimates range from 50% to as much as 90% by the end of the century (Hendriks, 2003). Younger generations can probably give more importance to minority languages with online use because they are used to the digital environment. Language use in an online environment can catch younger generation's attention because the mode of communication broadens and maximizes communication quality. They find the online context meaningful because they use it for multiple tasks in their daily routines. As digital users, they find online contexts useful and more efficient.

SNSs can contribute to help revitalize endangered languages. SNSs can become a home for minority languages which need a refuge to survive as a used language. New generations are growing in a world full of language use in social media. New generations are considered digital natives. Prensky (2001) coined the term to describe a generation of people born in the digital era. It means new generations born are immersed in all this technology with a high frequency of use. Since they were born, members of this generation are exposed to this technology and, therefore, the use of these tools comes naturally to them.

According to Veen and Vrakking (2006), the generation that was born since the end of 1980's has been called the 'net generations', 'digikids', 'instant generation' and 'cyber generation'. In general, they called that generation the

Homo Zappiens. The 'net generations' refers to the internet, 'digikids' refer to the way they act in the digital online world or deal with digital information; and the instant generation refers to their expectation of having a response to their requests immediately. The *Cambridge Dictionary* (2017) defines cyber as involving, using, or relating to computers, especially the internet. Nowadays, the cyber generation is dexterous using computers, cellphones, tablets, smart watches, *Bluetooth* devices, digital fit bands, virtual reality devices and many more tools. Media, marketing, and politics are fully using all of these resources to reach this generation. The time has come now for the education community to catch up with members of this generation before they prefer to learn by their own, or not learn at all.

SNSs as one of the most important media for information technology can be a great tool for this generation of students. Considering the *Homo Zappiens'* context, it would be very useful to use SNSs for language teaching for example because that is their common environment. With the advent of multiple websites, students have found it very appealing to connect with peers through social networks such as *Facebook*... (Shrum and Glisan, 2010). Therefore, language teaching could take advantage of this resource since it catches students' attention. This is one of the challenges of today's education: to be able to catch the attention of students who have grown with attractive media around. For that reason, they are very difficult to impress, in terms of teaching, if we consider what they experience with media and technology.

3. Social Networking Sites and Education

Nowadays, people like to take advantage of fast and efficient communication. Veen and Vrakking (2006) show how for the *Homo Zappiens*, it is perfectly acceptable to use every medium of communication available. In fact, they argue that *Homo Zappiens* expect each other to value virtual mediums in equal measure to physical contact.

SNSs are very likely to meet *Homo Zappiens's* expectations in terms of communication. Nowadays, SNSs users can even see and talk to each other no matter the distance, thanks to “on live video calling”. It can even be more meaningful than physical contact because, apart from video call, people can see other’s people timeline creations such as personal photos, photo animations, videos, ideas, places visited, hobbies, interests, events, famous people lives, conversations, comments, preferences, institutions, personal information, friends, and more.

Homo Zappiens have grown learning from the internet and media. When this generation does not know about something they just “*google*” it. The *Cambridge Dictionary* (2017) defines “to *google*” as “to search for something on the internet using the *Google* search engine. They learn what they want whenever they want as opposed to formal education like for example college”. In college, they learn not necessarily what they want, not specifically when they want (excluding online courses), and not in the interactive way they expect it to be. According to Barton and Lee (2013), participating in rapidly changing online activities involves constant learning, much of which is informal. Nevertheless, in

informal education on the internet, people can learn what they want, when they want it and at their own pace.

Vernacular practices (content with informal language) are the common mode found online to present information. It means much of the knowledge found online is less formal. Even though this learning is informal, it is an indispensable tool for information nowadays that should be an interactive part of formal education. Nevertheless, some professors, teachers or instructors may perceive the internet as a problem because they want to prevent plagiarism. In contrast, others prefer to adjust their teaching to take advantage of this resource to boost student's learning by promoting the use of the internet as a powerful tool for research.

The education system has not changed significantly. There have not been significant changes since one of the first oldest operating school in the world was founded in 597 AD, (The King's School in Canterbury, (England)). The education system in general looks very similar than it was in the past: there is an instructor with his respective students, evaluations, and grades. Online education seems to be the most notorious change thanks to the technology of the internet. Nevertheless, even though technology has revolutionized lifestyles, it has not changed notoriously today's education system.

4. Social Networking Sites and Language Teaching

Activities in class can be mainly divided into three stages. A logical sequence of a language activity can be organized in this way: pre-task, task, and

post-task. This approach to teaching languages is one of the main characteristics of the task based approach. Willis and Willis (2008) explain that to teach a task based approach, it is important to follow three main steps: Present – Practice – Produce (PPP). In this method, the instructor introduces what he or she intends to teach, then he or she guides the learners to a controlled exercise, and finally, the learners are asked to use what they learned in a communicative task. The Present and Produce stages from the task based approach have to do with two important hypotheses for languages acquisition and language learning: the input and output hypotheses.

Input and output are two hypotheses that go in opposite directions. Generally, input refers to what the learners are exposed to, and output refers to what the learners produce. Krashen (1985) introduced the input hypothesis and affirmed that input needs to be comprehensible for the learner. In order to explain that, he uses this formula: $(i + 1)$ where (i) is input and (1) is knowledge slightly above the level of the learner. After the learner assimilates the input, it becomes intake (what the learner grasps from the input).

Nevertheless, the input is not all. Acquiring a language is not only a matter of being exposed to the language. Emotions also influence the acquisition process. Krashen (1985) called this phenomenon the affective filter. It means that factors such as anxiety, for example, can affect language acquisition or language learning.

On the other hand, output has to do with the production of language. Swain (2005) proposed the Output Hypothesis to explain that for second language acquisition, it is more important to focus on the productive skills: Speaking and

writing. This point of view gives more importance to the meaning rather than the form (communication rather than grammatical patterns). Therefore, according to this perspective, it is what the learner produces which is more significant.

Social networking also provides many possibilities for task based learning, input, and output hypothesis. Baker (2011) indicates that these possibilities are facilitated by social networking with communication that instantly connects people across countries and continents including the cultural richness of people, their identities, their senses of belonging to communities, their interactions, and their differences. Baker (2011) also explains how SNSs allow people to see how language is distinct and linguistically diverse. There are many tools in SNSs and services through the internet that allow communication through different modes that provide a diversity of linguistic features such as for example: texts, images, voice, video, and audio.

SNSs bring new opportunities to improve language learning. Students have a high frequency of use of SNSs and these platforms have become one of the main tools for students' communication. As students become increasingly connected through social networking sites such as *Facebook*, it is important for us to explore how these can be utilized specifically in the foreign language classroom (Tarantino and Graf, 2011). Students' connections through SNSs can improve language learning experience because students can share these experiences in a more efficient and interactive way. Apart from more efficiency and interaction, language learning in SNSs has more access to authentic language.

Baker (2011) also points out the opportunities that internet provides in terms of authentic language practice and closer contact. For language teaching, a tool that recent technological advances have provided is a situation which is real, one in which the students would actually need to use the language to communicate. One of the advantages of recent technology for language teaching is to integrate real scenarios of language use for communicative purposes. For example, Skourtu (2002) constructed a project in which sister classes in Greece and Canada interchanged languages through an electronic environment for teaching and learning English and Greek as foreign languages.

SNSs are platforms where metalanguage occurs. Metalanguage is the use of language to talk about the language itself. For example, some people discuss on social media the awareness of the use of accents in Spanish; SNSs have become a vehicle to generate trends. Users construct these kinds of trends in SNSs by sharing what they think with other users. For example, when there are big discussions in SNSs about politics. Barton and Lee (2013) see this phenomenon in general as part of a social ideology.

Social ideologies take place in SNSs. Social ideologies in SNSs are ideas that are shared by a group of people. Barton and Lee (2013) propose to consider how ways of communication are shaped by social ideologies and how such ideologies are discursively constructed in new media. This construction of social ideologies by SNSs users also shows a new trend of metalanguage that reflects upon the language and its use in SNSs. For example, *Facebook* users that post comments talking about spelling errors made by other *Facebook* users. As can be

seen from this particular example, some language features are different from physical interactions; metalanguage occurs in this particular online environment in which language online features have an influence.

Metalanguage in SNSs is in some cases a consequence of fearing language variations online. This fear is about the declining standards of language and literacy in an online environment. Some SNSs users criticize language variations and perceive these alterations as an incorrect use of a language. Barton and Lee (2013) clarify how the impact of media has always been at the center of public discussion. For example, some people resent SNSs because they think SNSs reduce physical interaction; making people lonelier, although others think SNSs increase their social circle.

5. Major SNSs


In this section, I focus on describing the most important and popular SNSs. For each SNS, I mainly use the following organization: First, I provide a brief background and relevant information of each SNSs; second, I explain their main characteristics and tools; and third, I illustrate an example of its use with real samples.

5.1 Facebook

Facebook is the best known and most popular SNS today (See Figure 6). The *Cambridge Dictionary* (2017) defines *Facebook* as “the name of a website where people can show information about themselves, and communicate with groups of friends.” In fact, its popularity can be seen in the fact that the verb “to

facebook” is informally used to express: when someone sends a message, to publish information or to spend time using *Facebook*.

Figure 6. Facebook

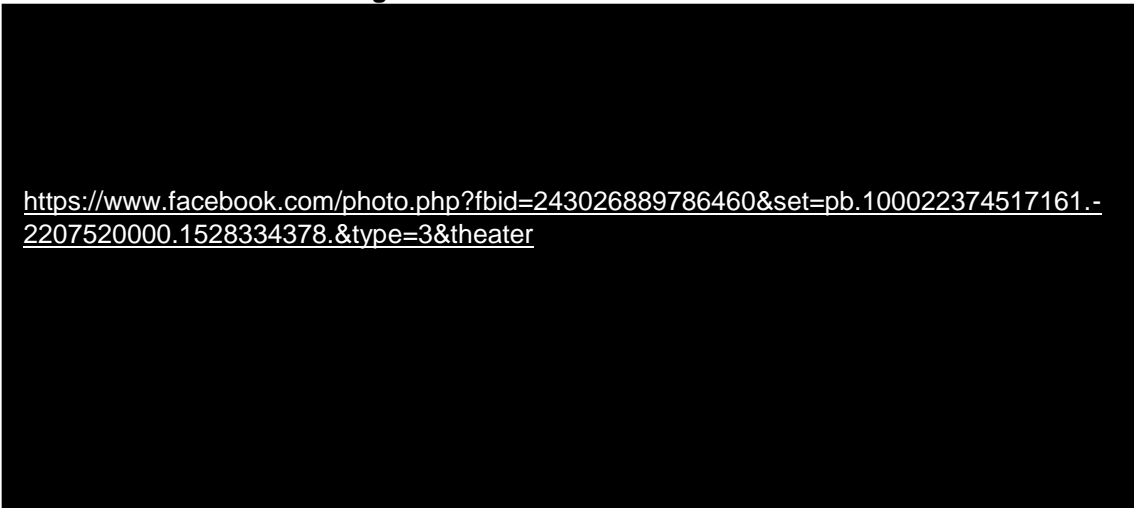


<http://www.ebizmba.com/articles/social-networking-websites>

Created by eBizMBA Inc. (2017) and taken from: <http://www.ebizmba.com/articles/social-networking-websites>

This corporation provides online social media and social networking service. It started as an idea by some Harvard college students. Its principal founder is Mark Zuckerberg who is still the CEO and chairman. Nowadays, *Facebook* provides many free services like for example: connecting with friends and/or other users (See Figure 7), posting pictures, comments, events, websites and/or videos, chat (one on one and groups), creating public or private groups, liking and commenting any kind of posts, streaming video, search engine to look for particular users, play games, sell products, send or receive money and exchange files.

Figure 7. Screenshot from Facebook



<https://www.facebook.com/photo.php?fbid=243026889786460&set=pb.100022374517161.-2207520000.1528334378.&type=3&theater>

5.2 YouTube

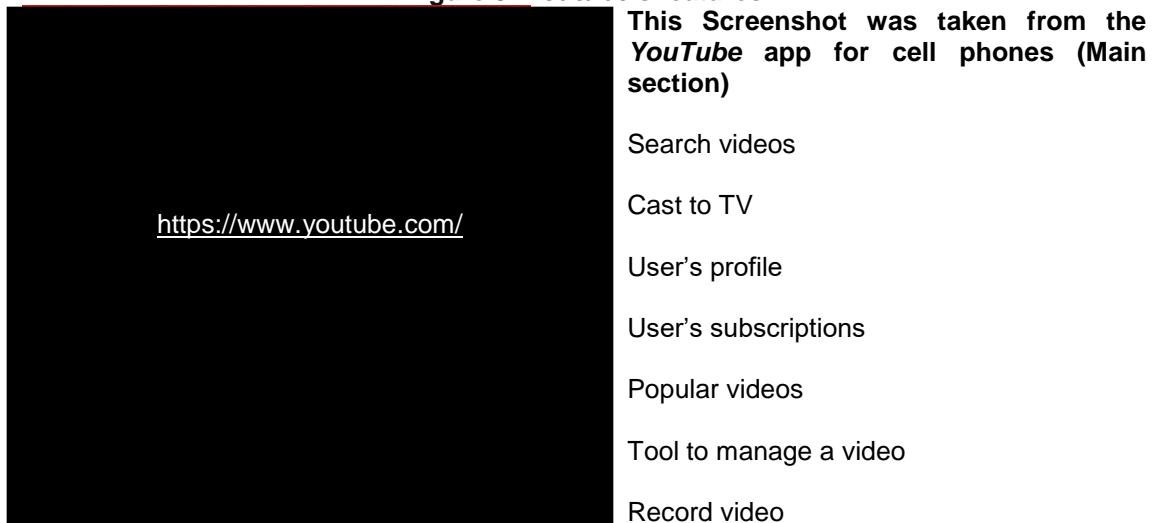
YouTube is a video sharing social networking site. It has the second most visited SNS (See Figure 8). It was created in 2005 by Chad Hurley, Steve Chen, and Jawed Karim who were employees of the *Paypal* company. Subsequently, it was purchased by *Google* for US\$1.65 billion in 2006. According to Boswell (2016), *YouTube* started as the first large-scale video sharing site on the Web. Nowadays, this SNS has many tools (See Figure 9). Apart from sharing videos, it allows users to make comments, state their likes or dislikes, create profiles, subscribe to channels, create channels, save videos, make video playlists, broadcast on live, advertise, create channels and buy movies. It also offers an app called *YouTube* Red in which users pay a subscription in order to be able to see advertisement free videos and have videos playing in the background of mobile devices.

Figure 8. *YouTube*

<http://www.ebizmba.com/articles/social-networking-websites>

Created by eBizMBA Inc. (2017) and taken from: <http://www.ebizmba.com/articles/social-networking-websites>

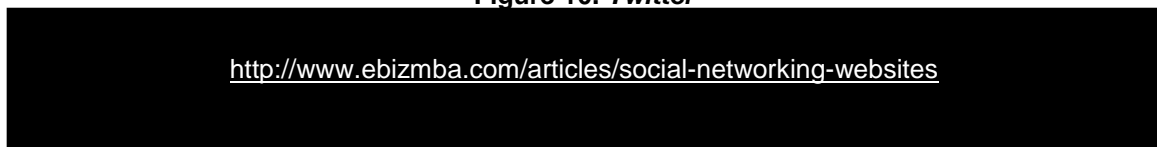
Figure 9. Youtube's features



5.3 Twitter

Twitter is an SNS to share short messages that all its users can see. *Twitter* and '*tweeting*' are about broadcasting daily short burst messages to the world, with the hope that one's messages are useful and interesting to someone else (Gil 2017). The *Cambridge Dictionary* (2017) defines a '*tweet*' as "a short remark or piece of information published on *Twitter*". It was created by Odeo Company (a website that used to allow users to create, record, and share podcasts), Jack Dorsey (an undergraduate student at *New York University*) and other developers in 2006. Ten years later, its profits increased a great deal, Trefis (2016) estimated the value of *Twitter* at around \$22 USD billion. This value is directly influenced by the large number of *Twitter*'s users (See Figure 10).

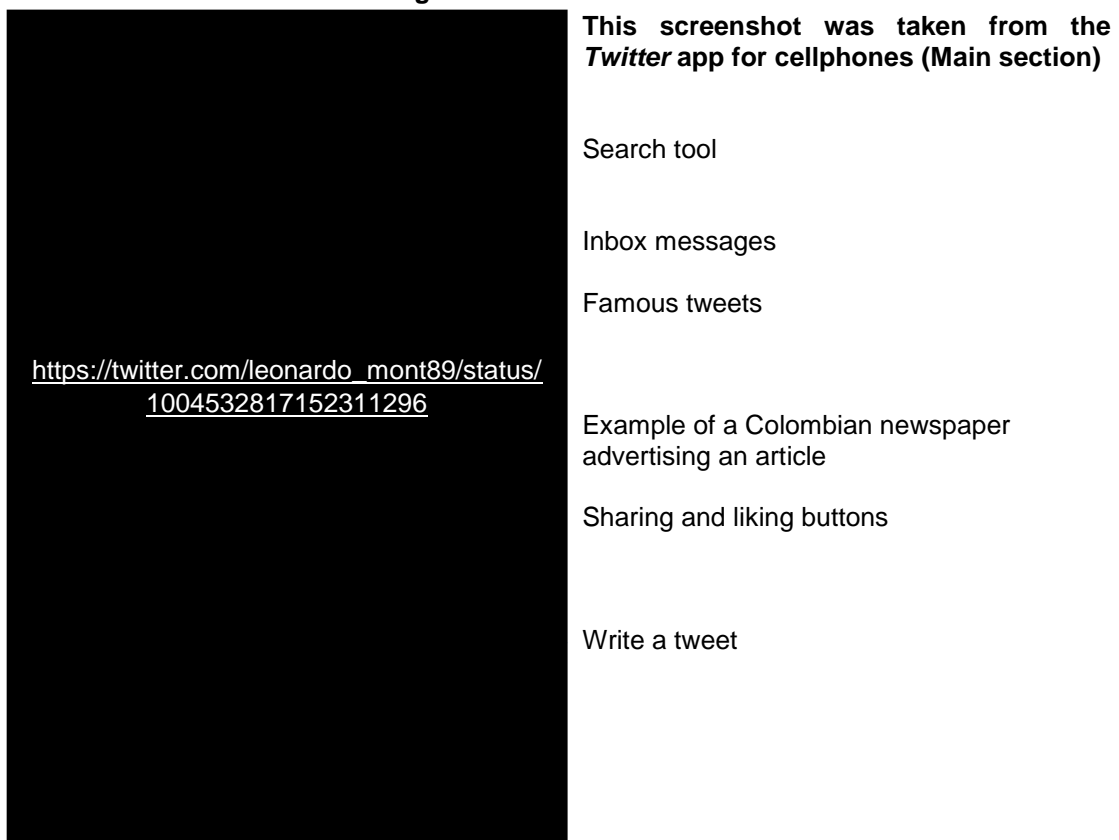
Figure 10. Twitter



Created by eBizMBA Inc. (2017) and taken from: <http://www.ebizmba.com/articles/social-networking-websites>

This SNS is normally used by famous people in order to express what they think and allow their followers to see what they post. Apart from posting short messages and reading famous people *tweets*, *Twitter* users can share and see *tweets* accompanied by pictures, videos or live video streaming and send inbox messages (See Figure 11). These characteristics have specially become very attractive to newspapers because *twitter* has turned out to be the first source that people use to receive updates about news. Newspapers are using *Twitter* now to advertise their articles; other businesses also use it to sell their products, which is a common practice in social network marketing in all SNSs.

Figure 11. *Twitter*'s features



5.4 *LinkedIn*

LinkedIn is used to share users' curriculum vitae and get job opportunities and connections. It was founded by Reid Hoffman and launched in 2003. Nations (2017) defines it as a social network for professionals. *LinkedIn* is for individuals who are interested in taking their professional lives seriously by finding new opportunities to grow in their careers and to connect with other professionals (Nations, 2017). For this reason, this SNSs has a growing number of users (See Figure 12). Its main features are: a news feed that informs what other users or companies post, a section to share curriculum vitae in a very organized and interactive way, a list of connections and companies, access to job listings, a search tool to look for professionals, companies or jobs, private messages, and advertising (See Figure 13).

Figure 12. *LinkedIn*

<http://www.ebizmba.com/articles/social-networking-websites>.

Created by eBizMBA Inc. (2017) and taken from : <http://www.ebizmba.com/articles/social-networking-websites>.

Figure 13. *LinkedIn's* features



Profile - Search – Connections – Jobs – Newsfeed - Notifications – Messages – Advertising
This screenshot was taken from the *LinkedIn* website (main section)

5.5 *Pinterest*

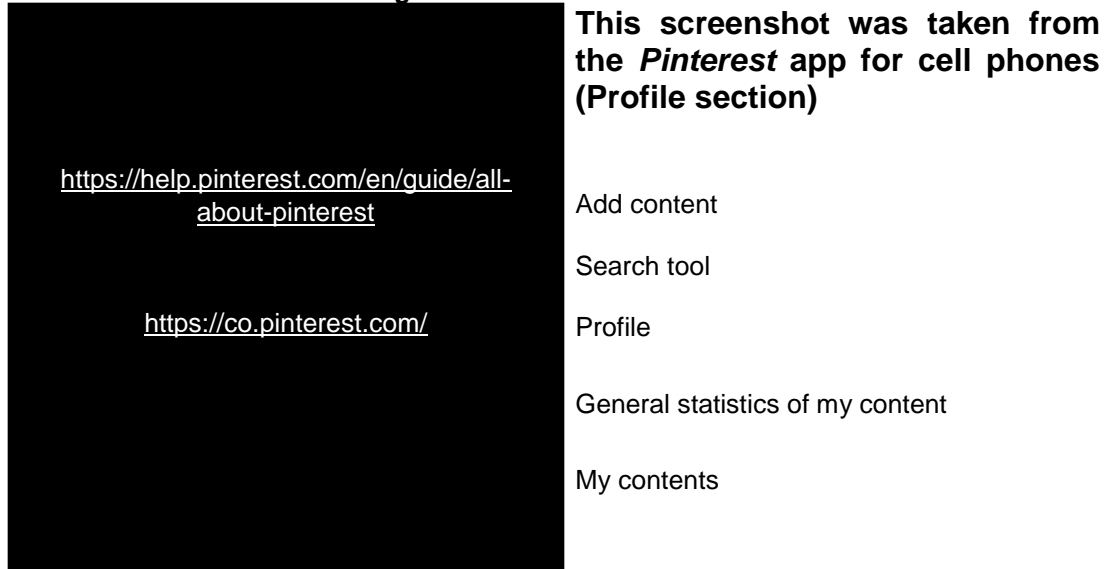
Pinterest is used to share catalogs of ideas. This catalogue of ideas is shared by a large number of users (See Figure 14). It was launched in 2010 and was founded by Ben Silbermann, Paul Sciarra and Evan Sharp. *Pinterest* administrators describe it as a catalog of ideas rather than an SNS. Nevertheless, it has all the typical characteristics of an SNS. In *Pinterest*, users can express likes, comment, post, share posts, create boards (collections of posts), follow people, share videos, buy or sell products or services. Moreau (2017) defines it as an online pinboard for collecting visual pieces of multimedia (See Figure 15). For example, a collection of pictures of men's outfits for summer.

Figure 14. Pinterest

<http://www.ebizmba.com/articles/social-networking-websites>

Created by eBizMBA Inc. (2017) and taken from: <http://www.ebizmba.com/articles/social-networking-websites>

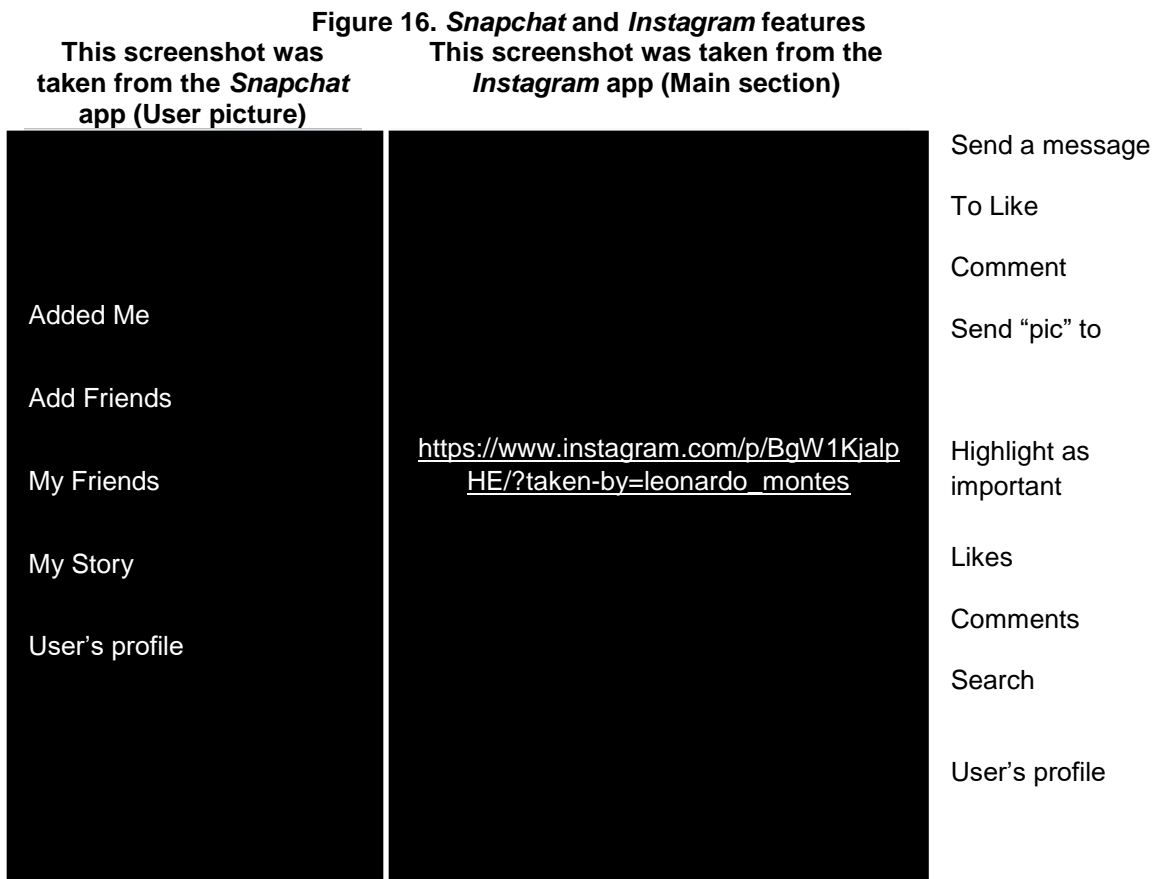
Figure 15. Pinterest's features



5.6 Other popular SNSs: *Snapchat* and *Instagram*

There are other popular SNSs that also have a high frequency of use. *Snapchat* and *Instagram* have become very popular among smart cell phones. *Instagram* is mainly used to filter (make pictures look more interesting) and share pictures. This platform allows sharing posts in other SNSs at the same time. It is different from *Facebook* because it does not have advertisement sections and it concentrates on pictures rather than enhancing more communication. Nevertheless, users can also send messages through this SNS. Sending messages is the main focus of *Snapchat*. It was launched in September 2011 and

it has been used to send instant messages and pictures that disappear in a short period of time. It also offers filters for pictures and it is unique because it instantly modifies pictures or videos in a very creative way. For example, one can record a video in which one's eyes are transformed, and one is automatically wearing a costume (See Figure 16).



SNSs are very appealing for advertising. The high frequency of use of SNSs makes them attractive to the advertisement business. *Snapchat* is one example of one of the most recent SNSs that has been able to receive a great deal of popularity in a short period of time. Smith (2017) shows how *Snapchat* was able to have 301 million monthly active users by October 2016. Nowadays, it is a

worldwide phenomenon among technology consumers, taking into account its statistics (See Table 1).

Number of Snapchat users: 158 million daily active users	Number of Snapchat monthly users: 301 million monthly active users	Average number of Snaps per day: 2.5 billion
Daily active users in the North America 68 million DAU	Snapchat daily active users in the Europe: 52 million DAU	Snapchat's projected 2017 ad revenue: \$935.46 million
Average amount of in-app time spent daily per Snapchat user: 25-30 minutes per day	Average number of times per day Snapchat daily users visit the app 18 times	

Reported by Smith (2017) and taken from <http://expandedramblings.com/index.php/snapchat-statistics/>

Snapchat's figures show a sample of the high usage of SNSs in people's lives. *Snapchat* users are more than twice as big as the population of France, Spain or England. The active *Snapchat* users population per day in North America is approximately equivalent to a fifth of the entire population in the USA. According to Stephen (2014), the U.S. Bureau of Labor Statistics has found that the average American spends only 19 minutes a day reading; young people read less than ever, apparently, with people ages 25 to 34 reading eight minutes a day on weekends and holidays, while those 20 to 24 average around 10 minutes a day. Therefore, it is highly probable that people between 20 and 34 spend more time using *Snapchat* than reading a book. If one considers the time spent using all the SNSs together, it makes sense to say that SNSs occupy a significant part of one's daily life.

Snapchat is very popular among children and young people. According to Smith (2017), 30% of its consumers use *Snapchat* because parents of these

consumers do not use *Snapchat*. Something similar happened to *Instagram*. Children and young people started using *Instagram* since their parents were not able to see what they were doing there because parents did not have an *Instagram* account. This trend may happen again once everybody including parents have *Snapchat*, new generations may start using a new SNS to “escape” from them.

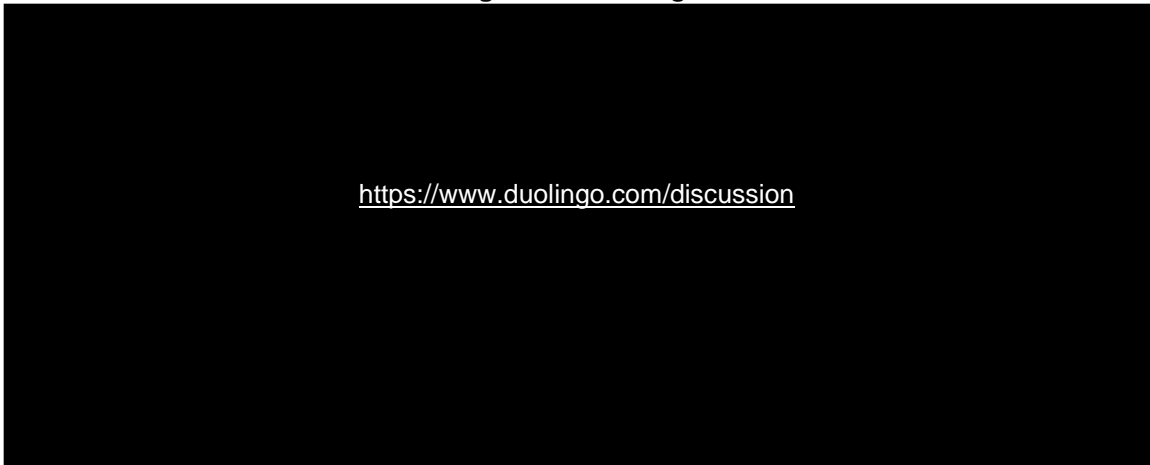
5.7 Language learning SNSs

There are other SNSs that are specific to language learning. There are not many but they exist. These are the two most important:

5.7.1 *Lingualia*: It is a website that provides free language learning and networking for users with the same interest. It is free to some extent. The free content does not allow chatting with other people but users can take an interactive language course. It means, it actually becomes a social networking site when users pay to upgrade their accounts.

5.7.2 *Duolingo*: It is not commonly categorized as an SNS. However, it offers forums in which users can interact and exchange personal information (See Figure 17). This characteristic is very common in SNSs. *Duolingo* is one of the most popular platforms to learn languages. This website concentrates on learning languages interactively but does not offer message service with other people.

Figure 17. *Duolingo*



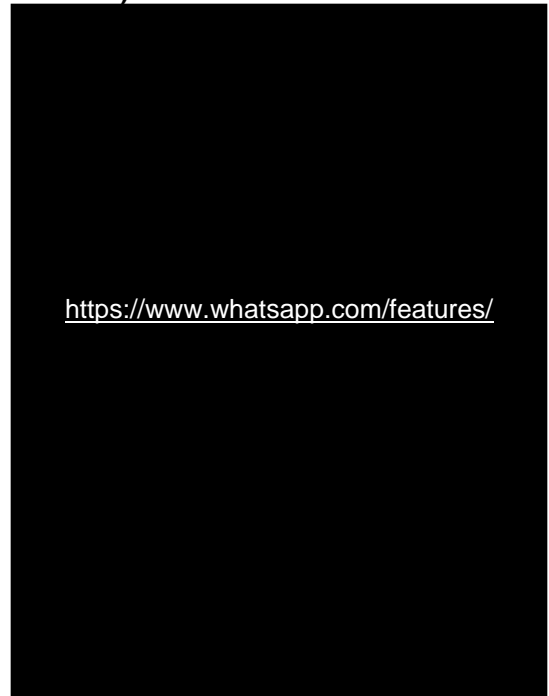
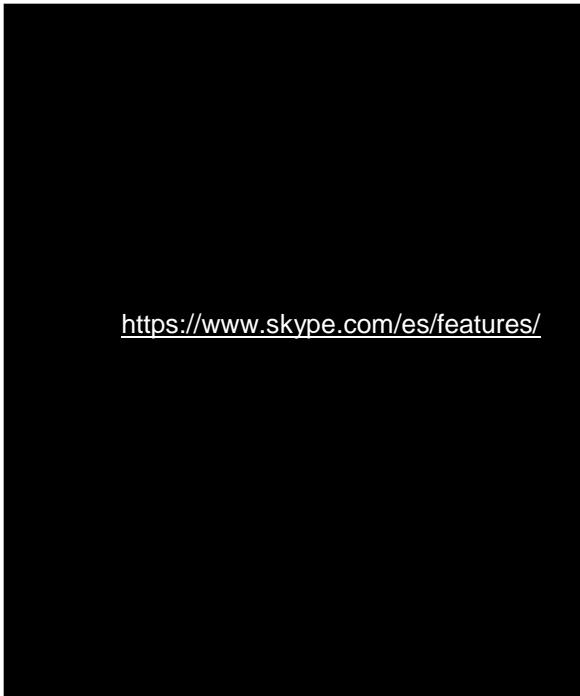
5.8 Platforms that are very similar to SNSs: *Skype* and *WhatsApp*

People also use apps to communicate online. *Skype* and *WhatsApp* are used as apps for free communication. Despite the fact that they are not *per se* considered SNSs, they are useful apps to interact online. They have many similar characteristics with SNSs, but they concentrate on individual or group messages. *Skype* is an instant messaging app for computers and websites that provides online text messages, calls, and video chat services (See Figure 18). Microsoft © (2017), which owns *Skype*, describes it as a software that enables world's conversations that also allows file sharing. *WhatsApp* is also an app used to send instant messages and is very similar to *Skype* (See Figure 18). Users can use *WhatsApp* in a website, tablets or cellphones.

Figure 18. *Skype* and *WhatsApp* features

This screenshot was taken from the *Skype* app for cellphones (Main section)

This screenshot was taken from the *WhatsApp* app for cellphones (Status section)



6. Language Online


Language online is a digital mode of the language that is connected to a computer or a computer network (the internet). Nowadays, technology has become essential for people. Its frequency of use is so high that it has become part of people's daily routine. Technology and online platforms facilitate language exchange, information exchange, and dynamic communication. Language through online or virtual modes of communication is part of most people's everyday experience. For example, most people in the world use language through cell phones every day and the frequency of use of those devices is high. Since cell phones were invented, the time devoted to the use of language online increased

notably.

Language online simplifies people’s lives. Barton and Lee (2013) assert that technology is part of people’s lived experiences across all contexts, ranging from engaging in a plethora of social networking sites with friends, to studying and working, and engaging in family life. Berker, Hartmann, Punie, and Ward (2005) call this situation “the domestication of technology”. Barton and Lee (2013) think that contemporary life is changing in many ways and this impacts language and communicative practices raising the importance of information and media because language online provides a resource that becomes meaningful in people’s everyday communication.

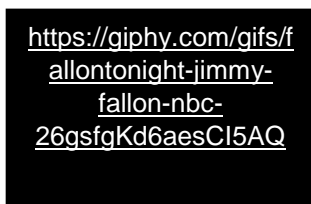
Written language interaction in an online environment is mainly done by text based Computer Mediated Communication (CMC). McQuail (2005) defines CMC as any human communication that occurs through the use of two or more electronic devices. Barton and Lee (2013) identified a new variety of language (See Table 2) characterized by features such as:

Table 2. Characteristics of language online

Feature	Example
Acronyms and initialism	GTG for ‘got to go’, LOL for ‘laughing out loud’
Word reductions	gd for ‘Good’, hv for ‘have’
Letter/number homophones	U for ‘you’ and 2 for ‘to’
Stylized spelling	I’m soooooooooo happy!1
Emoticons	
Unconventional/stylized spelling	‘!!!!!!!!!!!!!!’, ‘.....’

Nowadays, SNSs have much more varieties of language. Communication in SNSs tends to be very interactive. Emoticons can work as facial expressions in an online setting. CMC can also provide more ways to make communication more interactive and interesting. For example, apart from emoticons, people can use “gifs” as well. “Gif” stands for graphic interchange format. A gif is an animated image (See Figure 19).

Figure 19. Gif example



This image is gif. format. When it is in a *Facebook* chat, users see this person moving his hands. It can be used to greet a friend in a *Facebook* chat.

CMC should be analyzed in a specific context. CMC was formerly studied through the analysis of large corpora by discourse analysis, but it was decontextualized. Social aspects should be considered because it provides a context to CMC. Therefore, CMC researchers began to realize that the language is shaped by various social factors and, therefore, should be analyzed in its specific context (Herring, 2002); for example, the particular contexts in which people use emoticons: mainly informal situations.

Language online should be studied as a text and as a practice. The text is used through a CMC mode and what people do with that kind of text is practice. Practice is what gives the context to CMC. Language online as text and practice involves two concepts: literacy events and literacy practices:

Literacy practices are the general cultural ways of utilizing literacy that people draw

upon in a literacy event. Examples of literacy events and practices can be found throughout life, online and offline. For example, going online to comment on a news story, to book a ticket, to play a game or to arrange to meet a friend all involve negotiating written language and are all literacy events. In deciding where and when to do these things, along with what styles of language to draw upon, the participants draw upon their literacy practices (Barton and Lee, 2013:12).

In this chapter, I described what an SNS is, their most important websites and apps, their characteristics and features, and their impact on language use, education and language teaching. On the next chapter, I will describe the research methodology. This description includes characteristics of the study, the research questions, the context and characteristics of the participants. Furthermore, this section will give details about the timeline of the progress of this study. The data collection procedure is explained as well as the use of digital instruments to gather the information. There are visual aids to understand the type of technology to apply to surveys.

CHAPTER II

RESEARCH METHODOLOGY

Introduction

In this section, I describe the methodology carried out in this research. I will explain what type of research I apply and talk about its respective characteristics. The main research question and sub-questions are embraced again to keep a reference of what this study tries to answer. I briefly provide the context in which this research takes place, the characteristics of the participants, and data collection. Understanding this context helps the reader to know to what extent this study can impact other settings. Digital instruments provided by *SurveMonkey.com* were essential to collect the data and these tools are also described. Graphic examples are also shown to facilitate the comprehension of these tools. This chapter also includes the application and procedure of data collection as well as data analysis.

There are two main types of research: quantitative and qualitative. This study employs features of both types, as according to McKay (2006). In this study, my role as a researcher was to measure students' and instructors' responses which examined quantitative characteristics (See Figure 20 and 21). However, not only did I try to predict and posit casual relationships of the results, but also, I contextualized and interpreted these outcomes in a qualitative way. There is another qualitative aspect applied in this project because there is an interpretive analysis and categorization of the data (See Table 3).

Figure 20. Instructors' responses on use of SNSs

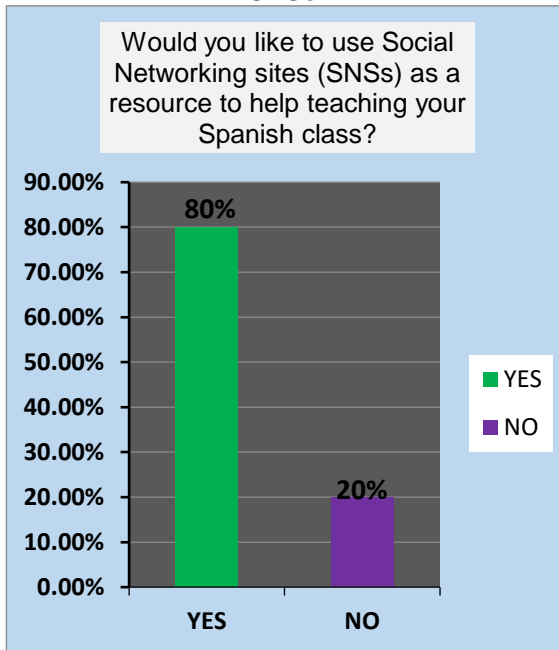


Figure 21. Students' responses on use of SNSs

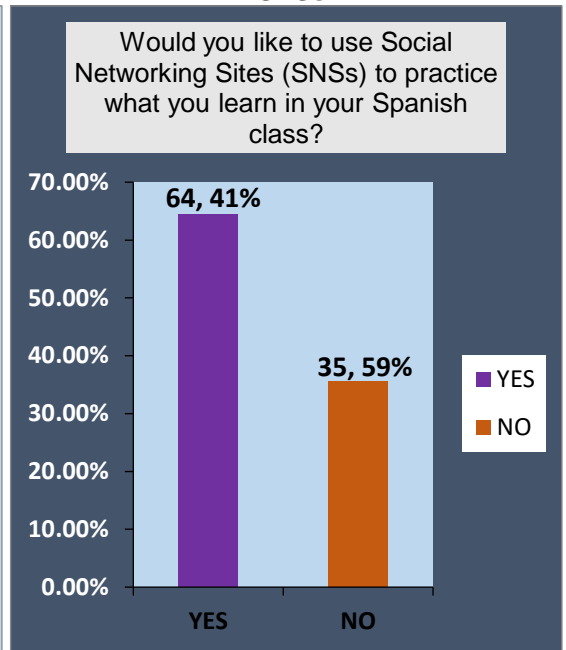


Table 3. Instructors' opinions on using SNSs to teach

Would you like to use Social Networking sites (SNSs) as a resource to help teaching your Spanish class?
Instructors' reasons
SNSs can be a good source of free, authentic materials to share with students.
It is not my field. I use it for literary and cultural purposes.
Because it allows me to promote a better integration between the content and the technology that the students use.
Because sometimes the grammar used is inaccurate, so it contradicts the work we do to teach appropriate grammar in class.
Sometimes it is good to show them videos from <i>YouTube</i> , and then talk about it, but not all of them. For example, I don't want to use the other media in class.
These sites are tools that the students are comfortable with and that they use on a daily base. This would give them the opportunity to relate language in their daily activities.
It will be interesting.

The quantitative features of this research provide validity to this study thanks to the use of percentages to identify students' and instructors' trends. In the analysis of these trends, the results in percentages help this project by giving it more reliability. This measurement provides more validity to the reasons that

instructors and students provided for each answer. These reasons are analyzed from a qualitative perspective. This analysis not only helps to contextualize this study in the specific setting in which it takes place, but at the same time, it provides insights to identify trends that might apply to other institutions with similar contexts or characteristics. Therefore, this methodology also facilitates constructing generalizability which, according to McKay (2006), is the degree to which a study can be generalized to other contexts. This method promoted the development of the research questions.

As mentioned earlier, there is one main research question along with 3 sub-questions examined in this study. The main research question that I intended to answer in this project is: How to use social networking sites as a tool to support Spanish language teaching activities for Spanish elementary levels courses at the university level? To answer the main question, the following research sub-questions were made: How to choose SNSs when planning and creating activities? How to apply SNSs to activities? How to evaluate activities that take place in SNSs? Before answering to these questions, it is imperative to know the environment in which this study took place.

The study was conducted at a large public Midwestern university in the U.S. This institution serves students coming from different states in the U.S, as well as students coming from around the world. The participants were 137 students and 10 instructors of elementary levels of Spanish. They are college students whose average age ranged between 18 and 22 years old approximately. The instructors' average age ranged between 28 and 35 years old. The instructors who participated

in this study come from Spanish speaking countries and the US as well. They all teach elementary Spanish courses. The following chart (See Table 4) reports the total number of participants between students and instructors of elementary Spanish.

Table 4. Participants in the study

	Total	%
Total of Spanish instructors	25	100%
Instructors who took the survey	10	40%
Total of students of Spanish elementary courses	972	100%
Students who took the survey	137	14.1 %

This research started with the idea of building a platform to give the opportunity to foreign language learners to have access to free language practice with native speakers online. To put together a macro project like this platform, I decided to start with a more specific idea that could help me build a foundation towards that goal. Before putting together the technology, I decided to do research on what was already available to use. Therefore, SNSs became the perfect target for my focus of study. After examining all the different main SNSs, I realized that their technology was very advanced, and their business was highly profitable and powerful. Therefore, I decided taking advantage of current SNSs for the following principal reason: I was not ready yet to create a new platform that meets users' expectations as current main SNSs do. Subsequently, I chose foreign languages taught at universities because that is the context of the environment in which I work. I specifically selected Spanish language teaching and learning, mainly because that is the language I teach at the college level. After the opportunity of experimenting with the implementation of SNSs in my classes, I got firsthand

experience that contributed to developing the design and implementation of this research.

My previous job experience gave me more motivation. I worked for two years as an online language tutor in the national learning service of Colombia, and I implemented closed *Facebook* groups for information exchange for my courses at the same national institution. This previous experience gave me more foundations to confidently create the guidelines for instructors about how to use this technology in the class. The contribution of this experience enhanced the guidelines based on instructors and students' feedback. I took different steps to start making this project.

This research started with a proposal in Spring 2016. It was: Which characteristics should a bilingual social networking site have in terms of language aspects? This project was an assignment for a course called: "Bilingualism and Language Contact". This course motivated me so much to do research about it that I decided to propose a thesis to meet the requirements of the Master of Arts in Language teaching (MALT), which I am about to complete. This project also encouraged me to pursue one of the aspects that I am passionate about: technology.

Instruments

For this project, I designed two questionnaires to collect the research data. I applied one questionnaire to the instructors (See Appendix A) and the other one to the students (See Appendix B) the between March 2017 to April 2017. These

surveys look for attitudinal information. McKay (2006) explains that attitudinal questions seek to find out more about the opinions, beliefs, or interests of teachers or learners. The purpose of these questionnaires was to identify students' learning needs about learning Spanish language that SNSs can meet and to include Spanish instructor's suggestions about teaching Spanish using SNSs as a resource to support their activities.

The students' questionnaire has 17 questions. It seeks for their preferences, opinions, likes and dislikes regarding the use of SNSs in the Spanish class. It also asks how motivated they feel to use this technology. At the end of the survey, there is a section for general suggestions about the implementation of this platform. The instructors' questionnaire has 20 questions. It has the same structure as the students' questionnaire, but their questions were designed to see their point of view from their teaching experience. At the end of the survey, instructors had 3 extra questions. They were asked to give suggestions about how they think it is important to consider when choosing SNSs when planning and creating activities, applying SNSs to activities and evaluating activities that take place in SNSs.

Most of the questions are closed-ended. This type of questions required the respondents to choose an answer among multiple options. However, each closed-ended question had a follow-up question asking why they chose a specific option. This type of question can be categorized as an open-ended question. According to McKay (2006), open-ended questions allow respondents to write their own answers. The data obtained from the questionnaires shows students' and instructors' likes, dislikes and preferences related to the use of SNSs as a resource

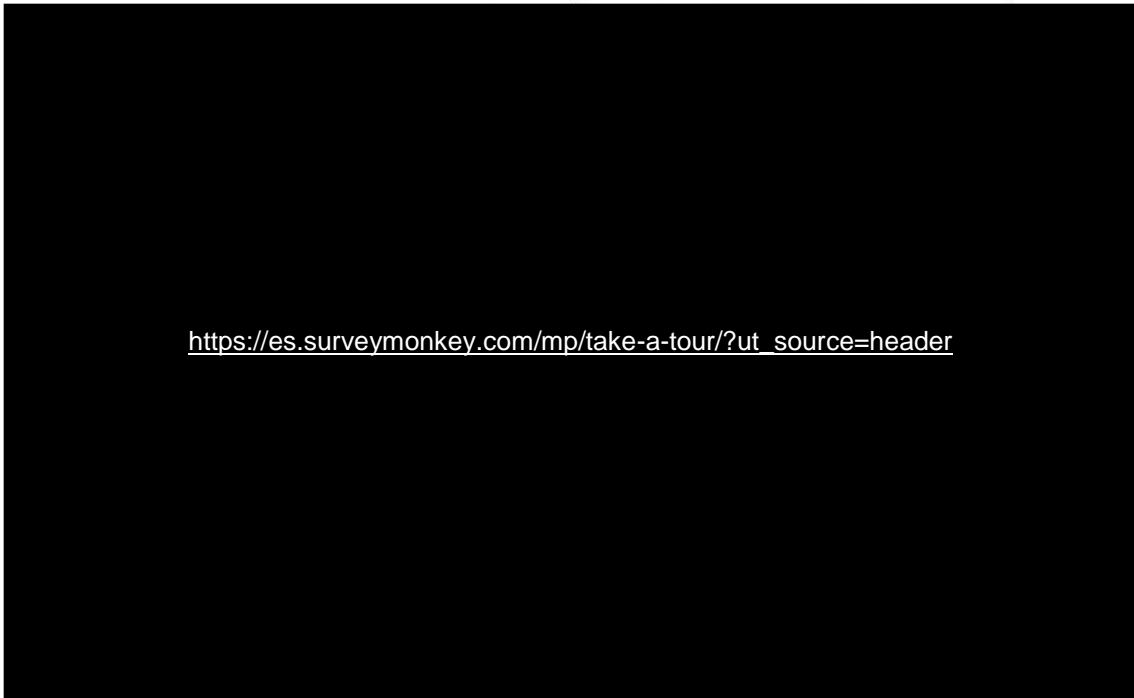
to practice Spanish. For example, preferences about what SNS students and instructors think that is the best to practice the listening skill and their reasons for their answers.

Data collection

To apply these questionnaires, I visited the Spanish classes before classes started to recruit participants. I explained the purpose of the research and left a website link to access the questionnaires at www.surveymonkey.com. The participants could complete the surveys at their preferred time. To be able to participate and fill the questionnaires, participants needed to accept by consent through the platform that was mandatory. In this consent form, the participants were introduced to the purpose of this research and agreed to participate in this study. Those who did not accept the consent form were not allowed to participate. *SurveyMonkey* automatically restricted those contestants that refused to agree.

The data collection was applied digitally through the *SurveyMonkey* (Copyright © 1999-2017) services. *SurveyMonkey* is a software on the internet that provides tools to manage surveys online. This platform facilitates the design of surveys, makes it easier to reach people, and maximizes data's potential. The design of surveys in *SurveyMonkey* is fast and professional. Among all their multiple services, it provides different templates that can be used to structure the format of the survey (See Figure 22). It even provides the use of customized branding such as logos and evaluates how well a survey will perform.

Figure 22. Example of the *SurveyMonkey* website



Screenshot Taken from www.surveymonkey.com

Sending the survey through this platform was fast and easy. Once the survey was created, it was possible to share it mainly via web, email, and SNSs. This tool also provided a customizable website link that has access to the questionnaire. This method made it also possible to use a preferred mode of delivering the access to the questionnaires. Furthermore, this access was more reachable because these surveys could be done through different devices such as computers, cellphones, and tablets.

SurveyMonkey also facilitated data analysis. Results could be instantly seen and trends calculated automatically. (See Figure 23 and 24). It was possible to choose and customize the way figures are displayed. These tools improved the efficiency of data collection. It allowed to filter, compare information, export data,

and customize data or report views. It also permitted to set privacy to data collected. The precision of this platform ensured reliability thanks to the automatic tabulation of data. This technology enhanced the efficiency of the analysis of the results. Furthermore, this service provided additional tools¹.

Figure 23. Instructors' opinion about the best SNS to practice Spanish

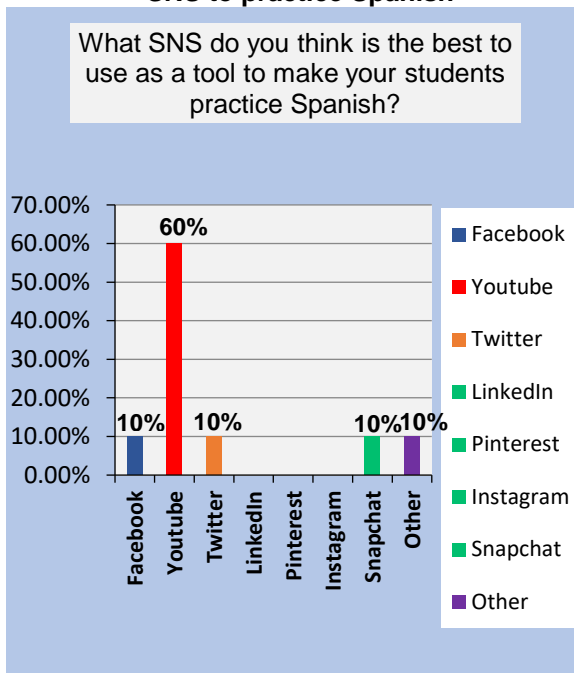
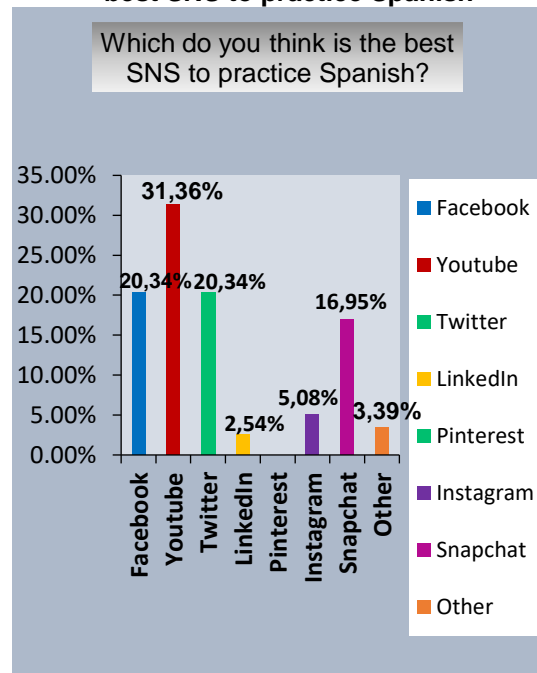


Figure 24. Students' opinion about the best SNS to practice Spanish



The results of the survey are displayed in figures using bar graphs. Each bar has its respective percentage. Apart from that, students' reasons why they chose an answer are categorized respectively. For example, responses to yes/no questions have their respective reasons why each contestant selected an answer.

¹ It is possible to set up a survey on their website to keep respondents anonymous. It also has privacy policies. For further information, it is possible to access its policy center in www.surveymonkey.com.

This categorization helped me organize better the analysis.

I analyze the data through the comparison between teacher's and learner's needs. Teacher's suggestions and student's likes, dislikes, and preferences are studied regarding their applicability to enhance the communicative abilities: Speaking, listening, reading and writing. This analysis is the basis of the guidelines that give guidance on choosing, using, and evaluating activities that take place in SNSs.

This section described how this study employs characteristics of qualitative and quantitative research. The main research question aims at finding out how to use social networking sites to support Spanish language teaching. Despite the fact that this research takes place at a large state Midwestern university in the U.S., its context can be applied to other institutions which have similar characteristics.

In the next chapter, I present the results and analysis of this study. Thanks to the technological tools applied, the process to report and analyze the results was more efficient. In this section, I discuss the instructors' and students' perspectives of the use of SNSs in activities in the language classroom, and also students' and instructors' likes, dislikes, and preferences related to the use of SNSs as a resource to practice Spanish.

CHAPTER III

PRESENTATION AND ANALYSIS OF THE RESULTS

In this chapter, I show the results and analysis of this research. Students and instructors give their points of views about the use of SNSs to support Spanish language teaching. This section analyzes their willingness to use SNSs in the Spanish class, their perspectives about the usefulness of SNSs, and their opinions about what SNSs are the best ones for activities, homework or evaluations. It also shows what SNSs do not motivate students and instructors. The chapter also examines participants' perspectives on some specific uses of SNSs to develop communicative abilities. At the end of this chapter, instructors and students give general suggestions about how to use SNSs to support language teaching and learning. These results give useful data to answer the main research question (how to use social networking sites as a tool to support Spanish language teaching activities for Spanish elementary levels courses at the university level?) and its respective sub-questions (1. How to choose SNSs when planning and creating activities? 2. How to apply SNSs to activities? 3. How to evaluate activities that take place in SNSs?). The topics of the section in this chapter are interconnected to provide answers to the main research question and multiple research sub-questions at the same time. The next chapter will take the most relevant information from each section of this chapter to answer each research question. The statistics are reported with percentages considering that 10 instructors and 137 students participated in the present study.

Willingness to use SNSs in the Spanish class

Most of the instructors feel their willingness to use SNSs as a resource to help their teaching. Motivation towards using a resource to teach is a fundamental factor that contributes to reaching the teaching objectives. When an instructor is motivated to use a tool to teach, it maximizes the opportunities to find better ways to implement that resource to achieve those goals. 80% of the instructors have this motivation (See Figure 25). Thus, taking advantage of that motivation is an excellent point to start building guidelines to use SNSs in the Spanish language class. Furthermore, it is also important to consider all the reasons that attract them to use SNSs in language teaching.

Figure 25. Instructors' willingness to use SNSs

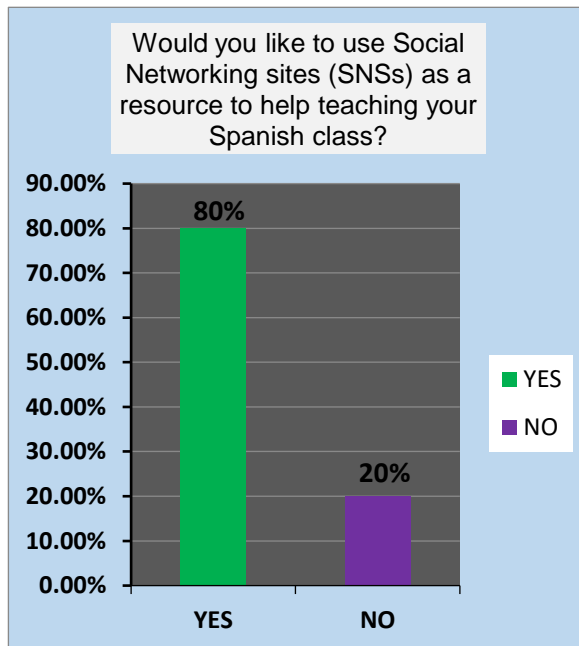
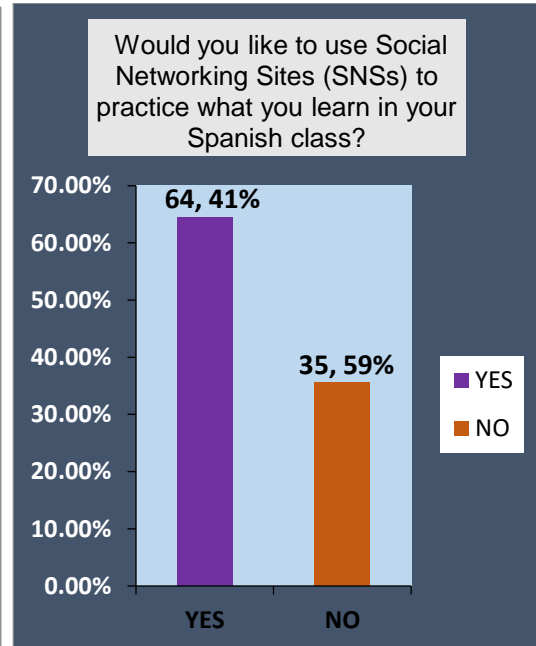


Figure 26. Students' willingness to use SNSs



Instructors in favor think that SNSs can be a reliable source of free, authentic materials to share with students, and to promote a better integration of technology in the content that the students use. They see SNSs as tools that facilitate access to show videos for further class discussion and make students feel more comfortable because they use them on a daily basis. According to these instructors, this would give them the opportunity to relate language to their daily activities. Others already use SNSs for literary and cultural purposes. In general, there is a noticeable interest to use them for teaching purposes.

Nevertheless, it is also important to analyze the reasons why 20% of the instructors are not motivated. Finding these reasons makes it easier to overcome the aspects that do not attract these instructors. Their primary concern is grammar accuracy. They think that one of the important roles of language instructors is to teach proper grammar. Therefore, they are worried about how SNSs might leave spaces in which the online use of language might contradict the appropriate grammar taught in class.

The majority of the students are also interested in using SNSs as a resource to practice what they learn in their Spanish class. 64.41% of the students expressed their willingness to use SNSs to support their language learning (See Figure 26). 56 out of 75 comments were in favor of the use of SNSs in the class. This means that 74.6% of all reasons were also in favor. Moreover, these students in favor have a more detailed explanation about their preference.

In general, students in favor think that it is exciting, interactive, efficient, creative, collaborative, engaging, convenient, communicative, user-friendly,

familiar, easier, appropriate for their generation, useful, and beneficial. According to them, it is a modern way to practice learning and would make it simpler to learn since they use SNSs every day. Others think that it is a clever way to connect to native Spanish speakers and experience more informal practices of the language, a good place for more language exposure, a more up to date tool, a more realistic sense of learning a foreign language. There was one particular opinion from those in favor that clarifies that SNSs would be helpful but there is a need to monitor its productivity.

In contrast, only the 47.6% of the students against provided reasons why. Most of their reasons were not as detailed as those in favor. In general, these students against expressed that they don't see their usefulness, significance, benefit or need. Some of them explained that SNSs might lead to distraction and disruption of privacy. Some others just prefer to use it only for recreational purposes, not for educational ones.

Usefulness of SNSs to practice Spanish

Almost all the instructors think that SNSs are useful to make their students practice what they learn in their Spanish classes (See Figure 27). 80% percent of those instructors who are interested in using SNSs raised 10% more when it comes to agreeing with the usefulness of SNSs to practice the language. It means that 10% of those instructors who are not motivated to use SNSs accept they are somehow useful.

Figure 27. Instructors' opinion about the usefulness of SNSs

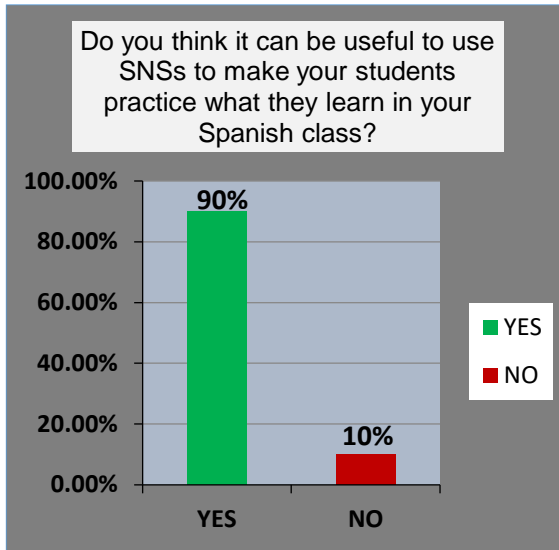
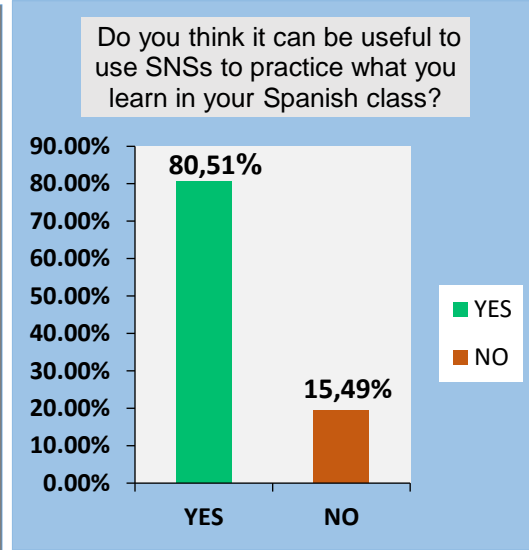


Figure 28. Students' opinion about the usefulness of SNSs



From those in favor, 55.5% left a comment and 100% of those in opposition commented. Comments supporting this idea indicated that SNSs allow to practice talking to native speakers of the language, practice outside the classroom on their own, see more vocabulary and grammar structures they can relate to what they learn, have more options to assign a different kind of activities. In contrast, 10% against this idea commented, in general, that there are other ways to learn Spanish in more useful ways. Nevertheless, this reason does not specify these methods and their usefulness.

Most of the students agree with the idea of the value of SNSs to practice what they learn in their Spanish class (See Figure 28). A similar trend, in which there was an increase in instructors interested in using SNSs, happened with the student's results for this question. The 64.41% percent of those students who are interested in using SNS raises 15.59% more when it comes to agreeing with the

usefulness of SNSs to practice the language. This trend means that 56.1% of those students that are not motivated to use SNSs accept these tools are somehow useful.

From those in favor, 55.5% left a comment, and a 100% of those in opposition left comments. 74.19% of the total of comments were in favor, and 12.90% were against this idea. 48.42% of those who answered “Yes” expressed their opinions and 34.78% of those who support “No” left a comment. In general, comments in favor indicated that SNSs give the opportunity to reinforce the communicative abilities and improve retention of information. In contrast, the comments against enhance foregoing reasons such as the idea that SNSs can be a distraction for students and their usefulness is not clear for them.

Best SNS to practice Spanish

The instructors think that the best SNS to practice Spanish is *YouTube* (See Figure 29). This trend is not a surprise considering that these instructors are used to regularly *YouTube* videos in class to support Spanish teaching. Most of the reasons why the instructors chose *YouTube* have to do with the access to a variety of useful examples of language used in real life. Others explained that SNS gives the opportunity to listen to native speakers to support cultural information as well as to make comparisons between cultures. Other instructors pointed out the chance of choosing favorite and useful songs that can support language teaching.

Students also agree that the best SNS to practice Spanish is *YouTube* (See Figure 30). It is important to clarify and consider that most of these students are

used to watching videos from *YouTube* in the Spanish classroom. This situation can be a factor why they chose it as their favorite SNS. Most of the comments support that *YouTube* has many useful videos in which there is a lot of exposure to the language. This allows them to make more easily their videos, to practice their Spanish as well, and a wider range of options to listen to native speakers of the Spanish language.

Figure 29. Instructors' opinion about the best SNS

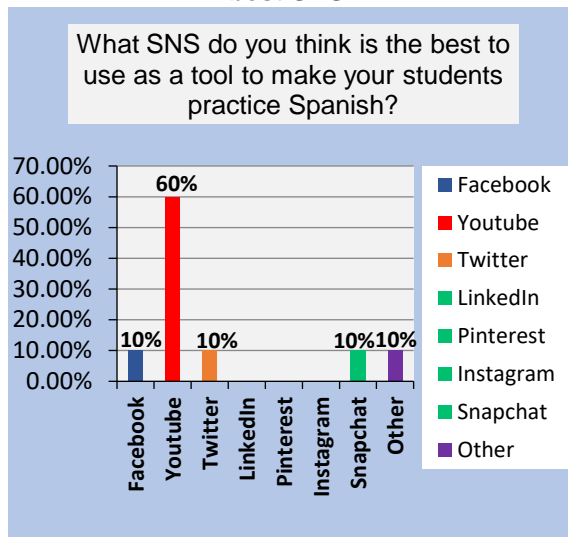
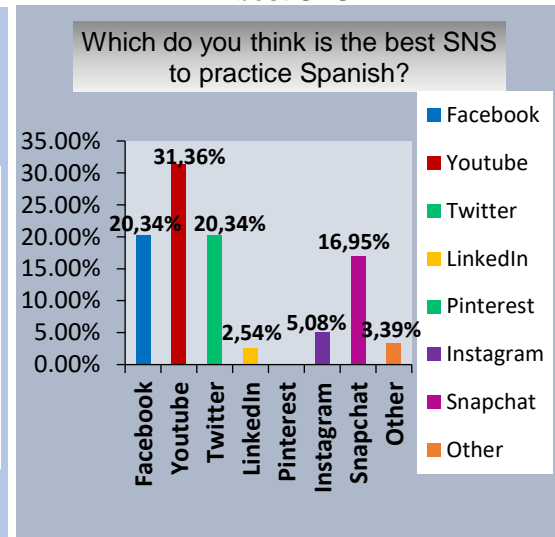


Figure 30. Students' opinion about the best SNS



Facebook and *Twitter* are the second best SNSs. Some of the students think that *Facebook* has the advantage of having a higher number of students with a respective *Facebook* account and *Twitter* offers little blurbs of words with an automatic translation option. On the third place, *Snapchat* is perceived as the easier platform to engage more interactively in conversations. Some others recommended a website called *Kahoot* that is useful for asking online questions interactively which students can answer using their cellphones in class. In *Kahoot*,

students can compete and work in groups and receive points automatically.

Best SNSs for each communicative skill

YouTube is the most preferred SNS among the instructors for half of the communicative skills (See Figure 31). The instructors think that *YouTube* is the best to practice speaking, listening, and vocabulary. After *YouTube*, the second most favorite SNS for instructors is *Pinterest*. These participants perceive *Pinterest* as the best for grammar and reading. The writing skills do not have a notorious favorite SNS among instructors, but there are three main SNSs that lead their preference: *Facebook*, *Twitter*, and *Pinterest*.

The instructors commented that *YouTube* has videos that provide notable examples of language, such as music, that are useful for listening, grammar, and culture. They also explained that *Facebook* allows for longer written posts to improve the writing skills. Some other instructors expressed that *Pinterest* has a lot of practice materials that support what they teach in class. They also indicated that *YouTube* has great videos for listening and *Skype* would be an SNS to use to chat with native speakers.

Facebook is the most preferred SNS among the students for half of the communicative skills (See Figure 32). The students think that *Facebook* is the best to practice reading, writing, and grammar. After *Facebook*, the second most favorite SNS for instructors to practice specific communicative skills is *YouTube*. The students perceive *YouTube* as the best for listening and vocabulary. For the speaking skills, students prefer *Snapchat*. Even though *Facebook* is also highly

perceived to help improve the speaking skill, *Snapchat* overpasses *Facebook* in this ability. The students commented that *Facebook* has the advantage of having better tools to share information, allowing longer posts with more text than the other SNSs facilitating the writing skill, and showing more realistic posts from the Spanish speaking culture. They see *YouTube* as a more formal SNS than *Facebook* and an easier platform to upload videos to practice the listening skills.

Figure 31. Instructors' opinion about the best SNSs for each communicative skill

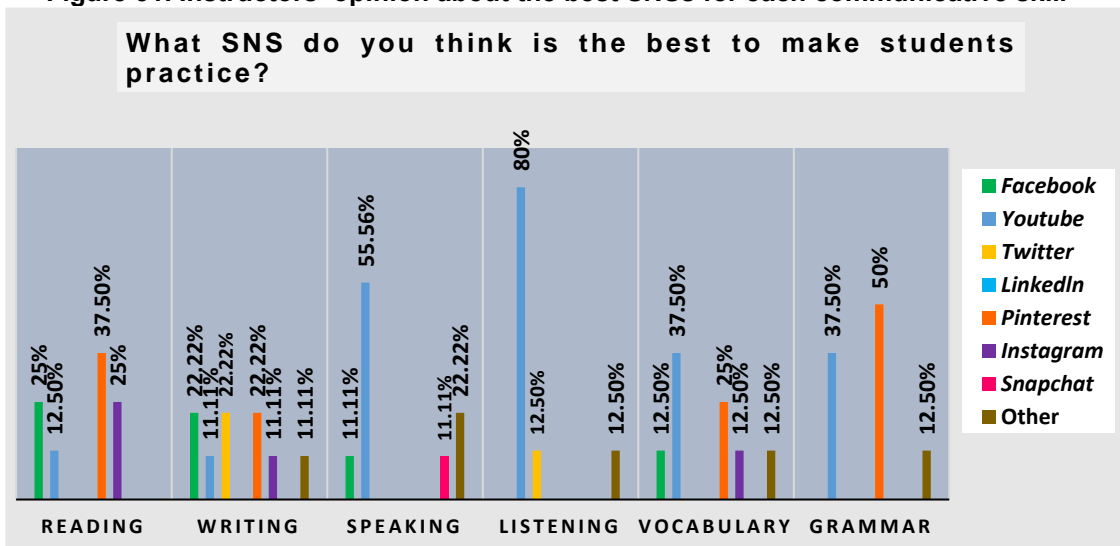
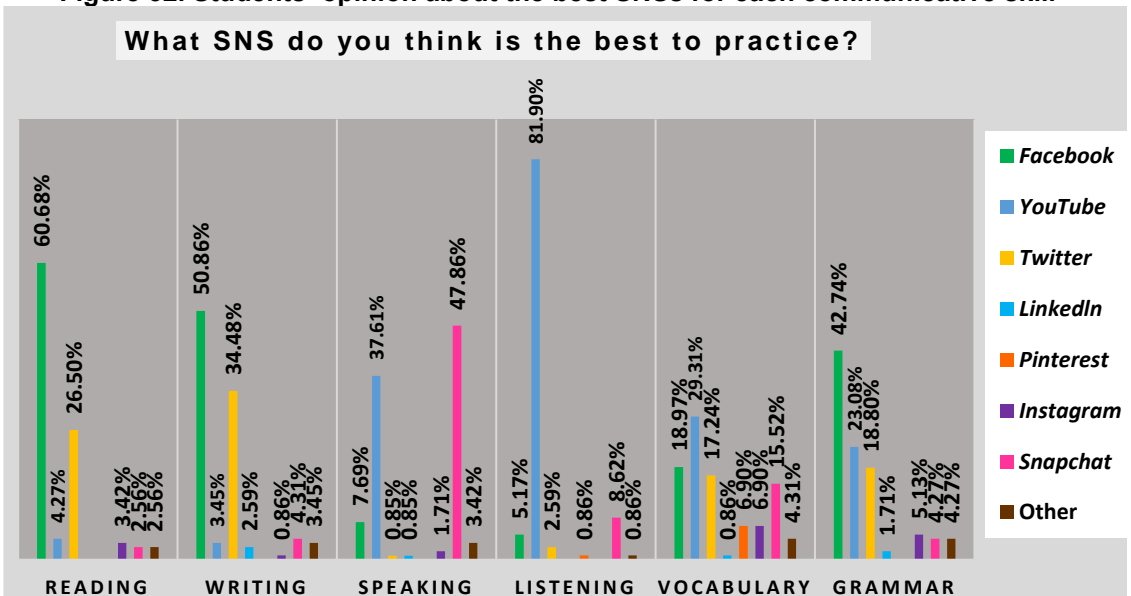


Figure 32. Students' opinion about the best SNSs for each communicative skill



Willingness to have activities in SNSs

Most of the instructors are willing to assign activities in SNSs (See Figure 33). Previously, the results showed that 80% of instructors would like to use SNSs in their language teaching and 90% of instructors think that SNSs can be useful to make students practice what they learn in the language class. I compared these results to this question, and I determined that there is a decrease to 60% when it comes to being motivated to assign class activities in SNSs.

Figure 33. Instructors' willingness to have activities in SNSs

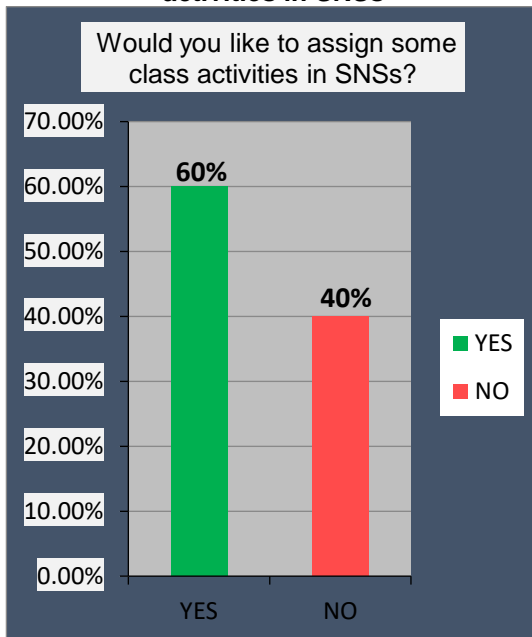
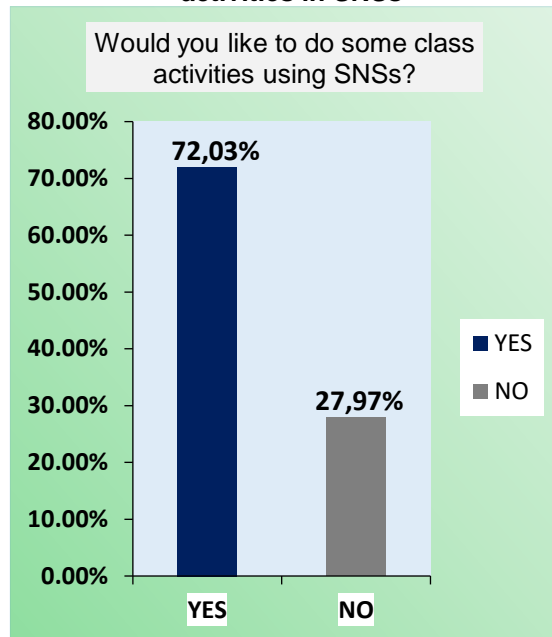


Figure 34. Students' willingness to have activities in SNSs



33.3% of those in favor left a comment while 100% of those against this idea expressed their opinion. Comments supporting this idea indicated that it is an advantage that students already like to use these SNS. Nevertheless, they clarify that this strategy can become a bad habit if it is implemented in the classroom

rather than in the lab where the organization of the computers allows for better control. Opinions against this idea expressed that some instructors do not want students to use their phones or computers in the classroom because it can be too distracting.

Most of the students demonstrate their motivation to do some class activities using SNSs (See Figure 34). From the 64.4% of these students who think that they would like to use SNSs to practice what they learn in the Spanish class, there was an increase of 7.6% when it comes to wanting to do some class activities using SNSs. 30% of students in favor commented on this section and 21.2% of students against expressed their opinions. Comments supporting this idea indicated that students want to experiment with SNSs and see if it would be efficient or fun to break with the monotony of the traditional activities so the class group could be more collaborative or closer. Some other students clarified that they would like to do activities in SNSs if they are extracurricular. Opinions against this idea expressed that distractions are the main issue because phones and social media might distract them from the task itself.

Homework in SNSs

Instructors' preferences about assigning homework on SNSs is divided. Half of the instructors would like to use SNSs to assign homework (See Figure 35). There is a 10% decrease regarding motivation to use SNSs when homework is compared to the willingness of assigning activities in these platforms. 83% of the comments are against the idea of assigning homework in SNSs. 100% of

instructors who answered “NO” left their comments while only 20% who voted yes left a comment. Those who expressed their opinions against this mentioned that students already spend too much time on SNSs, assignments should be optional rather than homework since their personal online activity could be exposed. An instructor against this idea clarified that despite the fact that he or she thinks that it is a bad idea, he or she would choose *YouTube* or *Skype* if necessary. On the contrary, comments in favor reaffirm the perception that their students are already motivated to use SNSs because students like them.

Figure 35. Instructors' opinion about homework in SNSs

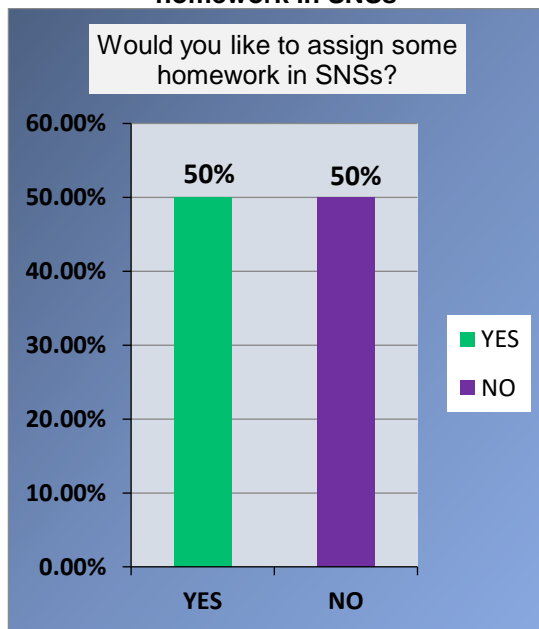
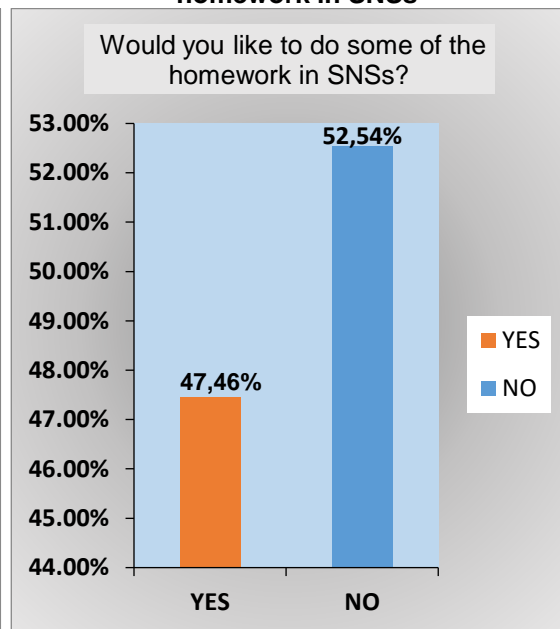


Figure 36. Students' opinion about homework in SNSs



There is a short gap that divide students' opinions about doing homework on SNSs (See Figure 36). There is only a 5.08% difference between those students in favor and those students against this topic. Homework on SNSs decreased students' motivation to use SNSs. Even though 72.03% were willing to

do activities on SNSs, there is a 24.57% reduction when this motivation is related to homework on SNSs. 47.46% of students are willing to do homework in SNSs. Nevertheless, there are more comments from those students who like this idea. 55.26% of the total of comments were in favor and 37.5% of the students who answered “YES” expressed their opinions.

There are also opposed comments. 42.11% of the comments are against and only a quarter of those students who answered “NO” gave reasons for it. Opinions in favor explained that SNSs transforms homework into a fun activity, increases motivation to do homework, facilitates collaboration among peers, provides more variety, changes the traditional way to do homework, and makes it easy to remember homework. Students against this strategy think that they do not like the idea of using SNSs for educational purposes and they prefer not to use their SNSs profiles.

Evaluation in SNSs

More than half of the instructors prefer to avoid evaluating activities that take place in SNSs (See Figure 37). The trend about the motivation to use SNSs keeps falling when it comes to evaluating through these platforms. There is a drop again of 10% related to the willingness to use this technology if this idea is compared to 50% to assign homework in SNSs. 83.33% of the comments are against this idea and 83.33% of the instructors who answered “NO” explained why.

Figure 37. Instructors' willingness to evaluate in SNSs

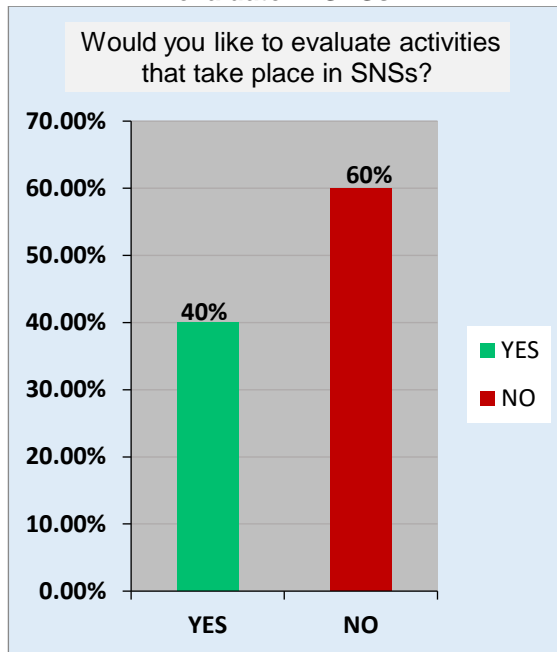
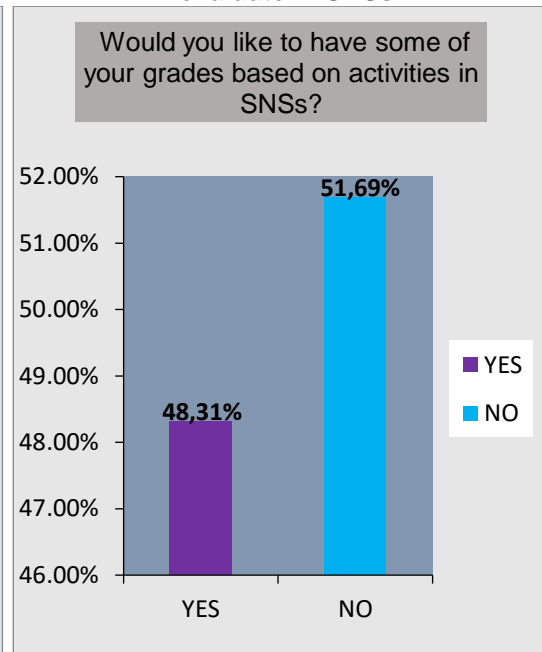


Figure 38. Students' willingness to evaluate in SNSs



On the contrary, 16% of the opinions are in favor and only 25% of those who chose “YES” expressed what they thought about this. Most of the instructors said that they would not like to evaluate using SNSs because they find it too demanding to create accounts for multiple SNSs, and do not know how to use all SNSs and they would not like to use SNSs for this purpose daily. Nevertheless, some of these instructors clarify that this kind of evaluation would work as an extra assignment for evaluation. Comments in favor showed that evaluating in SNSs encourages participation.

There is a similar slight difference between those students who would prefer grades from activities in SNSs and those who would not like it (See Figure 38). This trend is very similar to students' opinions about doing homework in SNSs: there is only a 0.85% difference. There is a slight inclination to not wanting to be

graded from assignments in SNSs. 51.51% of the comments are in favor, and 29.82% of the affirmative answers are supported with reasons.

On the contrary, 48.48% of the opinions are against it, and 26.23% of the negative answers provided details about their views. Students, who agree with being graded based on activities in SNSs, think that grading can be more flexible, SNSs can improve their grades, there are more aspects to consider when being evaluated, there are more opportunities for extra credit, and it would be easier to track participation points. Students disagreeing with this proposal expressed that it can be problematic because students might not take the assignments seriously and it might generate ambiguous criteria for grading.

Motivation towards SNSs in the Spanish class

Most of the instructors expressed their motivation towards using SNSs (See Figure 39). In general, 80% of the instructors are motivated to use SNSs to support their teaching. This trend matches the 80% of the instructors who answered that they would like to use SNSs as a resource to teach Spanish. 25% of the total of the motivated instructors feel very interested while the rest of this total feel more or less motivated.

Figure 39. Instructors' motivation to use SNSs

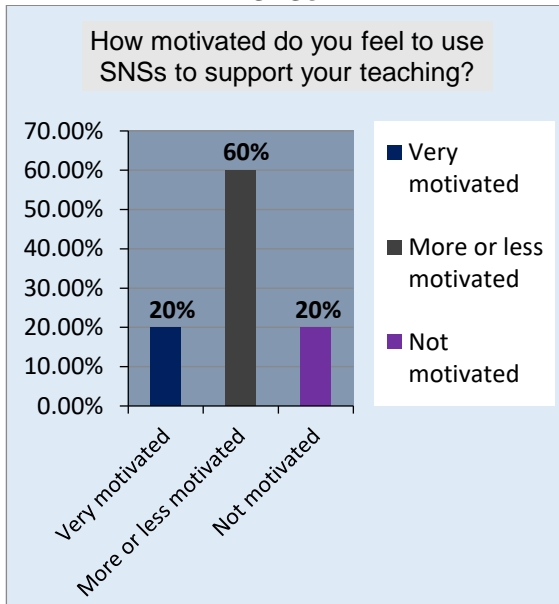
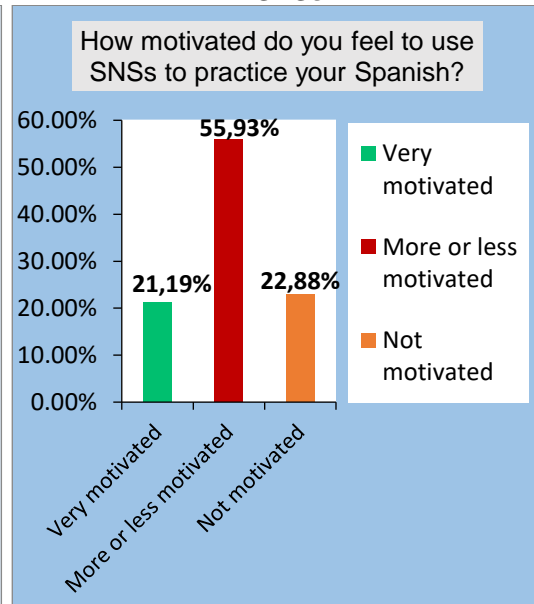


Figure 40. Students' motivation to use SNSs



Instructors' comments explained their motivation or discouragement towards SNSs. The instructors who have some level of motivation commented that SNSs are useful and provide authentic materials but, at the same time, they expressed their concerns. For instance, concerns about knowing how to use this technology, how to handle technical issues, and how to evaluate it in this digital context. 33.3 % of the comments supported why some instructors are not motivated. These unmotivated instructors explained that SNSs have a purpose that should be apart from education.

Most of the students feel motivated to use SNSs to practice Spanish. 78.81% of the students express feeling some motivation towards this strategy (See Figure 40). More than a fifth of the total of students indicated a prominent level of motivation. This reaction in favor of SNSs raised 14.41% compared to the 64.4%

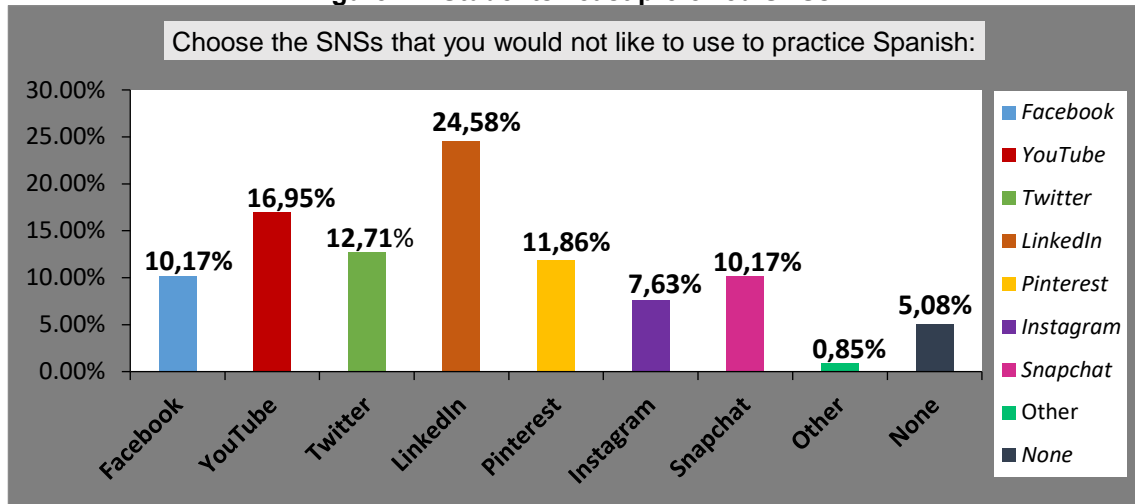
of the students who would like to use SNSs in the Spanish class. These participants feel more motivated to use SNSs to practice the Spanish language as an extracurricular activity.

There are also comments expressing discouragement towards SNSs. 33.33% of the comments express the reason why some students are not motivated to use SNSs to practice Spanish. Some of them say that they are trying to avoid SNSs because they have multiple distractions and do not want their friends to see their assignments. On the opposite side, the rest of the comments explain why the students are motivated. Their reasons support the benefits of keeping track of the progress of the assignments throughout the course time and the advantages of being able to set SNSs interface in the Spanish language to learn more vocabulary. Some of them even indicated that they spontaneously had shared one of his or her assignments using Spanish through *Snapchat* because assignments in Spanish are attractive to the participants.

SNSs that do not motivate the students

There are some SNSs that students would prefer to avoid (See Figure 41). In the first place, *LinkedIn* is the least preferred by students to practice Spanish. Students' reasons indicated that they perceive *LinkedIn* as highly professional in usage and not ideal for this type of practice. They expressed that they prefer not to use it until they feel more confident or fluent with the language.

Figure 41. Students' least preferred SNSs



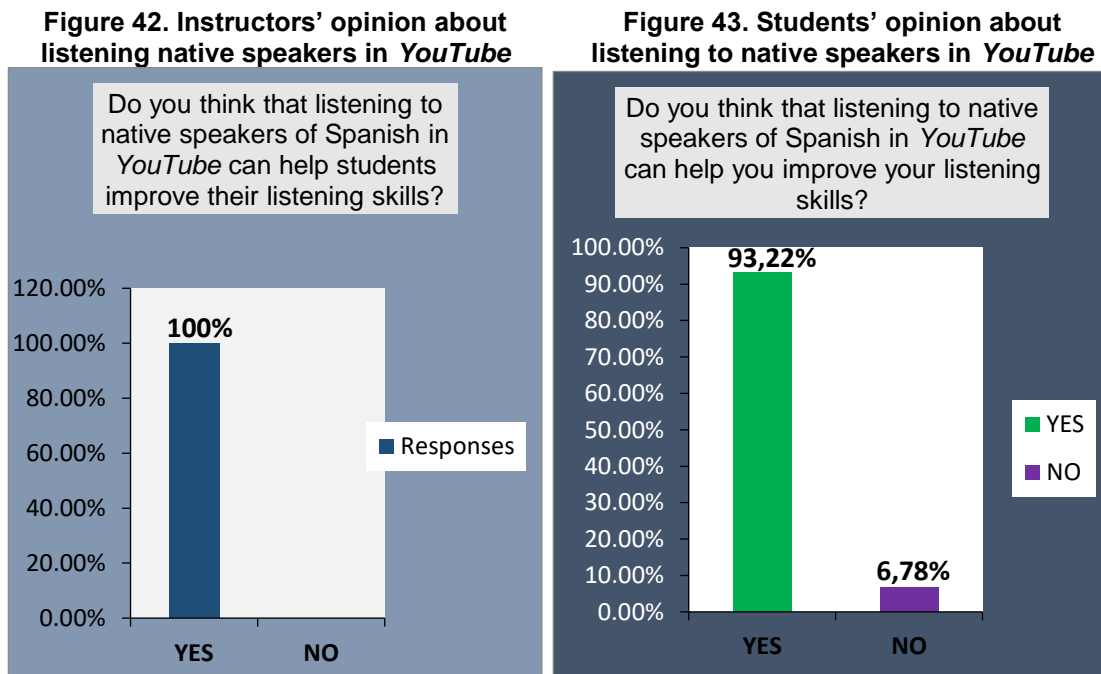
YouTube has the second place. 31.3 % of the students think that the best SNS to practice Spanish is *YouTube*, still, even though they believe it is the best SNS to practice speaking, listening and vocabulary, 16.95% of the students prefer to avoid it. One of the reasons could be the regular use of *YouTube* videos that some instructors were already implementing and their influence on their motivation towards that SNS. More specifically, these students expressed that not every student has a *YouTube* account or a good camera to film videos and upload them, furthermore, *YouTube* videos are much more labor-intensive to produce than posts on other social media websites.

In the third place, we find *Twitter*. *Twitter's* main complaint is the limited amount of space to write. Criticism about the other SNSs state that *Snapchat* is not appropriate for an educational environment because they think it is a temptation to easily use it for a different purpose and messages disappear making it harder to keep track of them. Some other complaints refer to the features of *Instagram* which focuses more on pictures rather than text and the desire of some

students to hide school assignment from the *Facebook* posts.

Usefulness of listening to native speakers in *YouTube*

Instructors agree that listening to native speakers of Spanish in *YouTube* can help students improve their listening skills (See Figure 42). *YouTube* is the most favorite SNS instructors and, at the same time, the most currently used one. Therefore, it was expected to see a trend like this: more instructors in favor of the usefulness of *YouTube* to improve students' listening skills.



60% of the respondents provided useful reasons. They argued that *YouTube* offers them a wide range of accents, authentic material, and visual support, beyond what instructors can provide. They think that *YouTube* can be used as a kind of immersion tool in the target language. Some of them see *YouTube* as a tool to show students how language is used in real situations and

what the actual speed of the spoken language is.

Students find *YouTube* useful for being exposed to native speakers' content. Almost all the students think that listening to native speakers of Spanish in *YouTube* is beneficial for the improvement of their listening skills. 93.2% agree with the usefulness of *YouTube* for this purpose (See Figure 43). 74.28% of the total of comments were in favor of this idea. Nevertheless, only 23.64% of these students who answered yes explained their reasons. On the contrary, 22.85% of the comments disagree with this idea, and 100% of these students expressed their reasons. Most of the students find more meaningful all *YouTube* content. Supporters of the usefulness of *YouTube* to improve their listening skills say that it is better to listen to pronunciation at the usual speed of a native speaker. They indicated that it is possible to replay videos as many times as they want. Besides that, they feel the need to listen to someone else different from their respective instructor with a different voice, intonation, style, and rhythm. They also explained that it makes it more familiar, it gives the opportunity to understand better different dialects. They also expressed that apart from videos, it is possible to find audiobooks in Spanish. They prefer to watch real people using the language in *YouTube* than to watch actors with scripts from the book because it sounds more natural.

There are some few comments on the opposite side. Opinions against this idea expressed that in *YouTube*, native speakers speak too fast. However, some of them think that subtitles can help with this issue. Nevertheless, some of them admit that *YouTube* offers, for many videos, the closed caption that automatically

shows subtitles that are created instantly by this platform. Other students proposed that in a one to one conversation in *Snapchat* with a native speaker, they would not only be listening but also speaking at the same time.

Projects in SNSs

Half of the instructors are interested in assigning a project on *Pinterest* (See Figure 44). The other half of the instructors are either not interested or do not know it. Most of their reasons were against this idea. 60% of the comments expressed their opposition. These instructors explain that it focuses too much on photos, or they do not know how to use it very well, and they would prefer to use *Canvas* instead when assigning a project. The reasons for instructors in favor showed that they think *Pinterest* is an excellent search tool for teaching materials for students, and a resource to create and share study guides with other colleagues.

Figure 44. Instructors' willingness to use *Pinterest* for projects

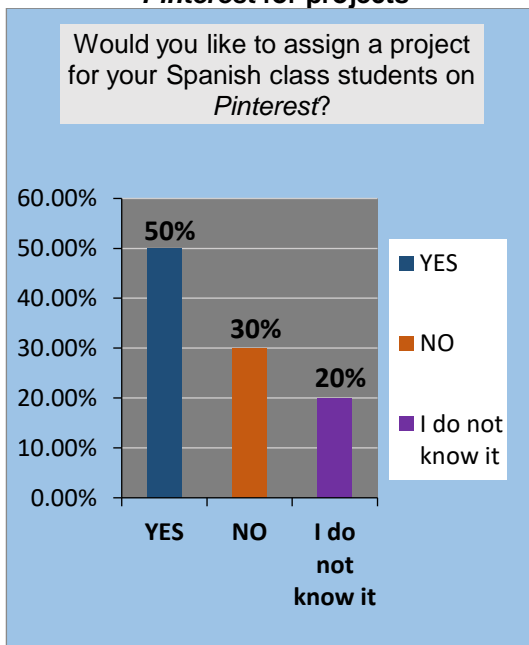
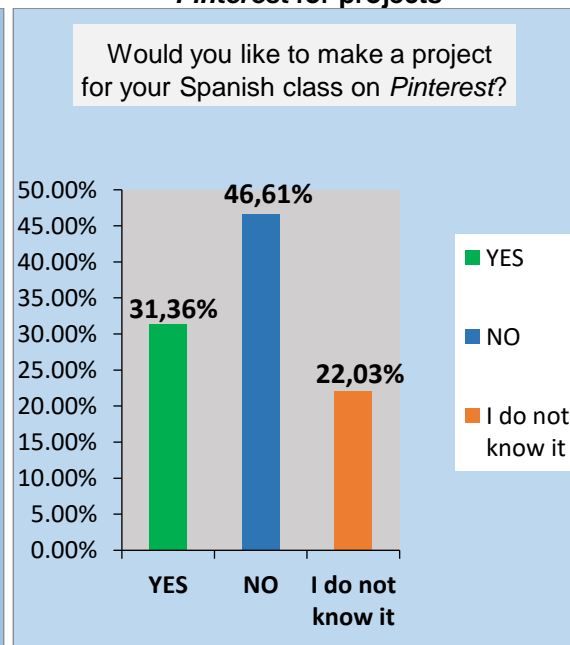


Figure 45. Students' willingness to use *Pinterest* for projects



Most of the students prefer to avoid making projects for the Spanish class on *Pinterest* (See Figure 45). More than a quarter of the students do not know about this SNS. Only almost a third of the students are interested in this idea. Out of the total number of comments, 25% are in favor and 62.5% against this proposal. Opinions in favor indicated that it is important to know first what kind of project they are making to know if it applies to *Pinterest*. They say that this SNS enhances creativity and opportunities to find images that contain language samples. Comments against this idea give multiple reasons. Some of them either do not like it, do not use it, or do not have a *Pinterest* account. Others do not perceive it as fancy, engaging, or interesting as the other SNSs. Other students see *Pinterest* more like a collection of ideas and do not know how to make a project on *Pinterest*.

Experience with SNSs that are unique to language learning

Most of the instructors have not used SNSs that are specific to language learning, teaching, practice or interaction. Only 20% affirmed having used this kind of SNSs (See Figure 46). Some of them said that they have used *Duolingo*, *Kahoot* and *Quizlet*. *Duolingo* is a website with interactive games to learn grammar and vocabulary of many languages. Even though *Duolingo* is not an SNS, it has some similar characteristics of SNSs. *Kahoot* is a learning website. Teachers, students, and companies manage questionnaires or surveys interactively with other people. It is a game in which their participants can compete and make teams. *Kahoot* users can also share, search, and save their content. It is not specifically an SNSs, but the interactive connections that their users make are very similar to many SNSs' services. *Quizlet* is a mobile app and website that allows users to implement

teaching and learning through the use of flash cards, games, and tests.

Figure 46. Instructors' experience with SNSs that are unique to language learning

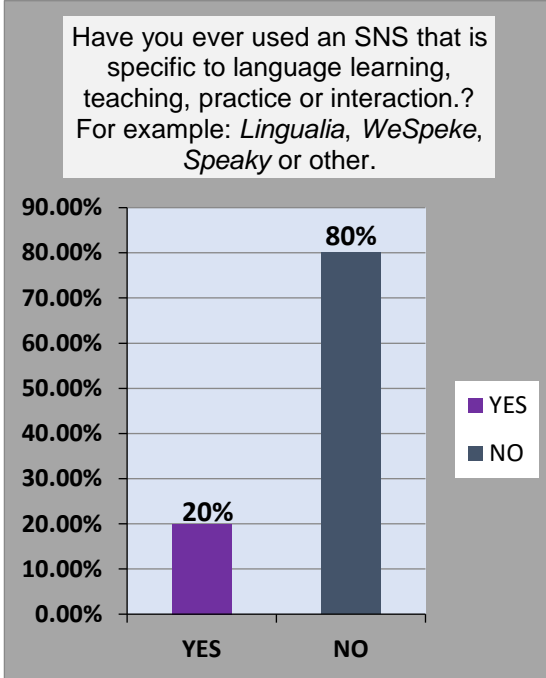
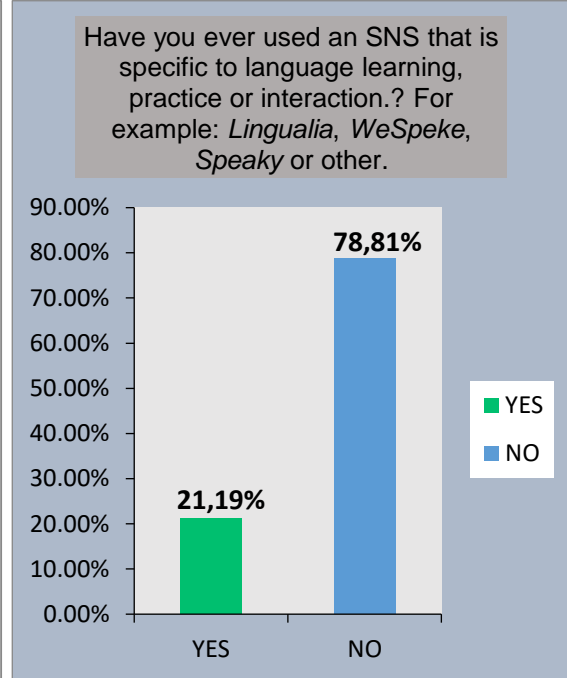


Figure 47. Students' experience with SNSs that are unique to language learning



Most of the students have not had the opportunity to use an SNS that is unique to language learning, practice, or interaction. Only 21.19% of these participants have used this kind of SNSs (See Figure 47). Even though these students are not the majority, they provided useful feedback. 64.7% of them have used *Duolingo*, and some of them perceive it as a fantastic tool. The other 35.3 % of the students use other resources such as *WeSpeke*, *Memrise*, *SpanishDict*, *Rosetta Stone* and *Voice Threads*.

WeSpeke is a technology company that provides language learning solutions. It gives the opportunity to learn and practice with native speakers around the world, and it offers language lessons along with preparation for official

international language tests. *Memrise* is a language learning platform. It provides a website and an app in which language learning becomes a game. It uses principles on how the brain works to build their learning content, and it has a community of users that can also create content for that platform. *SpanishDict* is a popular online dictionary that specializes in Spanish translations and conjugations. It also offers interactive flashcards and language learning guides. *Rosetta Stone* is a language software for language learning that provides advanced tools such as speech recognition. *Voice Threads* is a website and an app that offers a multimedia collaborative slideshow that contains images, documents, and videos. It allows people to explore slides and leave comments in text, voice, or video format.

The use of *Twitter* to improve reading

Half of the instructors think it is a good idea to use “tweets” from famous people to improve students’ motivation toward reading in Spanish (See Figure 48). Nevertheless, less than a half of these instructors who answered “YES” explained why, while all of those who responded “NO” reacted with their particular reasons. 60% of the total of the comments were against this idea. Instructors who oppose to this idea explain that famous people use much slang. Others expressed that perhaps famous Spanish-speaking people might not be so appealing for their students. On the contrary, 40% of the opinions were in favor, and these instructors expressed that it is possible to find tweets that are relevant to their syllabus. Still, they indicate that this search might be demanding with regard to choosing the right and most appealing “tweets” for the students.

Figure 48. Instructors' opinion about *Twitter* to improve reading

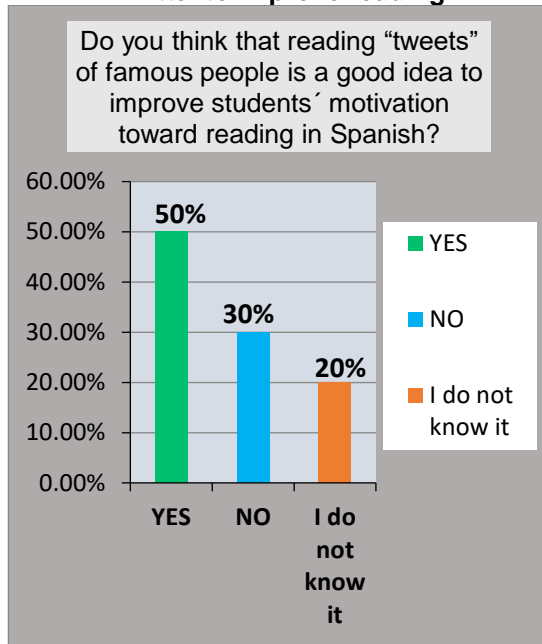
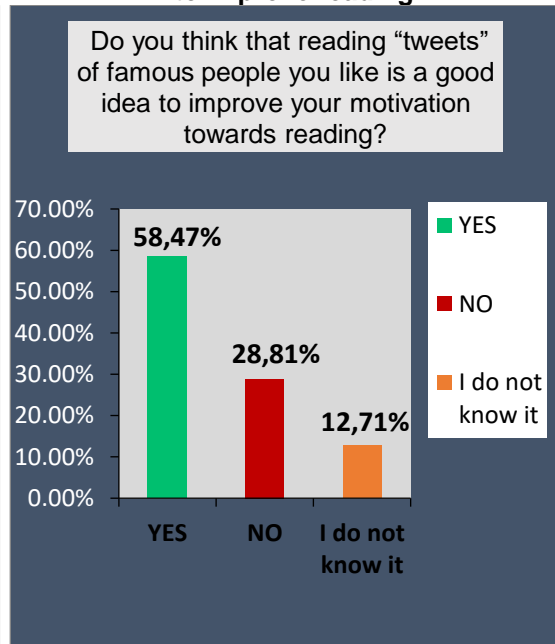


Figure 49. Students' opinion about *Twitter* to improve reading



More than a half of the students perceive reading "tweets" of famous people as a good idea to improve, their motivation towards reading (See Figure 49). 15.94% of the participants who answered "YES" elaborated in their responses while 26.47% of these students who answered "NO" explained their reasons. 52.38% of the total of comments supported this idea. Students in favor explained that using *Twitter* has many advantages such as short text and interesting content of famous people. They also think that it is easier to read from *Twitter* because they do it everyday and it is more appealing than reading from a textbook. Nevertheless, some of them highlight the importance of choosing "tweets" with proper grammar. On the contrary, 42.86% of the total of opinions disagree with this idea. They are mainly concerned about the use of proper grammar from "tweets" of famous people, and they indicate that not all the students like to follow famous people.

Snapchat for Role-Plays

Half of the instructors are not familiar with *Snapchat* (See Figure 50). Among most of those who know *Snapchat*, they think it is a good strategy to use *Snapchat* to present instant role - plays. 66.6% of the comments were in favor of this initiative. Nevertheless, some of them suggest that sometimes *PowerPoint* is good enough to present instant role-plays. 33.3% of the opinions were against this idea. However, 50% of the instructors who answered “NO” expressed their reasons why they chose that option. They think that they do not know how to use *Snapchat* very well and that SNS would be too distracting.

Figure 50. Instructors' opinion about *Snapchat* for role-plays

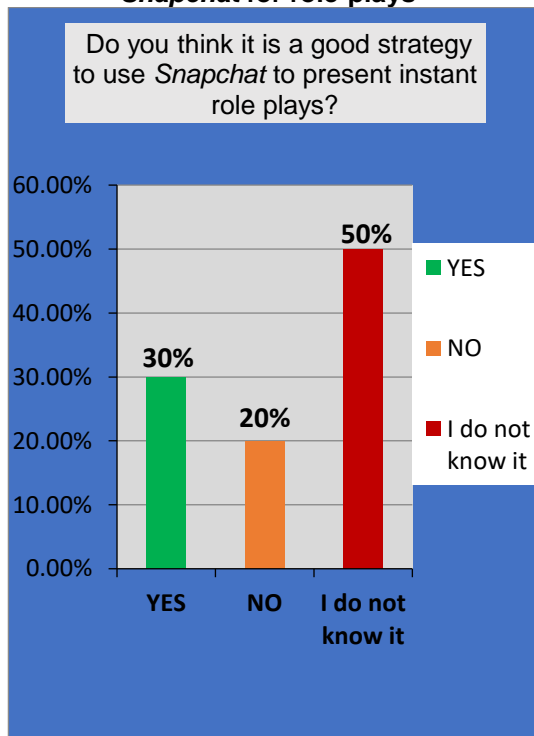
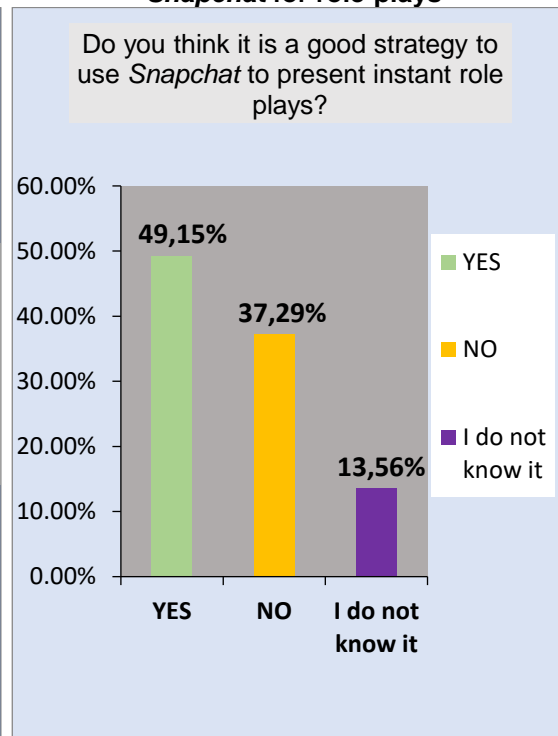


Figure 51. Students' opinion about *Snapchat* for role-plays



Most of the students believe that it is a good strategy to use *Snapchat* to present instant role-plays (See Figure 51). 49.1% of the students think that this idea can work. On the contrary, 37.2% of do not agree with this initiative. The rest of the students are uncertain about what *Snapchat* is. It was expected to find a higher number of students knowing about *Snapchat* compared to the instructors because the students are part of a generation that is more familiar with new emergent SNSs. Nevertheless, even though most of them agree with this proposal, most of the comments were against this idea.

There are students' comments against the use of *Snapchat*. 22.7 % of these participants answered "NO" commented and 42.8 % of the total of opinions were in opposition to the idea of using *Snapchat* for role – plays. They think that they do not want their followers to see their role plays and students would not be able to focus. These students do not see the usefulness of *Snapchat* and do not want to share their *Snapchat* with strangers. According to some of them using, *Snapchat* would put a lot of students out of their comfort zones and this SNS has the disadvantage of having content that disappears. On the contrary, 42.8% of the total of comments were in favor of this strategy and 15.5% of the students who responded "YES" expressed their thoughts about this question. They mentioned that having videos in *Snapchat* will make them more attractive to watch because it is quick and fun, and videos are perceived as more real or natural rather than scripted.

Skype for speaking assignments

Most of the instructors are interested in assigning a speaking activity through *Skype*. 60% of them agree with this kind of assignment (See Figure 52). 33.3 % of these participants who answered “YES” explained their reason. Some of them say that they even used it in their personal experience to practice their second language with foreign people. For this reason, they state that this tool facilitates contact with native speakers. 66.6% of the instructors against this idea explained that there are other simpler and more academic programs like *Voicethread* for speaking assignments and their primary concern is privacy. Among those who do not know *Skype*, they think that it seems to be the same as videotaping themselves with a regular camera.

Figure 52. Instructors' willingness to use *Skype* for speaking assignments

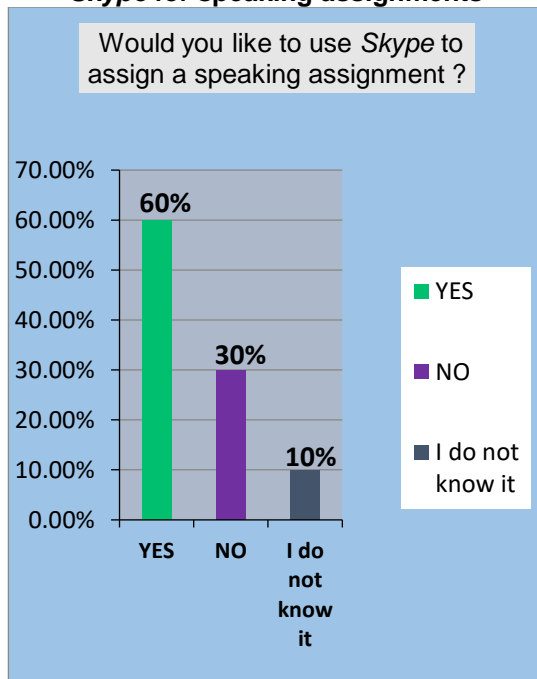
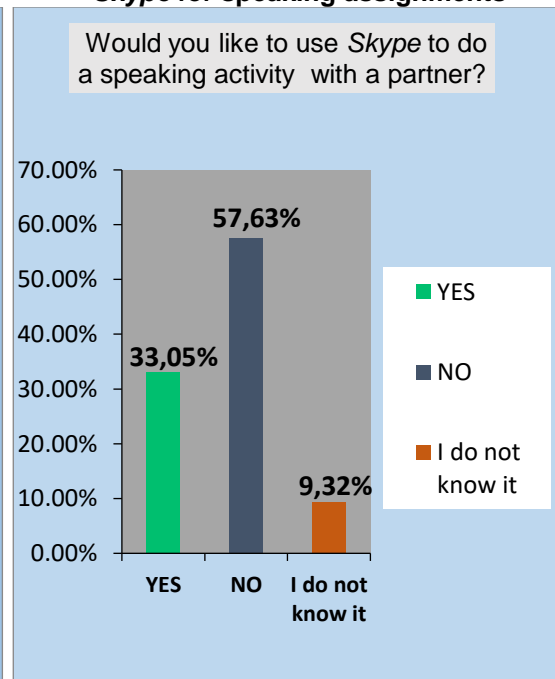


Figure 53. Students' willingness to use *Skype* for speaking assignments



Some of the students who answered “NO” explained that *Skype* tends to have audio issues (See Figure 53). They prefer to talk to someone in person, and sometimes *Skype* makes it difficult to read lips. They prefer videos because they can replay them over and over. They perceive that *Skype* would make activities more demanding and some of them feel shy to expose their language practice in front of a camera.

One of them suggested that *Google hangouts* would be a better option. *Google hangouts* is a communication platform that offers text, voice, or video chats to one-on-one or group meetings. Those participants in favor commented that having the opportunity of hearing a native speaker helps in understanding the language. One of them even talked about his or her experience dating someone from a foreign country through *Skype* allowing him or her to have real-life interactions.

General suggestions

In general, most of the students’ suggestions are in favor of the use of SNSs. They reinforced the usefulness and engaging expectation of implementing this strategy. They also reaffirmed their willingness to use them for activities and encouraged to try their implementation.

Students who support the implementation of SNSs in the Spanish class suggest that any way to connect to native speakers is an advantage. They also recommend using multiple SNSs to have more tools in the Spanish classroom. They think that if implemented, the instructor needs to be creative with their

activities. Others encourage the instructors to motivate their students to turn their devices or SNSs interfaces into the Spanish language. They also expect to receive some points to motivate them even more when using SNSs.

Some of them added that it is important to restrict activities on SNSs with limited access for those students of the same group. Others indicated the importance of making this kind of activities fun. Others raised awareness of not using them as a significant part of the grades. They warn about not overusing them all the time. Others call for alternatives to deal with those students who do not have the respective SNSs accounts or those who prefer to have more privacy.

There are some suggestions more inclined to disagree with the use of SNSs for activities. These students suggest that SNSs should only be used as extracurricular learning activities. They clarify that creation or linking of social media accounts should not be required for the class. They prefer to avoid any grading based on performance taking place on these platforms. Some of them think that they should be completely avoided because there can be distractions. Nevertheless, some of these students stated that they could work but only outside the classroom and overuse of these platforms should be avoided when implemented.

In general, instructors suggest that the most important aspect about SNS for Spanish activities is SNS management. They specifically recommended that having a purpose when using SNSs for language activities is important. They think that there should be a better reason to use them than only using these platforms because they are trendy. According to them, their use should be when their need

or usefulness is evident. They think that it is vital to control the use of SNSs when they are applied. For example, being aware of respecting students' privacy. Instructors also advise making sure instructions are clear when using this kind of technology and platforms are accessible to all the students.

In terms of how to choose SNSs for their activities, instructors have diverse suggestions. They think that it is important to know first what communicative skill the task will emphasize on. They would prefer to choose those SNSs that help teachers with pictures, short texts, ideas of lesson plans and slides (or that, at least, connect to websites that provide this service). They affirm that the topics and materials covered in class should be a factor in deciding which SNS can work better. They reinforce the idea of making activities with simple steps to follow.

When applying activities in SNSs, instructors say that it is important to keep students in track according to the instructions given and to make sure their doubts are clarified. Some of them think that it is a better idea to restrict the use of phones in class because of the possible problem of distraction. When it comes to evaluation, instructors recommend a reliable general organization. They prefer SNSs that allow having proofs of their work such as a video. They indicated that it is a good strategy to start with participation points as an initial step for to evaluate activities in SNSs. Besides that, they think that having a specific rubric for student's performance in SNSs will help the evaluation process in this kind of platforms.

In general, most of the students and instructors are more optimistic about the successful use of SNSs for activities that support Spanish language activities. Instructors and students have their own needs in terms of likes, dislikes, and

preferences related to the use of SNSs as a resource to practice Spanish. This analysis provides crucial insights about the usefulness, willingness, motivation, experience, and suggestions that instructors and students have about the implementation of SNSs in the language class and their impact on each communicative skill.

These results are essential for the next chapter because they reveal teachers' and learners' needs about implementing SNSs in the Spanish language class. In the following chapter, I will use the analysis of the instructors' and students' feedback to describe how SNSs can be used to enhance the communicative abilities. The emphasis of this description will be on providing guidelines in terms of choosing SNSs when planning and creating activities, using SNSs to apply to activities, and evaluating activities that take place in SNSs.

CHAPTER IV: CONCLUSIONS

In this chapter, I will provide the guidelines for the use of SNSs in the Spanish language class for elementary courses at the college level in a midwestern university as a result of the gathered and analyzed data. These guidelines may give valuable tips and suggestions about how a language instructor can use SNSs in their teaching activities. These recommendations can also help the instructor to be more prepared regarding the selection of SNSs, the use of SNSs in activities and the evaluation of activities in SNSs. These guidelines are based on the data analysis and include instructors and students' experiences with SNSs in the Spanish class.

The guidelines are divided into 5 sections. These sections answer the main research question and sub-questions. All the sections answer the main research question: How to use social networking sites as a tool to support Spanish language teaching activities for Spanish elementary levels courses at the university level? The first section talks about what to consider when selecting SNSs and answer the first research sub-question: How to choose SNSs when planning and creating activities? The second section explains the suggestions to apply SNSs to activities and answer the second research sub-question: How to apply SNSs to activities? The third section expresses recommendations to evaluate activities that take place in SNSs and answer the third research sub-question: How to evaluate activities that take place in SNSs? The fourth section proposes tips to enhance the communicative skills and sub-skills with SNSs. Finally, the fifth section gives some general suggestions about how to use SNSs to support language teaching

activities. The last two sections (fourth and fifth) provide answers directly to the main research question.

1. What to consider when selecting SNSs

1.1) Time management to include SNSs in the activity planning: It is wise to schedule more time than usual for class preparation if SNSs are going to be included in class activities. The first time when one does something new, it can take more time than expected. Using a new tool that is different from the traditional elements to plan activities, brings new tasks and skills for its implementation. Therefore, planning a language lesson that includes SNSs is expected to be more time-consuming at the beginning when the instructor is learning about how to master these technological skills.

1.2) Overcoming distractions by planning appropriate time management for activities in SNSs: Students and instructors see the distraction issue as a challenge. Setting proper time frames for the completion of activities is the key to overcome distraction. If the time to complete an activity is more challenging than the distractions encountered in SNSs, students will focus their attention more on the activity than in the SNSs. This strategy will help reduce distractions.

1.3) The instructors need to identify what SNSs they like the most: When the instructors are motivated to implement a teaching resource they like, it increases the possibilities of success for reaching the goals that they set for their activities. This encourages the instructors to adjust and overcome challenges or

difficulties when they are planning their activities. Most of the instructors are willing to use this kind of resources, which makes it easier for the success of these platforms in class for the long term. When the instructor identifies his favorite SNSs, he or she should use them. However, the instructor should also consider students' preferences. Apart from that, the instructor needs to analyze how useful SNSs can be for a specific activity. It is also possible to overcome the issue of having a favorite SNS that is not appropriate for a specific activity. Adjusting activities can make an SNS suitable for specific tasks.

1.4) Taking advantage of students' motivation to use SNSs in the language class: Most of the students are interested in using this technology as a resource to practice what they learn in their language class. Learning can improve when there is motivation. Learning a foreign language is a process that requires a lot of time and dedication. Therefore, motivation is a crucial aspect of building patience and perseverance towards learning a language. This motivation can contribute to overcome frustration. Especially at introductory courses where there is a considerable gap between the students' mother tongue and the foreign language. Hence, having exciting tools that catch their attention is an advantage to enhance motivation towards language learning. It is decisive to ask the students what their opinions, preferences, likes and dislikes are. After the instructors obtain this information from the students, it is easier to boost students' motivation and meet their expectations.

1.5) Connecting with native speakers: Students want to connect with native speakers. It is an idea that excites them because they see this as an

opportunity to boost their learning. Students are concerned about getting used to the native language speed because they want to improve their listening, speaking, and vocabulary. They think that this contact has more advantages than the traditional way of learning languages.

It is important to consider that one of the main reasons why students would like to use SNSs in the language class is to have contact with native speakers. It is a good strategy if instructors look for creative ways to expose their students to native speakers content in SNSs. It is also an innovative idea if instructors find out how to connect with students from a foreign language to exchange foreign language practice with native speakers. For example, students from the USA learning Spanish can connect via *Skype* or *Google Duo* (free video calling service) with students who are learning English from a Hispanic country. In this example, students can take turns to switch between languages and have opportunities to practice the language they are learning.

1.6) YouTube to connect with native speakers: This SNS is the broader source of videos and music to expose the students to spontaneous native speakers' content. It means content that is not scripted from the textbook. This tool will allow instructors to watch unlimited videos and listen to limitless songs. Therefore, this is an excellent tool for instant exposure to native speakers' content. It improves their listening and vocabulary. It also has advanced features that facilitate communication (See next consideration). However, activities that include *YouTube* videos with native speakers should have proper guidance for students. This guidance should adapt the level of difficulty of the activity to overcome the

challenge of listening to native speakers.

1.7) Starting from *YouTube*: *YouTube* videos are usually faster than any other SNS. It means that this platform loads videos faster without stopping in most of the cases. Songs are easy to find, and their users can find them with karaoke and their respective lyrics. It is easy to find this kind of content with the latest technology regarding graphics and animations. For example, lyrics and karaoke are shown more appealing with computer animations that give effects to the text in the video.

When it comes to choosing songs, students demonstrate more interest to up to date songs that are popular in the US. For example, the song in Spanish “Despacito” by Luis Fonsi and Daddy Yankee (this song in the Spanish language was the most popular song in Spanish in the history of the US by June 2017 overpassing “La Macarena” by Los del Río).

Apart from music, instructors can take advantage of exploring and choosing among millions of videos by just typing in the search box the topic they want. Students find it difficult to get used to the speed of native speakers. Therefore, it is a good idea to turn on an option called closed caption. This tool creates automatic subtitles for the video.

Students can also upload videos in *YouTube* and improve the automatic subtitles. Closed caption is a speech recognition tool that creates automatic text. Nevertheless, sometimes it makes mistakes. Thus, a creative activity can require the student to either perfectionate their own subtitles or identify when the subtitles

fail in other users' videos.

1.8) Exploring beyond *YouTube*: *YouTube* is the SNS that most elementary Spanish instructors have been using. Students are used to it, and they find it attractive. However, some students think that to answer questions based on a video from *YouTube* can be monotonous. One of the reasons is because instructors often use it in the same way: watch the video and answer the questions. One of the solutions to break this traditional use of *YouTube* is taking advantage of all its tools as mentioned before. Another smart solution is to explore other SNSs. *YouTube* is the best SNS to start. After mastering *YouTube*, I would recommend exploring *Facebook* as the next step.

1.9) *Facebook* as the second level in mastering SNSs: *Facebook* is the SNSs with more tools. It enhances the efficiency of language interaction. "...using *Facebook* seems to have a significant impact on language learning. It allows students to engage with peers in a familiar format and for an academic purpose. More importantly for foreign language courses, it provides opportunities for informal conversations in the target language" (Terantino and Graf, 2011: 47). This SNS embraces most of the overall SNSs' tools together. One of its main advantages is the option to create groups with privacy settings. This option allows to make a closed group, and the instructor manages its organization, members, privacy, and content.

1.10) Choosing SNSs that facilitates organizing groups: The best SNSs to organize groups is *Facebook*. Instructors can set its privacy settings. It can be public in which everyone in the world can see and join the group. It is possible to

set it up private in which only the group administrator accepts who can join the group, but the group name is visible to the world. It can also be secret in which the group name is not visible to the world, and it can only be found if the administrator sends a link to join and accepts the request. On a *Facebook* group, all their members can post contents and interact with all members. The instructor and students receive notifications when content is uploaded or changed. There are evidence and statistics of each post. For example, if there is a video posted, it shows how many views it has, who viewed it, who liked it, and the comments.

1.11) Choosing a familiar SNS at the beginning or learn how to use it before choosing it: I would not recommend choosing an SNS to implement an activity without first trying it. It is essential to understand at least the primary use and tools of an SNS to implement it. For example, if the instructor is willing to use *Pinterest*, he or she needs to know at least how to search and save content on *Pinterest*. If it is the first time an instructor is choosing an SNS, it is useful to follow these general steps: 1. Create an account; 2. Set a profile; and 3. Explore as many tools as possible from that SNS.

1.12) Exploring as many SNSs tools as possible: The digital natives generation learn how to use technology by exploring it. Just like learning languages, if people do not use it they do not learn. Watching a tutorial is not enough to learn how to use an SNS. It saves time to see the instructions on how to use an SNS in the help section of an SNS. Nevertheless, if instructors do not try the SNS, they will not know how to apply their activities and they will not be able to explain it to those students who are not familiar with that platform. For example,

on a *Facebook* group, it is essential to know that sometimes it is necessary to refresh the website by (clicking on a link next to a website link to reload it) to see new posts. This example shows the importance of being prepared for this kind of situations.

1.13) Avoiding *LinkedIn*: Most of the students do not like *LinkedIn*. They do not find this SNS convenient because they see this SNS as a formal platform to improve their professional opportunities. Therefore, the students do not want to risk their opportunities by trying language activities on that platform. For elementary language courses, students do not feel confident enough to use this SNS with a language they are still learning. Even if the instructors correct their mistakes, they do not feel ready to be exposed to the job market if it requires a high proficiency in the foreign language.

1.14) Observing the limitations of the SNSs you want to choose: Each SNS has its limitations in terms of access to tools and services. *Facebook* is the SNS with fewer limitations. Nevertheless, it does not have all the tools of all SNSs combined. For example, it does not have instant messaging with content that disappears in some seconds as it happens in *Snapchat*. Content that disappears after some time is a limitation of *Snapchat* depending on the activity the instructor plans to apply. Another limitation is not being able to download content from *Instagram* because it is not easy to save a secure copy of the records of activities.

1.15) Avoiding choosing *Pinterest* for projects: Most of the students do not want to use *Pinterest* for projects. Most of them do not know this platform and do not find it attractive enough. Nevertheless, instructors can use it to look for

prepared content and materials that other users or instructors around the world have created to teach or learn languages.

1.16) Supporting the use of SNSs with *Kahoot*²: In the data analysis, students expressed spontaneously that they would like to use *Kahoot* to support the implementation of SNSs in the class. Students have fun using *Kahoot*. For example, from my personal experience, I have used *Kahoot* activities during a year and a half, and with no exception, there are always happy faces, laughings, and excitement while using *this* website to reinforce learning. The easiest way to use *Kahoot* is creating a questionnaire, uploading it to the *Kahoot* website (*kahoot.com*), sharing the link with the students in class and learning by playing games.

1.17) Supporting with *Duolingo*: I recommend choosing *Duolingo* for extracurricular activities. The games that this website provides are as entertaining as current phone games. The instructor can choose to tell their students to use it as an extracurricular activity for specific topics. The instructor also can reward their students with extra credit by checking the students' points in these games.

1.18) Can we review conjugations with *SpanishDict*: In the data analysis, students also expressed spontaneously that they would like to use *SpanishDict* to support the implementation of SNSs in the class. *SpanishDict* is the perfect website to support Spanish language teaching in SNSs. As I explained in

² *Kahoot* is a learning website. Teachers, students, and companies manage questionnaires or surveys interactively with other people. It is a game in which their participants can compete and make teams. *Kahoot* users can also share, search, and save their content. It is not specifically an SNSs, but the interactive connections that their users make are very similar to many SNSs' services.

the previous chapter, *SpanishDict* provides automatic conjugations for verbs for different grammar tenses. This tool can help the students to double check their conjugations. Nevertheless, it is vital to encourage the students to try first on their own, making their conjugations by themselves before using this website. This platform can be useful for students for double checking conjugations. One of the students' primary concern, about using a foreign language on SNSs, is making language mistakes. For example, lack of proficiency with the foreign language is one of the main reasons why they do not want to use *LinkedIn*. However, resources such as *SpanishDict* can help reduce this fear.

1.19) Avoiding Skype for in-class interaction: The students find using *Skype* in class useless. If they can talk face to face, there is no point to use this platform in class. Nevertheless, it can be useful for activities that take place outside the classroom such as homework. Sometimes it is difficult for the students to practice the speaking ability especially outside the classroom. In many occasions, students' schedules are different, or their locations are distant. *Skype* break these barriers because it is one of the most effective tools for video calls. Moreover, this platform can also facilitate students' interaction with students from other states or countries.

The instructors can also recommend the use of screen video recording programs such as "*Ice cream Screen recorder*" to have evidence of these interactions. There is also a new alternative called *Google Duo*. This new platform claims to be more efficient than *Skype* and offers the same services. *Google* also offers "*Google HangOuts*" for more extensive group video call meetings.

2. Suggestions for using SNSs to apply to activities

2.1) Allowing some practice outside the classroom: Most of the students prefer to use SNSs outside the classroom. It does not mean that they do not like them in the classroom. It means that they prefer more of these activities outside the classroom. As I mentioned before, *Skype*, for example, shortens the distance and time barriers for group work because they can even see each other through video calling. Most of SNSs offer multiple alternatives for interaction online. SNSs are always available at all moments for their use outside the classroom at the reach of a computer, tablet, or cellphone. However, it is crucial to organize the SNS that will be used first. The first step is establishing the rules of the use of the SNSs for the activities. For example, if there is a *Facebook* group, it is important to indicate that it is their responsibility the kind of content they post.

2.2) Making sure to post a topic review: The students prefer a review available on the SNSs. If the purpose of the activity is to put into practice a specific topic, it is crucial to post content that summarizes the principal ideas of the topic. It is also essential to make sure the instructions are posted as well. Sometimes students forget what the main goal of the activity is. Therefore, having the instructions posted keeps the students on track. In some occasions, when students take notes, they do not write the most important ideas. In other situations, the instructor might prefer to emphasize more certain aspects. No matter the situation, when the instructor posts what he or she thinks is the most important, it helps all the students to know what the focus of the topic and the activity is. In this way, students can identify better the priorities of the task and manage their time more

efficiently for the completion of the activity.

2.3) Setting a countdown for each activity: As I mentioned before, time management is the key to deal with distraction. When there is no time frame, students will be more likely to waste more time because it is very easy to do something else different from the activity on a SNS's environment. However, when there is a time frame, distractions are less likely to occur. There are three techniques to set a time frame for activities: a) Get a specific time and date, b) Get a stopwatch, or c) Get a countdown. A countdown is more efficient than a stopwatch for class activities on SNSs. For example, during my experience using SNSs, I had more success with countdowns. I perceived a fewer number of students not being able to finish on time as opposed to using a stopwatch. The key to managing time successfully with a countdown is to make it visible. Instructors can project it on the screen. It is easy to find many countdowns by just typing the word countdown on a web browser.

2.4) Using the lab: Lab computers also reduce the opportunities for distractions. In the lab, most of the computers are usually always visible to the instructor. This kind of classrooms makes it more difficult for students to do something different from the activity. It is more challenging to apply activities on SNSs in a traditional classroom because it is more difficult for the instructor to monitor students' work and sometimes not all the students bring their own devices. In a traditional classroom, some students might prefer to use their cellphones. Between a cell phone and a computer, it is easier to get more distracted using a cell phone because it usually has more notifications than a computer and it is more

difficult to monitor because it is not as visible as a laptop.

2.5) Activities in SNSs are more likely to be accepted as an extracurricular activity: Students who oppose to use SNS (who are the minority) would accept to use these platforms as an extracurricular activity. As I mentioned before, their main concern is distraction. The instructor can use first all the suggestions I give in this chapter. If they do not work, then, it is a smarter strategy to assign activities on SNSs only as extracurricular activities. In fact, I would recommend using extracurricular activities that take place on SNSs first before implementing them in class or as homework.

2.6) Extracurricular activities on SNSs assignments should look more like a learning game: When activities are traditional, there is a tendency to decrease students' motivation. Even if traditional activities take place on SNSs, motivation will be lower. The interface of the platforms of SNSs is more attractive than paper, notebooks, or word documents. However, if the activity is not attractive, students will not be motivated. A traditional assignment, for example, would ask the students to fill in the gaps. A more attractive activity would ask the students to find the closed caption spelling or grammar mistakes of a favorite video on *YouTube*.

2.7) Avoiding Homework on SNSs at the beginning, assign more practices first: Most of the students do not want homework on SNSs. In general, students do not like homework even if it does not occur in SNSs. Nevertheless, it is a better idea to start assigning not graded practices before thinking about implementing homework on SNSs. As I mentioned before, practices need to be

applied as an extracurricular activity first. It is essential to keep the instructions clear, post the topic review, and give rewards to students.

2.8) Avoiding monotony: Even if the activity is fun, students will get bored doing the same kind of activities. For example, when I used *Kahoot* for the first time, students had so much enthusiasm to play it that I decided to do it almost every day. However, one day, they were not enjoying that game. I also realized that when I alternate between traditional activities and SNSs activities, their motivation is more constant and consistent. That is one of the reasons why it is essential to be creative.

2.9) Avoiding assigning activities that expose personal information of the students: Some of the students are concerned about exposing their SNS accounts. Some students want to keep their SNSs account away from the instructors and their partners view. Some of them just want to hide their SNSs content.

“...it is important to protect the rights to privacy of the students and instructors. For this purpose, it is recommended to only allow the students and the instructor access to the *Facebook* pages. Furthermore, with regards to privacy, both students and instructors are encouraged to not reveal information that could be too personal or deemed inappropriate in the educational setting” (Terantino and Graf, 2011: 47).

There are two leading solutions for this concern. Most of the SNSs offer settings to adjust privacy of content. Thus, the student who wants extra privacy can set up their accounts to make private what they want. For example, *Facebook* has an account setting to allow access to view content to friends only. The second solution is the next suggestion.

2.10) Allowing students to create a new SNS account for the activities:

Students who do not want to show their SNS accounts are usually a small minority. Nevertheless, it is important to consider ways to deal with this concern. It is a more flexible alternative to let the students choose between using their accounts or creating a new one specifically for the course. However, it is vital to avoid nicknames and use the students' and instructors' real names because each member is responsible of what he or she posts. Therefore, a precise identification contributes to this responsibility of the proper use of this media.

2.11) Going beyond the traditional use of *YouTube*: As I explained before, it is necessary to assign new kinds of activities with *YouTube*. It is necessary to do something different from just watching a video and answering some questions. Previously, I mentioned the use of tools such as closed captions and animated karaoke. It is an excellent strategy to start using *YouTube*'s basic tools such as commenting. The instructor can use the comment section for feedback. The content of the class can be organized into playlists and channels. The instructor can organize these sections by topics or assignments. There are more advanced tools such as "live streaming", for example, in which the instructor can offer extracurricular support to clarify doubts towards a quiz while interacting with the students.

2.12) Innovating with *Snapchat* for instant role-plays: *Snapchat* is one of the newest SNSs. Most of the students love using this SNS. It is unique and the most different SNS because it allows their users to post and send content that disappears in a short period. For example, instant messages that disappear after

some seconds. Posts in *Snapchat* disappear after some specific time. Traditionally, role plays are performed in the class, and the evidence only stays in the instructors and students' mind. The same happens with *Snapchat*. Users need to remember, and there will not be more evidence. Nevertheless, what makes this SNS so attractive to students is the service that offers an instant modification of their aspect, sound, and surrounding elements. For example, if a student records himself with *Snapchat*, on the screen he or she might be able to look like a vampire, his or her voice might sound different, and in the background, there might be some Halloween interactive elements.

2.13) Taking control over students' concentration: Some of the students and instructors are aware of the distraction issue in SNSs. It is crucial to establish enough time for an activity on SNSs and at the same time be challenging enough. Using a visible countdown helps them to be on track towards completing the activity. This technique also reduces opportunities to use SNSs for recreational purposes. Working in the lab is an advantage to monitor every student work more efficiently. It is essential that the instructor walks around to verify what students do. However, instructors should not act as "police officers". Instead, they should walk around to be available to answer questions. If instructors notice that their students are doing something different from the activity on SNSs, there are three alternatives to deal with this situation: 1) To ask the student if there is any question; 2) To ask the student if the activity is ready; 3) If the student finished before time, it is important to assign an extra activity on SNSs for extra points.

2.14) Making instructions clear: Not all the students know how to use every single SNS. Not all of them know all the tools of an SNS even if they had used it before. That is why it is essential to explain step by step how to complete an assignment on SNSs. Instructions should be sequential and should include every single step even if it seems to be noticeable. Hence, instructions must avoid complicated steps. It also should set rules of behavior in the platform. “For example, one should define appropriate student behaviors in the online environment including guidelines for posting text, pictures, and videos to be shared with the instructor and other classmates” (Terantino and Graf, 2011: 47).

2.15) Being straightforward and avoid complex steps: Instructions should have simple steps. Some students indicated the importance of having clear instructions. It is decisive to have an objective for each activity, and the steps should undoubtedly go in the direction of the objective. It is crucial to avoid the use of multiple SNSs for one activity without a reason. Some students find it difficult to use more than one SNS at a time. It is better to use one SNS per activity unless it is indispensable.

2.16) Having a clear organization of contents on SNSs: Apart from having clear instructions with sequential steps, it is imperative for the instructor to organize the platform. The instructor should have a complete profile on the SNS that he or she is implementing. The instructor does not necessarily need to use his or her personal accounts. However, the instructor’s profile on SNSs needs to be complete and well organized. The basic personal information must be visible, and a profile picture must be used. When instructors are using groups on SNSs, they

should take care of the groups' information, appearance, and management.

3. Recommendations to evaluate activities that take place in SNSs

3.1) Using the SNSs that better meet specific evaluation needs: Most SNSs track the users, the dates and the times of postings. Therefore, it is a smart method to use SNSs that facilitate instructors' evaluation. Depending on the kind of evaluation, some SNSs can be better than the other ones. For example, if the instructor wants to evaluate taking into account the number of postings of a student, then a tool like the search button on *Facebook* would help. Most of the SNSs offer this feature. Nevertheless, these platforms vary on the organization they use to show each user's content. Apart from having access to details such as dates and times of postings, some SNSs show how many people view content like for example: *Facebook*, *Instagram*, and *YouTube*. Instructors can also monitor students' comments and see how effective their feedback is. The instructor can also keep track of students' language interaction through text or video. Furthermore, to monitor activities, it is better to create groups to facilitate and organize this process. For example, *Facebook* offers groups creation, and *YouTube* offers channels with subscriptions.

3.2) How to track participation: It is easier to track participation on SNSs than in a spreadsheet on *Excel* or a piece of paper. The use of SNSs has the advantage of getting evidence of the participation of the students. This evidence can be in the form of a post that contains an attached file, a picture, a text, a voice recording, or a video depending on the SNS that is used. Apart from this resource

that can keep evidence of the participation, it also indicates time, date, and the user who posts materials. Moreover, tools such as commenting and liking, offer opportunities for further participation and more involvement of instructors and students in the participation process. For example, the instructors can formulate a question to ask for the students' opinion and require their student to record themselves using their laptops or cell phones to express what they think. The student can post it on *Twitter*, for instance, using a hashtag (characters used to regroup or find posts): For example, “#activityinclass2”.

3.3) Feedback is more important than evaluation: Most of the students do not want to be evaluated when doing activities in SNSs. However, they find the feedback more useful. SNSs allows having different ways to provide feedback. The instructors can use all the resources mentioned in the previous recommendation. For example, on a *Facebook* group, the instructors can comment on grammar corrections, attach rubrics and record their feedback. There are two primary methods to give feedback: a) commenting posts or b) sending inbox messages. Comments can be seen by everyone in the group and messages are private. Comments have advantages such as giving the opportunity to the rest of the classroom to learn from each one. Inbox messaging has the advantage of giving private feedback that the rest of the class is not able to see. Feedback can also be provided by the students. They can also help their peers and contribute to the learning process of the whole class.

3.4) Motivating with extra points: The students would like to get some credit or extra points towards a grade. They do not want evaluation taking place in

SNSs, but they want rewards that improve their grades. This methodology is very likely to improve the students' motivation when doing activities in SNSs. Most of the students are motivated to use SNSs, but most of them do not want evaluation in SNSs. Therefore, if the instructor wants to motivate students to allow some evaluation in SNSs at some point, it is a good strategy to start first with extra points or credits. The students expressed their preference for using SNSs as extracurricular activities. This kind of activities is the best way to start implementing SNSs in the language classroom. Giving extra points should be the initial step to start implementing the evaluation on these platforms.

3.5) Using a rubric: A rubric gives a sense of what student can expect in the evaluation of activities. If the instructors are already implementing evaluations on SNSs, it is important to set the criteria for the assessment. It is crucial to post a rubric ahead before an evaluation and using SNSs is an ideal way to spread this information rapidly. With these platforms, it is possible to allow comments on the post of the rubric to help the students to clarify their doubts. Thus, the instructor has the opportunity to give feedback about the rubric on the "comments" section of an SNS. It is also wise to send graded rubrics through inbox to avoid exposing all grades to the rest of the class.

4. Tips to enhance the communicative skills and sub-skills with SNSs

4.1) Speaking: The Instructors prefer *YouTube*, and the students prefer *Snapchat*. The instructor can use both SNSs. As I explained before, I would recommend using only one per activity because some students think that it creates

confusion to switch between SNSs in the same activity. *YouTube* is ideal to keep evidence of videos or recordings, but it is not as appealing for students as *Snapchat*. This SNS is ideal for raising motivation towards speaking because it has tools that make videos more appealing. The only disadvantage is its incapability to save evidence. My recommendation is to use both: *YouTube* for activities that are graded or have an influence on a grade, and *Snapchat* for practice activities. Also, students need prompts and clear guidelines to know what to say and how.

4.2) Writing: Students prefer *Facebook* and instructors do not have a favorite SNS for the writing skill. Instructors think that *Facebook*, *Twitter*, and *Pinterest* are useful for writing. Therefore, *Facebook* is the SNS that students and instructors somehow have in common.

“...in many cases the traditional writing assignment is accompanied by one-time feedback and assessment from the instructor. In the *Facebook* environment, feedback can be delivered more dynamically. It can be more easily given and can be done so immediately. In addition, this type of more informal feedback often comes from both the instructor and other students, which further promotes the sense of collaboration that accompanies the social media environment” (Terantino and Graf, 2011: 47).

Facebook is ideal to type texts because it allows large amounts of text. In contrast, *Twitter* limits the number of characters when typing a text on a post. *Pinterest* does not allow text because it concentrates on pictures with their respective titles, categories, links and general information. Nevertheless, students can write activities on paper, take a picture, and post it on the SNS. In that way, the text does not become a constraint on SNSs that restricts a certain *number* of characters for typing a text.

4.3) Listening: The instructors and students prefer *YouTube* for the listening skill. The instructors are used to using *YouTube* because many of them often play *YouTube* videos in the class and students are familiarized with this methodology. Both have experienced the advantages of using this SNS to improve listening. For example, listening to native speakers in videos brings opportunities to be exposed to different dialects. Furthermore, having subtitles when the instructor repeats a video helps the student identify and corroborate words more efficiently for the next time the students listen to the same word. Besides that, at home or on the way home, students can practice as many times as they want to give more opportunities to improve their listening skills by using their mobile devices for example.

4.4) Reading: The instructors prefer *Pinterest*, and the students prefer *Facebook* for the reading skills. *Pinterest* and *Facebook* are two significant resources for this ability. *Facebook* has more tools to implement a reading activity. *Pinterest* has a more powerful search engine to look for materials that can be used for reading activities. I suggest using *Pinterest* as the first step to select reading materials and *Facebook* as the next step to apply the material. *Pinterest* is more useful when planning the task and *Facebook* is more resourceful on the application of the activity. A simple example of the use of *Pinterest* and *Facebook* would be:

- 1) Download a reading material from *Pinterest*;
- 2) Post it on the *Facebook* group;
- 3) Ask questions for discussion on the description section of the post; and
- 4) Ask the students to write their opinions on the “comments” section.

This skill can also be complemented with *Twitter*. Students and instructors think that this SNS can enhance motivation towards reading by using tweets of famous people. Nevertheless, instructors should be careful when selecting “tweets.” Instructors should be cautious about controversial tweets. For this situation, it is essential to evaluate the context of the tweets and the classroom. Instructors should also be very selective choosing well-written tweets according to the students’ level of proficiency with the foreign language.

4.5) Advantages of *Pinterest* for grammar and vocabulary: *Pinterest* is a catalog of ideas. Many language teachers and instructors have posted many useful contents on this platform. Instructors can type, for example, Spanish activities and have access to lots of materials. *Pinterest* divides search by categories and facilitates searching for content. For example, if instructors search for Spanish activities on *Pinterest*, it shows categories such as: high school, preschool, kids, elementary school, and much more. The emphasis of *Pinterest* is to share ideas through a set of pictures that often contain descriptions of the ideas. It also usually has links to websites to look for further information. Apart from that, it is easy to find materials such as posters and flashcards with grammar and vocabulary on *Pinterest*. Moreover, students and instructors are already motivated to use this SNSs for grammar and vocabulary because it is their favorite platform to improve this skill. Therefore, this willingness to use these platforms facilitates their implementation for grammar and vocabulary.

5. General suggestions

5.1) How to motivate the instructor to use SNSs for activities: As a resource to help teaching a language, the use of SNSs has the advantage of being attractive to instructors. Nevertheless, not all of them are willing to implement these platforms. One of the main reasons why the minority of the instructors are not motivated is because they do not feel prepared or trained enough to use them. In fact, these instructors do not know how to use some SNSs. That is one of the advantages of this study because this study provides multiple tips, suggestions, and recommendations about how to use these platforms in the language classroom. These guidelines can help the instructor overcome the fear to implement this technology in their activities. Furthermore, knowing the advantages of SNSs, in terms of time-saving, interaction, and communication efficiency, is a key factor to enhance instructor's motivation.

5.2) Using SNSs has the advantage of having evidence of students' progress: It is difficult sometimes to have evidence of students' progress. It is problematic to track the progress of every single student by just checking their evaluations and activities. The instructor usually has students' grades that somehow can measure the progress. Nevertheless, it is more difficult to compare, in an organized way, student's productions such as compositions, exams, and activities regarding the progress made beyond a grade. With the use of SNSs, tracking and having access to student's progress is easier. When students have their activities posted on SNSs, it is possible to filter information by student, date, or category. Therefore, instructors can have access to students' progress more

efficiently. Students are also benefited by this online evidence because they can review, verify, find, and see their progress at all times without worrying about losing their evidence.

5.3) Being creative: The students demand going beyond than just using the SNSs for activities. It is important to avoid monotony. It is a clever idea to change the kind of activities from time to time. Nevertheless, it is essential to follow a pattern of activities during some period of time. Changing the kind of activities too often can confuse the students, and it is time consuming.

5.4) Motivating their students to turn their devices or SNSs interfaces into the Spanish language: SNSs can be customized in a different language. SNSs offer multiple languages to choose from to be able to see the interface (platform content) in a specific language. It is helpful to set up SNSs in the foreign language that is being learned. This method provides useful vocabulary that students can learn. To do this, it is essential to consider two main things: 1) Have clear instructions about how to use the SNS; and 2) Allow enough time to let students get used to the use of the platform in the foreign language (especially if it is their first time).

5.5) Limited access for those students of the same SNS group: Some of the students prefer more privacy when using SNSs for activities. Therefore, if an instructor teaches at different sections, it is better to separate them and have different groups that are independent. The use of closed groups in SNSs helps to control this situation. Students feel more comfortable posting on the same section group, as opposed to being seen by other students who they do not know.

5.6) It is better to avoid overusing SNSs: Using SNSs is a great resource that brings many advantages for activities. However, overusing this technology every single day will make the students lose motivation. Some of the students and instructors expressed this concern and added that there should be a clear purpose of using SNSs in the language class beyond using these platforms just because they are trendy. It is also a good strategy to implement them occasionally as opposed to every single class.

5.7) Allowing alternatives to turn in activities. It does not have to be mandatory: Most of the students are willing to use SNSs in the class. However, it is important to avoid imposing SNSs as a mandatory source. Particularly, when a new resource is being implemented, it is crucial to offer alternatives. In the data analysis the minority of the students expressed they would not like to use SNSs to practice what they learn in the Spanish class. Therefore, it is necessary to offer these students other ways to turn in their activities. For example, in my personal teaching experience, I had one or two students per class who asked for alternative ways to present their activities without using SNSs. I usually allowed those students to use email or cloud document share (documents that are stored by a website and shared with other users). Sometimes, sending videos is difficult because these files are usually so heavy that email services are not able to send them. Therefore, the use of clouds becomes handy for this kind of attachments.

5.8) Explaining the usefulness of the tools of the SNSs that will be used: Some students also want to know why they are using SNSs. Mainly, at the beginning, some students wonder why SNSs are going to be used. When students

see the benefits aforementioned, they feel more motivated and less reluctant to avoid SNSs.

Final comments

The guidelines presented in this chapter are resourceful for the implementation of SNSs in the foreign language class. All the suggestions, tips and recommendations provide handy information for instructors interested in using SNSs to support their teaching. The use of SNSs has many advantages regarding maximizing the resources available to make communication more efficient in the language class. The application of this technology also brings challenges. That is the reason why this study embraced the students and instructors' perspectives and experiences.

The rapid growth of information and communication technology is the best opportunity for language teaching. The impact of technology is also bringing new tools for language teaching. Baker (2011) had pointed out the opportunities the internet provides in terms of authentic language practice and closer contact. There are challenges when new resources are applied in teaching languages, but there are opportunities to learn more and improve learning. Technology motivates the new generation of students, and this motivation should be used to improve students' learning.

Education should be contextualized. The current context of students in today's world is an environment full of information and communication technology. The language used in digital platforms take a big part of the daily routine of most

of the students nowadays and a high number of people around the world. Therefore, it is pertinent to implement this kind of technology in the language classroom because it represents one of the most significant uses of languages nowadays: language in digital settings. It is more important to prepare the students to use the language rather than preparing them to pass a test because a language that is not used tends to be forgotten.

REFERENCES AND RELEVANT BIBLIOGRAPHY

- Baker, Colin. (2011). Fifth edition. *Foundations of Bilingual Education and Bilingualism*. Great Britain: Multilingual Matters
- Barton, David, and Carmen Lee. (2013). *Language Online: Investigating Digital Texts and Practices*. Florence, KY, USA: Routledge.
- Berker, Thomas, Maren Hartmann, Yves Punie and Kate Ward. (eds) (2005). *Domestication of media and technologies*. Maidenhead: Open University press
- Boswell, Wendy (2016). What Is *YouTube*? How Do I Use It?. Lifewire. © 2017 About, Inc Retrieved February 27, 2017 from the World Wide Web: <https://www.lifewire.com/youtube-101-3481847>
- Buettner, R. (2015). "Getting a Job via Career-oriented Social Networking Sites: The Weakness of Ties." *49th Annual Hawaii International Conference on System Sciences*. Kauai, Hawaii: IEEE. doi:10.13140/RG.2.1.3249.2241.
- Cambridge Advanced Learner's Dictionary (2017). Cambridge: Cambridge University Press. Dictionary online. Retrieved March 7, 2017 from the World Wide Web: <http://dictionary.cambridge.org/us/dictionary/>
- Cambridge dictionary (2017). Cambridge dictionaries online. © Cambridge University Press 2017.
- Daintith, John, ed. (2009), "IT", A Dictionary of Physics, Oxford University Press. Retrieved February 12, 2018 (subscription required) from the World Wide

Web:<http://www.oxfordreference.com/view/10.1093/acref/9780199233991.001.0001/acref-9780199233991>

eBizMBA Inc. (2017). *Top 15 Most Popular Social Networking Sites | December 2015*. Retrieved December 12, 2015 from the World Wide Web: <http://www.ebizmba.com/articles/social-networking-websites>

Gil, Paul (2017). What Exactly Is 'Twitter'? What Is 'Tweeting'?. Lifewire. © 2017 About, Inc Retrieved February 27, 2017 from the World Wide Web: <https://www.lifewire.com/what-exactly-is-twitter-2483331>

Hendriks, V. (2003). *Language death and language maintenance: Theoretical, practical and descriptive approaches* (Vol. 240). M. Janse, & S. Tol (Eds.). John Benjamins Publishing.

Herring, Susan. (2002). "Computer-mediated communication on the Internet." *Annual Review of Information Science and Technology*, 36: 109– 168.

Krashen, S.D. (1985). *The Input Hypothesis. Issues and Implications*. New York: Longman.

McBride, Kara. (2009). "Social-networking sites in foreign language classes: Opportunities for re-creation." *The next generation: Social networking and online collaboration in foreign language learning.* Chapter 3. P- 38. CALICO Monograph Volume 8. San Marcos, Texas

McFarlane, Greg (2014). *How Facebook, Twitter, Social Media Make Money from You*. Retrieved December 12, 2015 from the World Wide Web:

<http://www.investopedia.com/stock-analysis/032114/how-facebook-twitter-social-media-make-money-you-twtr-lkd-fb-goog.aspx>

McKay, S. L. (2006). *Researching second language classrooms*. Mahwah, New jersey. Routledge.

McQuail, Denis. (2005). *Mcquail's Mass Communication Theory*. 5th ed. London: SAGE Publications.

Microsoft © (2017). "What is *Skype*? *Skype*." Retrieved April 6, 2017 from the World Wide Web: <https://support.skype.com/en/faq/FA6/what-is-skype>

Moreau, Elise (2017). "How to Use *Pinterest*. Lifewire." © 2017 About, Inc Retrieved February 27, 2017 from the World Wide Web: <https://www.lifewire.com/how-to-use-pinterest-3486578>

Murray, James (2011). "Cloud network architecture and ICT - Modern Network Architecture." TechTarget. Retrieved February 12, 2018 from the World Wide Web: <http://itknowledgeexchange.techtarget.com/modern-network-architecture/cloud-network-architecture-and-ict/>

Nations, Daniel (2017). "What Is *LinkedIn* and Why Should You Be on It?." Lifewire. © 2017 About, Inc Retrieved February 27, 2017 from the World Wide Web: <https://www.lifewire.com/what-is-linkedin-3486382>

Oxford Dictionaries. (2015). *The internet*. Oxford University Press. United Kingdom. Retrieved December 12, 2015 from the World Wide Web: <http://www.oxforddictionaries.com/definition/english/internet>

- Prensky, M. (2001). Digital natives, digital immigrants part 1. *On the horizon*,9(5), 1-6.
- Schubert, K. (2007). "Bazaar goes bizarre." *USA Today*. Retrieved, February 05, 2017
- Shohamy, Elana and Durk Gorter. (2009). *Linguistic Landscape: Expanding the Scenery*. London: Routledge
- Shrum, Judith and Eileen Glisan. (2010). Fourth Edition. *Teacher's Handbook – Contextualized Language Instruction*. Boston: Heinle, CENGAGE Learning
- Siciliano, L. (2017). "This device instantly translates Japanese and Chinese." Retrieved August 25, 2017, from <http://www.businessinsider.com/japanese-company-instant-translation-device-travellers-ili-words-languages-chinese-english-2017-2?r=UK&IR=T>
- Skourtu, Eleni. (2002). "Connecting Greek and Canadian schools through an internet-based sister class network." *International Journal of Bilingual Education and Bilingualism* 5 (2), 85-95
- Smith, Craig (2017). 121 "Amazing Snapchat Statistics" (February 2017). Retrieved February 10, 2017 from the World Wide Web: <http://expandedramblings.com/index.php/snapchat-statistics/>
- Solon, Olivia (2013). "Richard Dawkins on the internet's hijacking of the word 'meme'." *Wired*. WebCite®. Retrieved February 27, 2017 from the World Wide Web: <http://www.wired.co.uk/news/archive/2013-06/20/richard->

dawkins-memes

- Stephen, Bijan (2014). "You Won't Believe How Little Americans Read." *Time*. Retrieved February 10, 2017 from the World Wide Web: <http://time.com/2909743/americans-reading/>
- Swain, M. (2005). The output hypothesis: Theory and research. *Handbook of research in second language teaching and learning*, 1, 471-483.
- Sykes, J., Oskoz, A., & Thorne, S. (2008). Web 2.0, synthetic immersive environments, and mobile resources for language education. *CALICO Journal*, 25, 528–546
- Terantino, J., & Graf, K. (2011). Using *Facebook* in the language classroom as part of the net generation curriculum. *The Language Educator*, 44 - 47.
- Trefis Team (2016). "In Any Acquisition, Here's How Much We Think *Twitter* Is Worth." *Forbes*. Retrieved February 27, 2017 from the World Wide Web: <https://www.forbes.com/sites/greatspeculations/2016/09/26/in-any-acquisition-heres-how-much-we-think-twitter-is-worth/#4373239d649a>
- Veen, Wim and Vrakking, Ben (2006). *Homo Zappiens. Growing up in a Digital Age*. Network Continuum Education, London.
- Willis, Dave, and Jane Willis. (2008). *Doing task-based teaching*. Oxford University Press.

APPENDICES

APPENDIX A

Questionnaire for instructors

Note: Buettner (2015) defines a Social Networking Site (SNS) as a platform to build social networks or social relations among people who share similar interests, activities, backgrounds or real-life connections. For example: *Facebook, YouTube, Twitter, LinkedIn, Pinterest, Instagram, Snapchat, etc.*

1. Would you like to use Social Networking sites (SNSs) as a resource to help teaching your Spanish class? YES / NO

Why? _____

2. Do you think it can be useful to use SNSs to make your students practice what they learn in your Spanish class? YES / NO

Why? _____

3. What SNS do you think is the best to make your students practice Spanish?
Facebook, YouTube, Twitter, LinkedIn, Pinterest, Instagram, Snapchat,

Other _____
Why? _____

4. What SNS do you think is the best to practice:

Reading: *Facebook, YouTube, Twitter, LinkedIn, Pinterest, Instagram, Snapchat, Other* _____

Why? _____

Writing: Facebook, YouTube, Twitter, LinkedIn, Pinterest, Instagram, Snapchat, Other_____

Why?_____

Speaking: Facebook, YouTube, Twitter, LinkedIn, Pinterest, Instagram, Snapchat, Other_____

Why?_____

Listening: Facebook, YouTube, Twitter, LinkedIn, Pinterest, Instagram, Snapchat, Other_____

Why?_____

Vocabulary: Facebook, YouTube, Twitter, LinkedIn, Pinterest, Instagram, Snapchat, Other_____

Why:?_____

Grammar: Facebook, YouTube, Twitter, LinkedIn, Pinterest, Instagram, Snapchat, Other_____

Why?_____

5. Would you like to assign some class activities in SNSs? YES / NO

Why?_____

6. Would you like to assign the homework in SNSs? YES / NO
Why? _____

7. Would you like to evaluate activities that take place in SNSs?
YES / NO
Why? _____

8. How motivated do you feel to use SNSs to support your teaching?
Very motivated / more or less motivated / not motivated
Why? _____

9. Choose the SNSs that you would not like to use to support your teaching:
Facebook, YouTube, Twitter, LinkedIn, Pinterest, Instagram, Snapchat,
Other _____, None
Why? _____

10. Do you think that listening to native speakers of Spanish in *YouTube* can
help students improve their listening skills? YES / NO
Why? _____

11. Would you like to assign a project for your Spanish class students on
Pinterest? YES / NO / I DO NOT KNOW THAT SNS
Why? _____

12. Have you ever used a SNS that is specific to language learning, teaching practice or interaction? For example: *Lingualia*, *WeSpeke* or *Speaky*. YES / NO (if yes which_____)

13. Do you think that reading “tweets” of famous people you like is a good idea to improve students’ motivation toward reading in Spanish? YES / NO / I DO NOT KNOW THAT SNS

Why? _____

14. Do you think it is a good strategy to use *Snapchat* to present instant role plays?

YES / NO / I DO NOT KNOW THAT SNS

Why? _____

15. Would you like to use *Skype* to assign a speaking assignment?

YES / NO / I DO NOT KNOW THAT SNS

Why? _____

16. What suggestions do you think are important to use SNSs as a resource to support Spanish teaching activities?

17. What suggestions do you think are important to choose SNSs when planning and creating activities?

18.What suggestions do you think are important when applying activities that take place in SNSs?

19.What do you suggest to evaluate activities that take place in SNSs?

APPENDIX B

Questionnaire for the students

Note: Buettner (2015) defines a Social Networking Site (SNS) as a platform to build social networks or social relations among people who share similar interests, activities, backgrounds or real-life connections. For example: *Facebook, YouTube, Twitter, LinkedIn, Pinterest, Instagram, Snapchat, etc.*

1. Would you like to use Social Networking Sites (SNSs) to practice what you learn in your Spanish class? YES / NO

Why? _____

2. Do you think it can be useful to use SNSs to practice what you learn in your Spanish class? YES / NO

Why? _____

3. Which do you think is the best SNS to practice Spanish?

Facebook, YouTube, Twitter, LinkedIn, Pinterest, Instagram, Snapchat, Other _____

Why? _____

4. What SNS do you think is the best to practice:

Reading: *Facebook, YouTube, Twitter, LinkedIn, Pinterest, Instagram, Snapchat, Other* _____

Writing: *Facebook, YouTube, Twitter, LinkedIn, Pinterest, Instagram, Snapchat, Other* _____

Speaking: *Facebook, YouTube, Twitter, LinkedIn, Pinterest, Instagram, Snapchat, Other* _____

Listening: Facebook, YouTube, Twitter, LinkedIn, Pinterest, Instagram, Snapchat, Other_____

Vocabulary: Facebook, YouTube, Twitter, LinkedIn, Pinterest, Instagram, Snapchat, Other____

Grammar: Facebook, YouTube, Twitter, LinkedIn, Pinterest, Instagram, Snapchat, Other_____

5. Would you like to do some class activities using SNSs? YES / NO

Why?_____

6. Would you like to do some of the homework in SNSs? YES / NO

Why?_____

7. Would you like to have some of your grades based on activities in SNSs?
YES / NO

Why?_____

8. How motivated do you feel to use SNSs to practice your Spanish?

Very motivated /more or less motivated / not motivated

Why?_____

9. Choose the SNSs that you would not like to use to practice Spanish:

Facebook, YouTube, Twitter, LinkedIn, Pinterest, Instagram, Snapchat,
Other_____, None

Why?_____

10. Do you think that listening to native speakers of Spanish in *YouTube* can help you improve your listening skills? YES / NO
Why? _____

11. Would you like to make a project for your Spanish class on *Pinterest*?
YES / NO / I DO NOT KNOW THAT SNS
Why? _____

12. Have you ever used a SNS that is specific to language learning, practice or interaction. For example: *Lingualia*, *WeSpeke* or *Speaky*? YES / NO (if yes which _____)
Why? _____

13. Do you think that reading “tweets” of famous people you like is a good idea to improve your motivation towards reading? YES / NO / I DO NOT KNOW THAT SNS
Why? _____

14. Do you think it is a good strategy to use *Snapchat* to present instant role plays?
YES / NO / I DO NOT KNOW THAT SNS
Why? _____

15. Would you like to use *Skype* to do a speaking activity with a partner?

YES / NO / I DO NOT KNOW THAT SNS

Why? _____

16. What suggestion would you like to give about how to use SNSs in the Spanish class?

VITA

Leonardo Montes Alvarez

University of Missouri - Columbia
Department of Romance Languages and
Literatures
Columbia, MO
leomonal@outlook.com

EDUCATION

Master of Arts in Language Teaching with Emphasis in Spanish at
University of Missouri - Columbia, May 2018.

Bachelor of Arts in Humanities with emphasis in English (July 2011).
Universidad de Cordoba, Monteria, Cordoba, Colombia. Thesis: Teaching
English through Contextual and Cultural Related Materials for Rural Fifth
Grader's learners.

ACADEMIC EMPLOYMENT

Language instructor. Current (since 2015). University of Missouri –
Columbia. Department of Romance Languages and literatures 143 Arts &
Science Bldg. University of Missouri. Columbia, MO 65211 USA.
Responsibilities: teaching Spanish to undergraduate students of University of
Missouri – Columbia.

Language instructor / Project Manager (2013 – 2015) Colombian National Service of learning (SENA). Commerce, Industry and Tourism center (CCIT). Monteria, Cordoba, Colombia. Responsibilities: teaching English as foreign language to apprentices of the Colombian National Service of learning, directing the bilingualism project in the Commerce, Industry and Tourism center (CCIT) and teaching online courses.

Teacher. 2012 – 2013. Colegio de la Sagrada Familia School. Monteria, Cordoba, Colombia. Responsibilities: teaching English as a foreign language to students of primary, middle and high school.

Teacher. 2010 – 2011. Institucion educativa Santa Maria Goretti Public School. Monteria, Cordoba, Colombia. Responsibilities: teaching English as a foreign language to students of primary, middle and high school.

PRESENTATIONS AT PROFESSIONAL MEETINGS

How Social Networking Sites Can Support Spanish Language Teaching. The Central States Conference on the Teaching of Foreign Languages (CSCTFL) 2018. Presenter, March 9 / 2018. Hilton Hotel. Milwaukee IL, USA.

Contextual and Cultural Related Materials for Rural Learners: applying the theory (IV Meeting of English Language Researchers). Presenter, September 14 of 2012, Universidad Pontificia Bolivariana, Monteria – Cordoba, Colombia.

ACADEMIC AWARDS

Instructorship and fellowship. MALT Program. Department of Romance Languages and Literatures. University of Missouri – Columbia. USA. August 2015.