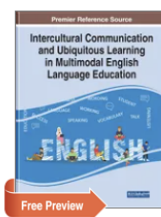


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Intercultural Communication and Ubiquitous Learning in Multimodal English Language Education

Soraya García-Sánchez (Universidad de Las Palmas de Gran Canaria, Spain) and Richard Clouet (Universidad de Las Palmas de Gran Canaria, Spain)

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Description & Coverage

Description:

It has never been more important for schools and instructors to consider best practices and strategies to appropriately design effective English language courses. Teaching English successfully to diverse audiences requires an understanding of how to communicate with students based on their individual needs and backgrounds. In order to ensure schools provide the best English language education possible, they must examine and apply innovative research in the field.

Intercultural Communication and Ubiquitous Learning in Multimodal English Language Education reviews and reports the current research methods and theoretical advances in English language learning linked to applied technologies and action research. The book considers the most innovative approaches to English language education from an intercultural and communicative perspective that covers key concepts such as collaborative ubiquitous learning and multimodal communication. Covering topics such as social networks, virtual environments, and intercultural awareness, this reference work is crucial for academicians, researchers, scholars, practitioners, instructors, and

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Intercultural Communication and Ubiquitous Learning in Multimodal English Language Education

Do you use Instagram?

Do you use Instagram?:

The Presence of Social Networks in the Foreign Language Classroom

Maria Teresa Martinez Garcia (http://orcid.org/0000-0003-3187-0853) (751c0940-bd2f-4fe1-9238-d8b5629b212e)

University of Utah, Asia Campus, Korea, Republic Of

Valentín Martínez García (51745f6f-f7d7-4c10-9cda-ee7b3d6cec62)

Universidad Internacional de Valencia, Spain

ABSTRACT

This chapter explores the uses of social networks, specifically of Instagram, in a Content and Language Integrated Learning (CLIL) History and Valencian classroom in a high school context. The authors provide an overview of all the benefits and disadvantages of using Instagram in the classroom as an example on how to provide learners with content and interaction anytime and anywhere (as proposed within the ubiquitous learning methodology). Moreover, the chapter presents and discusses an example on how this platform could be used in any classroom and to teach any

subject (with a real example implemented in a Spanish Contemporary History class in a high school in Spain), and ends with an explanation and tips on how to specifically implement this platform in the classroom.

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Keywords: Instagram, CLIL, Foreign Language Classroom, Social Network, Ubiquitous Learning, Content and Language Integrated Learning, Synchronous Learning, Collaborative Learning

Do You Use Instagram?

The Presence of Social Networks in the Foreign Language Classroom

María Teresa Martínez García
University of Utah Asia Campus, South Korea

Valentín Martínez García
Universidad Internacional de Valencia, Spain

ABSTRACT

This chapter explores the uses of social networks, specifically of Instagram, in a Content and Language Integrated Learning (CLIL) History and Valencian classroom in a high school context. The authors provide an overview of all the benefits and disadvantages of using Instagram in the classroom as an example on how to provide learners with content and interaction anytime and anywhere (as proposed within the ubiquitous learning methodology). Moreover, the chapter presents and discusses an example on how this platform could be used in any classroom and to teach any subject (with a real example implemented in a Spanish Contemporary History class in a high school in Spain) and ends with an explanation and tips on how to specifically implement this platform in the classroom.

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INTRODUCTION

Nowadays, different forms of social networks (Facebook, Instagram, Twitter, Google+, or YouTube, among others) have led to a social and technological revolution, impacting all aspects of our daily life: from family or personal interactions to their emergence in the work and even academic contexts (Álvarez Ramos, Heredia Ponce, & Romero Oliva, 2019). As mentioned by Pérez Escoda (2018), the data reflected in the latest research highlights a 70% increase in users of new technologies among

minors between ten and fifteen years of age. That is, current students, our students, are more familiar with social networks than any of the previous generations. According to the data reflected in Espinel-Rubio, Hernández-Suárez, and Padra-Núñez (2021), the average time spent on social networks worldwide is two hours and twenty-four minutes, with Facebook, YouTube, and WhatsApp being the most used apps nowadays.

Among the easiest to spot benefits of ubiquitous social networks for our daily lives, we could point out that they enable fast long-distance communication, the interaction with other people all over the globe, or the dissemination of science and news to all publics (Burbules, 2011; Cope & Kalantzis, 2009). However, social networks were not always used in such an interactive way. The main difference between the newer forms of social networks from older versions is clear: While traditional broadcast media only allowed unidirectional transmission of one-to-many media content, the more modern forms enable peer-to-peer messages and, thus, reinforce social and collaborative interaction. In doing so, social networks have the potential to reshape communication patterns among their users through the use of online communication and by lowering the barriers to face-to-face interaction.

Similarly, nowadays schools are different from what we can think of schools twenty years ago. Not only schools are better equipped with different technical tools, but the curriculums of most of them are getting better acquainted with the latest methodological approaches, implementing technological resources in different ways. Consequently, the present educational paradigm tries to continue responding to the growing interest in the use of technologies in the classroom, and one of the newest approaches is the application of social networks for educational purposes (Greenhow, 2011). Of course, the idea of introducing social media in the classroom is not solely based on teachers' interests in these applications, but on research on the use of motivational and functional applications and platforms for classrooms whose members are digital natives and large consumers of social networks. These benefits will be further explored within this chapter.

Taking into account the many advantages derived from the use of these applications (such as their intrinsic motivation), we are faced with the possibility of introducing them in contexts where there is an important need for resources that bring motivation and dedication to the students. A context that requires this application would be the teaching of foreign languages, such as the English as a Foreign Language (EFL) classroom. The problem in the area of foreign language education resides in the low motivation shown by students, which could be linked to the fear that they show to communicate in a foreign language, the difficulty of the grammatical structures and vocabulary necessary for communication in a second language (L2), or the reticence of students to speak in front of others in a language they do not control (Zheng, 2008). Traditional approaches to teaching a foreign language, together with the problems mentioned above, have a negative influence on the development of the four skills (listening, speaking, writing, and reading) by students, who tend to memorize concepts or vocabulary lists, without being able to express themselves clearly and adequately in the L2. From the teaching point of view, social networks could improve the quality of teaching-learning processes in the area of foreign language education with innovative strategies and techniques to guarantee its success in language learning (Wong, Sing Chai, & Poh, 2017; García, Gil-Mediavilla, Álvarez & Casares, 2020).

In this book chapter, the authors aim to provide a comprehensive summary of the state of the art in regards to the use of social media and social networks in the foreign language classroom, with particular emphasis on the implementation of Instagram as an educational tool among secondary students. The authors also focus on some of its benefits, disadvantages, and review some successful implementations of these applications in the foreign language classroom (with special emphasis on the teaching methodology following the Content and Language Integrated Learning (CLIL) approach). Moreover, an example on how to provide and motivate learners with content and interaction anytime and anywhere (as proposed within the ubiquitous learning method) is presented. This chapter not only provides an overview on the use of Instagram in the classroom, but it also provides the reader with a real case study implemented in a Spanish Contemporary History class in a high school in Spain, which also aimed to teach Valencian as a second language, while providing cues on how this specific example could be modified to be implemented in other CLIL courses. This example gives us the tools to specifically

discuss what aspects should be taken into account when trying to implement Instagram in the classroom and, at the same time, it provides the necessary tips to implement this methodology into the foreign language classroom.

BACKGROUND

Social Networks and their Application for Language Teaching

Different studies on the implementation of social networks focus on the use made of these by children and adolescents, by looking at the frequency and motivations that lead individuals to use them (Espinoza Guamán, Cruz Yaguachi, & Espinoza Freire, 2018; Zheng & Cheok, 2011; Lee, 2009; Notley, 2009; Subrahmanyam & Greenfield, 2008; Subrahmanyam, Greenfield & Tynes, 2004). However, the use of these social networks is not only limited to the personal pleasure to share personal information with others, but it has also some important pedagogical implications, as it could become a motivational factor in the foreign language classroom. In fact, there are many authors, such as Araujo Portugal (2014), Devi and Nayak (2013), Erdocia (2012), or González Flores and Mayora Pernía (2013), who agree on the positive impact that social networks have had on the teaching of EFL. While emphasizing the benefits of this teaching approach, all these authors also present the drawbacks of using social media in the classroom. The proper implementation (considering the knowledge of the faculty and its integration in an already existing curriculum) is one of the main drawbacks, which will be further discussed in this chapter.

Considering that the majority of students of Primary Education in Spain (aged between eleven and twelve years old) makes a considerable use and has a medium-high level of competence in social networks (Pérez Escoda, 2018), it is not surprising that these platforms have been proposed to have academic relevance (Wan, Prain, & Collet, 2014). In their study, these authors propose that including tools such as Instagram, Facebook, YouTube, or Wikis in the classroom could adapt the traditional L2 instruction to the interests of current society. When including these social networks into the classroom, students learned new behaviors such as cooperative practices, mutual commitment and new responsibilities with the reality of a virtual community that is constantly changing.

Even more importantly, these benefits are not limited to the use of social networks among children or adolescent. Interviewing a group of 80 university students regarding their perception on the use of Facebook as an out-of-class assignment, Vergara-Mendoza, Carabajo-Romero, and Mendez-Aguilera (2017) found that students had a positive predisposition on using this platform as part of their L2 classes. Students stated that they found using this platform motivating and helpful to reinforce what they had learned during their English lectures. Finally, Erdocia (2012), Cuadros Muñoz and Villatoro (2014), and Hortigüela Alcalá and Pérez Pueyo (2015) have also shown that the introduction of social networks can be beneficial, not only for students' acquisition of a foreign language, but also for teachers and students' development of different competences.

In a scenario implementing the CLIL methodology, the use of social media may be of even more relevance. CLIL is a recent teaching approach widely adopted in numerous international contexts, mostly in the school curriculum in upper secondary schools (primarily in Europe, see Lopriore, 2020; Kaplan, & Haenlein, 2010). When implemented, CLIL involves subject content teachers using English to teach their subject, which involves the necessary implementation of language-specific approaches into a content classroom. The following sections of this chapter discuss how the use of social media (in particular the use of Instagram) in an L2-environment has been shown to provide multiple benefits (and some drawbacks) for the learners. However, how the use of Instagram could improve the content taught using the CLIL methodology has not yet been observed (at least to our knowledge). This research then, aims at exploring whether the CLIL teaching approach benefits from implementing social media in the classroom, and provides some tips on how to successfully do so. In the next section, we will focus specifically on how a social network such as Instagram has been considered to be beneficial for the learning of an L2, specifically English as an L2.

Instagram for Learning (English as) an L2: Ideas and Recommendations

As stated by some of the aforementioned authors, the introduction of social networks in the classroom can help students acquire an L2 (Cuadros Muñoz & Villatoro, 2014; Erdocia, 2012; Wan, Prain, & Collet, 2014). However, these authors also point out some guidelines that should be followed in order to make sure that the inclusion of a social network in the classroom is meaningful, rather than just fun. For example, Area (2007) presents some recommendations and practical guidelines that can guide us towards the integration of digital resources. Among them, the author emphasizes the importance of including these platforms whenever they are educational (not just as a means of including technology in the classroom), innovative, promote and support the language acquisition process and the development of specific skills, and can be used both for individual work and for the development of collaborative learning.

Currently, the most frequently used networks among children, adolescents, and young adults are WhatsApp, Twitter, Instagram, and Facebook, although Instagram is becoming more relevant given its ease of use (Romero Rodríguez, Campos Soto, & Gómez García, 2019). Not only is Instagram one of the most frequently used social media platforms among younger people, but they have also shown support for using it for educational and language learning purposes (Erarslan, 2019). This tool was created in 2010 with the aim of sharing photos and videos. It allows people to upload live videos, stories (content available for only 24 hours), featured stories (saved and stored 24-hour stories in a specific storage section), to chat between users, and to share the publications of other users publicly or privately (Martínez Hernández, 2020). However, until this moment, there is not much research on the use of Instagram, so it is still a resource that needs to be explored and the reason why this chapter tries to review some of the literature on its uses, benefits, and disadvantages.

The main application that is given to Instagram is the creation of a virtual cultural community and social learning, through interaction based on a common interest (e.g., fashion-related pictures or analog pictures), which can lead to the creation of interpersonal links of trust and support (Fernández Ulloa, 2013). This tool offers the possibility of creating work accounts, stories and speaking through group chats. From a more educational perspective and in addition to some of the uses already mentioned, students can also publish presentations and videos (including live videos) on any topic proposed by the instructor which, by adding the appropriate hashtags, could be shared with the rest of the classroom and even with a more global audience. Instagram, thus, has multiple uses such as the exchange of opinions and information between students and teachers, the interaction and participation in group activities, the publication of photos and videos, the creation of live videos, and the possibility to look for educational content on other accounts.

From the point of view of the instructor, there are different activities that could be implemented using Instagram, and that would depend on what the instructor is aiming to achieve with their students. From a more passive point of view, the instructor could recommend different educational accounts in order for the students to make an entry, briefly explain some aspect of the topic, or answer a question. Also, students could provide feedback using the comments function in the publication of their classmates, or the teacher can use the stories function to get the attention of the students. These allow surveys and voting, which keeps students interested and can be used to get involved in the learning process of an L2. That is, there are many ways in which the instructor can provide students with the necessary input, and Instagram allows ways of doing so that students do not only access this input, but also interact with it (e.g., participating in a poll), which makes learning more meaningful and interactive.

When the instructor wants the students to take a more active approach in their own learning process, students can be asked to create the content from scratch (images, videos, or audio accompanied by text) or create live videos in which they have to have a conversation about a specific topic, or between classmates (and the instructor) so that they can connect to the live stream and interact with participants with comments or suggestions. Moreover, Instagram could also be a good source of real materials for listening activities, in which students listen to real conversations in the foreign language and in groups trying to figure out a word or even complete a guide sheet that the teacher has provided. These are just

some of the examples in which students could be asked to produce output on a specific topic or use a specific grammatical structure, for example.

Finally, one of the key points of using social networks such as Instagram in the classroom is that they are a great source for collaborative learning. The students are not alone in their own learning process, as they can interact at any point with their classmates, instructors, or even with a broader audience in a motivating way (for example, participating in live videos produced by classmates or commenting in their posts as mentioned above). Finally, Instagram has a chat function, which could allow students to communicate in groups and make decisions for their group or for their projects.

Instagram: Drawbacks and Benefits

The use of any new educational resource is always accompanied by both positive and negative aspects. However, understanding any potential disadvantages and being prepared to find a solution are always the best resources for any instructor who wants to make use of them (in this case, for making use of social networks in the classroom). First of all, teachers who want to use social networks such as Instagram in their classrooms need to keep in mind that most of them (including Instagram) do have an age limit. So, if any teacher is interested in including Instagram in a classroom whose students are 14 years old or younger needs to remember to inform the students' parents and ask them for their permission before implementing the project.

However, one of the major drawbacks discussed in the literature is the fact that instructors are afraid of using social networks in the classroom, as they fear losing control of the class, not being able to cover all the curriculum, not knowing which materials to use, and not being properly trained to do this work (Collazos, Guerrero & Vergara, 2001). In turn, one of the greatest obstacles to the use of these tools is the lack of training by teachers, that is, lack of adequate training to adapt classes to this pedagogical approach that includes social media tools (e.g., Adu-Manu, Arthur & Yeboah, 2013; Araujo Portugal, 2014; Cabero-Almenara & Marín-Díaz, 2014; Seaman & Tinti-Kane, 2013; Vázquez Martínez & Cabero Almenara, 2015).

In addition, another of the potential disadvantages of using Instagram in the classroom could be the lack of anonymity and privacy that this network could present. On the one hand, the lack of anonymity could lead to identity problems and cyberbullying, defined by Ybarra and Mitchell (2004) as the obvious and intentional act of aggression towards another person online. López Sánchez (2012) cites its automatic access, the ease of editing the content and the high speed of distribution as the main aspects that make the internet an easy target for cyberbullying. On the other hand, children, adolescents, and young adults tend to have a more lenient perception regarding the concept of privacy (Buzzetto-More, 2012), while teachers are more concerned about their students' privacy and their own (Seaman & Tinti, 2013).

However, while the use of Instagram in the classroom may have some drawbacks, teachers who have implemented it in their classrooms have been able to observe its advantages as well. Among many of the benefits proposed in the literature, García Granja (2010) points out to the increase in the motivation of the students in their own educational process. Some authors have also supported implementing Instagram in CLIL contexts: e.g., in an English for Business class in Indonesia (Sari & Wahyudin, 2019) or in a Pedagogy class in Ukraine (Zvarych, Lavrychenko, Zaitseva, Chaika & Skorobahata, 2020). This motivation seems to be increased by several factors, such as the stimulation of autonomous learning in the interaction and communication with classmates and the reevaluation of teamwork. Indisputably, Instagram was shown to favor the retention of what students had learned since they "learn by doing", rather than by replicating or copying what they had studied.

Focusing specifically on the benefits associated with implementing Instagram, Martínez Hernández (2020) concludes that this tool has multiple possibilities of didactic application, such as its cooperative work both outside and inside the classroom, the transmission and compilation of information, and its

globalized socialization. In turn, Fainholc (2019) also points out to motivation and to the development of cooperative learning as two of the main benefits associated with including Instagram in the classroom. Apart from motivation and the facility to communicate among pairs, the use of Instagram has been associated with a clear improvement in the digital competence of students and their autonomous learning (for example, students are stimulated to search for new information when presented with the information in such a motivational platform).

While the benefits of implementing Instagram in the classroom seem to be clear, it is important to not overlook some of its potential drawbacks. When observed closely, though, most of these drawbacks could be addressed with a better understanding of how to properly use this platform in the classroom. It is clear, then, the need for more studies looking at how to use social networks (specifically Instagram) and how to address some of these drawbacks, while providing the necessary training or giving access to the materials to all those instructors interested in including it in their curriculum. Let us not forget that Instagram is a platform that has been proved to provide and motivate learners with content and interaction anytime and anywhere (in line with the ubiquitous learning method), although it still needs to be better understood how to properly implement, how to overcome the potential drawbacks discussed earlier, and how to adapt the existing textbooks and manuals to make good use of it. Pikhart and Botezat (2021) provide a detailed explanation of the latest research on the benefits and drawbacks of Instagram as a pedagogical tool.

HOW CAN INSTAGRAM BE APPLIED IN THE CLASSROOM?

Case Example: A Spanish Contemporary History Class (in Valencian)

In this section of the chapter, an example of how to implement Instagram in a Spanish Contemporary History Class taught in Valencian in a high school (4^o de la ESO, equivalent to 10th grade in the US, or the last year of the obligatory education in Spain) in Alicante (Spain) is presented. This class was part of a new collaborative project that aimed to implement CLIL in the high school, in which 26 students (13 male and 14 female) were taught Spanish Contemporary History in Valencian (considered as a foreign language in this specific area of the Alicante province). While no formal background information was collected on the students' use of social networks, an informal interview with them in the classroom was done to determine the interest students could have in this project before its implementation. The interview was conducted weeks before the activity described in this chapter was implemented. The informal interview showed that students used their phones for an average of 2 to 3 hours daily and that Instagram was the main social network of interest at the time in which the project was piloted.

The History class was chosen, because it was the first time it had to be taught in a foreign language and, it would allow researchers to explore how students reacted to having to use Instagram in the classroom and, potentially, learned from this collaborative learning experience so that it could be applied to other subjects in the future. This was the first attempt to implement CLIL in the school but, after the success of this experience, it has continued to be included in the History and Economy classes taught in either English, Valencian, or Spanish. The subject aimed to cover topics ranging chronologically from the French Revolution until our days, from both a universal history perspective and, specifically, the history of Spain.

To follow the local legislation that pursues to reach plurilingualism and establishes Valencian as the vehicular language to teach this subject (History), and to help students get more motivated and become more autonomous learners, this CLIL class implemented Instagram in the classroom as a pioneer project. We could see that the requirements established by the Valencian Community with regards of the content to be covered in this classroom (Decreto 87/2015) were clear with respect to what students should learn in terms of History, as well as in terms of the foreign language in which the course was taught (Valencian).

With regards to the History content covered in the classroom (Decreto 87/2015):

- Liberal Revolutions and the Restoration in the 19th century in Europe and America: unifying and independence processes. Nationalisms. Interpretations about its historical significance.
- The Industrial Revolution.
- The factors of the Industrial Revolution. The diffusion from Great Britain to the rest of Europe. Industrialization in Spain.
- Controversy about the consequences of the Industrial Revolution: social and economic changes, inequalities, and social conflicts.
- Imperialism in the 19th century: causes of colonial expansion and international conflicts. Consequences of imperialism in the metropolises and in the colonies.

With regards to the language skills (in Valencian) included in the classroom, and which followed the Valencian law of curricular development as established by the Valencian Community government (Decreto 87/2015):

- Dialogue genres of oral, formal and spontaneous communication, of the media of social communication and of the professional, and administrative field.
- Participation in reformulations of the message in multilingual contexts.
- Application of active listening techniques and use of egalitarian dialogue.
- Responsibility and efficiency in the resolution of tasks.
- Application and evaluation of textual properties in oral communication exchanges (adequacy, coherence, cohesion, and correction).
- Application, analysis, and evaluation of non-verbal, corporal and paralinguistic elements of oral expression: gesticulation, gaze, tone, diction, space, etc.
- Use of information memorization and retention techniques: diagrams, summaries, comments, and criticisms.
- Preparation of oral presentations: planning (activation of previous knowledge and script), documentation (varied sources and in other languages), selection and reorganization of information, textualization and evaluation (of the organization of content, resources, nonverbal, corporal, and paralinguistic elements and of the process).
- Use of guides and recordings.
- Reading, understanding, interpretation and analysis of narrative written texts (news, reports, chronicles, etc.), instructional (laws, regulations, etc.), expository (reports, monographs, various dictionaries, etc.) and argumentative (editorials, opinion articles, columns, letters to the editor, criticisms, advertising texts in newspapers, magazines, billboards, web, etc.).
- Use of planning strategies, as part of the writing process, especially in journalistic, advertising, professional, and administrative texts: formulate objectives, make writing plans with autonomy, etc.
- Analysis of the target audience and adaptation of the communication based on it.
- Autonomous use of textualization or writing strategies, as part of the written production process: writing drafts, using dictionaries and grammars, controlling the progression of information, rewriting, etc.

This ubiquitous learning project involved, in the end, the collaboration of the departments of History, Valencian, Informatics, and Theatre, being the departments of History and Valencian crucial to develop and take this project to reach a good conclusion. Apart from the points seen below for each of the

subjects, this course was also meant to develop students' digital competence (and, in this case, the help of the Informatics department was vital).

This interdisciplinary activity was thought as a motivational, innovative project that not only involved the collaboration of four departments, History, Valencian, Informatics, and Theater, but it was also one of the first projects aimed to bring students' realities to the classroom, by making use of Instagram, one of the social networks mostly used by the student population. Moreover, this type of project also allowed students to develop teamwork skills, and to implement the basic notions of the methodology of collaborative learning. Each member of the team assumed some different roles to timely coordinate the target work.

Case Example: Development of the Project

The main project described in this chapter was conducted in the second period (or semester) of 4º de la ESO (corresponding to the last year of obligatory education in Spain, when students, on average, are sixteen years old). This allowed students to get familiarized with the contents to be discussed in the classroom during the first period, as well as for the instructors of the different departments involved to coordinate all the points needed and to establish the expected learning outcomes.

In this project, students had to elaborate a profile in Instagram, where they would, in groups, create nine different two-minute videos representing the content covered in each of the nine chapters of the book used in the CLIL classroom. Each one of the chapters of the book covered a specific topic of the History of Spain of the 19th century, and students were asked to represent what they had understood in each specific chapter following the format of a television show. Therefore, students had to understand the content discussed in the classroom, write a script in groups of five or six members, and record those videos to convert the history of Spain of the 19th century in a series that could be viewed in Instagram, always using Valencian as the vehicular tongue.

During the development of the project, the main role of the instructor was to ensure students' level of understanding of the content seen, and to encourage them to use and share their knowledge by posting their created video collaboratively and respectfully. However, at the beginning of the project, the instructor gave a lecture on the History covered, explaining the general lines of the history of Spain in the 19th century, and in Valencian providing some guidelines on how to prepare the texts and vocabulary they would need to elaborate the necessary scripts for the recordings. After the necessary lectures, the instructor gave students clear instructions on how to prepare the project. That is, the requirements of the scripts and how they should include the content found in the textbook, and how this content should be adapted and reviewed by both the History and Valencian instructors, so that their feedback could be implemented in the final version of the videos.

In order to better assist students in the completion of their projects, most of the work was done during class time. During the lectures, students were divided into groups, so that they could decide on how to approach the content to represent it in the videos (with the support of the History instructor), including the clothes they would need to wear, and to draft the script they would be recording (with the support of the Valencian instructor). It is important to point that out that the main purpose of including Instagram in the classroom was to foster collaboration and autonomous work. This is why the main role of the instructors was that of giving feedback and support whenever needed, always making sure students were properly following the instructions given. The collaboration of the departments of Informatics and Theater also happened at this point. Students received advice on how to record the videos, treat the images, and manage the account of Instagram from the instructors in the department of Informatics, and advice on how to act and collaborate in scene from the instructors in the department of Theater.

Considering the limitations provided by the already packed schedule, the final recording had to be completed as homework, outside of the classroom time. Moreover, being able to complete this part of the project outside of the classroom allowed students to choose other locations for their recordings,

other than the classroom itself. After the recordings were made, and before uploading them to Instagram, all the video recordings were reviewed by the faculty members involved in the project to observe the quality of the content and the L2, as well as to suggest possible modifications. Thus, the final projects uploaded to Instagram were as accurate in their historical appropriateness, as in terms of the students' language skills in Valencian.

While the involved instructors provided feedback on both the theoretical and linguistic aspects of the final project, each group had total freedom to decide how to promote their film series (either with a post or a story), either to achieve a greater diffusion among other students, or among faculty members in the school, and even towards a broader audience of followers. A secondary aim of this project was to teach students how to use social networks (like Instagram) as a sharing-of-knowledge platform. The final outcome of this project was a CLIL product produced by young adults which was expected to reach other young adults, allowing a greater diffusion of a content not traditionally shared among the younger population (like History content produced in Valencian). The key aspect in this point was for students to elaborate the promotion campaign (as well as the final film series) in a dynamic, easy, and accessible form.

Case Example: Outcomes

The results obtained during the two consecutive years in which this project was implemented could not be more favorable. Not only were students more involved in the CLIL History classroom than in any other classroom, but the grades were, on average, higher than in other semesters. There was, in fact, an estimated increase of 87% in the History and 67% in the Valencian grades, in comparison with the previous semester. Interestingly, this benefit was not only observed in the scores obtained, but also in the perceptions of the students themselves towards the use of Instagram in the classroom. The students showed a clear interest and a deeper level of understanding of the theoretical contents covered and their language proficiency in Valencian also improved. Indeed, the number of mistakes made in the different assignments and tests done in class was reduced. As students themselves described it: "including an interesting, motivating platform which related to our lives made learning more significant". This perception was similar for both the History content and the Valencian language learned.

The implementation of this project was not an easy process. As described earlier, it entailed the involvement of four different departments (History, Valencian, Informatics, and Theater), the coordination of all the faculty members in those four departments, and the involvement and active learning of a large group of students, for whom this type of project was also a novelty. However, and despite all these minor drawbacks, the successful outcomes obtained with the project should be taken into consideration. The higher scores but, more importantly, the students' reactions to the project and how they found the activity more meaningful to their own lives should be given thought when implementing social networks such as Instagram into the foreign language classroom.

In conclusion, students showed a great amount of interest and a deeper understanding of the theoretical and linguistic contents covered, given the practical vision of the CLIL project. Part of the success of this project was including Instagram as the final sharing platform, as students also had to learn how to properly use and manage their Instagram profile (explicitly created for the purpose of sharing their film series on the history of Spain in the 19th century) to share their product with a larger audience, including historically relevant and linguistically appropriate content on the topic.

CONCLUSION

Considering the increasing popularity of social network sites in providing an easy to access and efficient way for people to exchange information worldwide (Rau, Gao, & Ding, 2008), it is not surprising that they have been explored as potential educational tools for a while now. From an educational

perspective, we need to remember that social networks not only allow users to post ideas and links, but also to share and comment on those posted by others, increasing the level of interaction that occurs among students (Cheung, Chiu & Lee, 2011). Moreover, the rapid development and consumer acceptance of this type of networks has promoted the use of social media in mobile and ubiquitous learning environments (Huang et al., 2011; Lewis et al., 2010). That is, using such social networks could make learning more approachable, without the limitations of a traditional classroom setting. It is important to realize that nowadays students are digital native learners, which have impacted educational systems. One of the main changes is that educators have seen a demand learning that has forced to adapt to a technological context that allowed for a more ubiquitous learning stratum (Cope & Kalantzis, 2009; Jukes & Dosaj, 2009; Prensky, 2001a; 2001b). Many authors have warned that education should move towards customized and ubiquitous environments, and social networks have the means to provide instructors with the necessary learning environment and the required instructional design to engage learners in independent learning (Burbules, 2011; García-Sánchez & Burbules, 2016; Stafford, 2014).

Some L2 teachers may be anxious of using social networks in the classroom, thinking that the drawbacks associated with implementing them outperform any potential benefit. The main concern most instructors seem to have is their lack of training on how to implement projects in which these networks are included successfully and safely in the learning design for the students' benefits. However, we cannot forget that present young adults are also known as "digital natives", that is, they are especially involved in online communities (Madge, Meek, Wellens & Hooley, 2009). Being familiarized with social networks from a very early age potentially makes our students well-positioned to learn autonomously and exchange knowledge with each other using such platforms. Instructors do not need to teach them how to use social networks, but to lead them to use them in an educational way. In fact, recent studies on the topic have shown how students have self-regulating abilities for learning online and the feedback they receive when interacting with others leads to greater learning effectiveness (Wang & Wu, 2008).

Considering that social networks have now become popular e-learning platforms for sharing knowledge and carrying out collaborative learning (Rau et al., 2008), this chapter proposed a new way in which such platforms could be used successfully in a CLIL context. The particular case study was based on learning History of Spain in the 19th century in an L2 (Valencian in a specific high school in the province of Alicante, where Valencian is considered a foreign language). In line with previous studies, the inclusion of Instagram in the History class helped learners to better collaborate with each other (both within the groups and as a whole class giving feedback to each other on their projects), better enabling them to share ideas, create products, construct identities, and receive timely feedback (Greenhow, 2011). Although many other potential applications have already been discussed, studies have shown that social networks can be implemented for learning foreign languages and have served as communication and entertainment platforms for students (Blattner & Fiori, 2009).

The current chapter has presented a project that shows all the benefits associated with implementing Instagram for younger students and within the CLIL context. Of course, this is not the only study that has focused on the benefits and potential drawbacks of using social networks with non-university students (Espinosa, 2015; Kirschner & Karpinski, 2010; Madge, Meek, Wellens & Hooley, 2009), but it has particularly focused on using Instagram in a CLIL context, in which the content of the History class was taught in Valencian (a foreign language in the high school in which this project was conducted). The totality of the students involved in the development of this project declared having enjoyed the content of the class, having learned better the language and contents, and having enjoyed the process itself. In fact, at the end of the project students requested that this type of activity should be used in other subjects and with other topics, to help them make a clearer link between the classroom content and their daily lives.

Thus, this project showed how some emotional and academic advantages of using this type of projects are applicable to different social networks, to diverse subjects, and in various educational contexts. These results are in line with both Bandura's Social Cognitive Theory (1977) and Johnson and Johnson's (1994) work on cooperative learning. Both theories have shown that knowledge acquisition

is enhanced through social learning experiences, such as the group work and collaboration that can be observed when implementing social networks in the classroom.

FUTURE RESEARCH DIRECTIONS

As described in this chapter, the inclusion of Instagram as the social network to share the CLIL History project and interact with classmates was shown to produce benefits in both the emotional and academic performance of students (Haoxiang, 2020). This was an exploratory decision made by the teachers-researchers, as most of the previous studies had focused on other platforms such as Facebook or Google+.

One of the aspects that needs special attention is the fact that most L2 instructors are still reluctant to implement social networks in their classroom, as they perceive them as either detrimental or dangerous either for the students or for the successful management of the classroom. Some of these concerns seem to be associated with the fact that some teachers have never been trained on how to properly carry out such a project, while other problems are more associated with the fact that they do not know how to access or apply materials available for online communication, such as textbooks or manuals, or even examples that they could use in the classroom or that they could slightly modify to apply to their own needs.

Considering all the benefits that seem to be associated with the inclusion of social media and the ubiquitous learning methodology, we need to make sure that more and more instructors have the digital skills and materials available to them so that everyone can apply such projects into their classrooms. It is, thus, necessary to carry out further explorations on the use of this specific social network, Instagram, in a ubiquitous learning environment, to see how it can be used more effectively. Undoubtedly, this study has some limitations. A deeper analysis, including the use of a larger sample size, teachers' perceptions of Instagram and more qualitative research about how it has been used in CLIL classrooms, would also be beneficial for this field of research.

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KEY TERMS AND DEFINITIONS

Collaborative Learning: An educational approach which uses pair or group work to enhance learning through working together.

Content and Language Integrated Learning (CLIL): A general expression used to refer to any teaching of a non-language subject through the medium of a second or foreign language (L2).

Digital Native: A person born or brought up during the age of digital technology and so familiar with computers and the internet from an early age.

Learning Tools: Pedagogical resources, which are included in learning environments for managing the course and to facilitate learning.

Social Learning: A learning theory which proposes that new behaviors can be acquired by observing and imitating others in a social context, even in the absence of motor reproduction or direct reinforcement.

Social Media: Websites and applications that enable users to create and share content or to participate in social networking.

Synchronous Learning: Any form of education, instruction, and learning in which students learn from instructors, colleagues, or peers in real time, but not in person. That is, those contexts in which learning occurs at the same time, but not in the same place. For example, educational video conferences, interactive webinars, chat-based online discussions, and lectures that are simultaneously broadcasted would be considered examples of synchronous learning.

Ubiquitous Learning: An everyday learning environment which is supported by mobile and embedded computers and wireless networks in our everyday life. It provides learners with content and interaction anytime and anywhere by including the real-life experience augmented with virtual information and is adapted to the learner's environment.