



**UNIVERSIDAD NACIONAL DE LOJA**

---

**ÁREA DE LA EDUCACIÓN, EL  
ARTE Y LA COMUNICACIÓN**

---

**ENGLISH LANGUAGE  
DEPARTMENT**

**THESIS**

*THE INTRODUCTION OF SOCIAL NETWORKS ON THE ENGLISH  
LANGUAGE LEARNING WITH THE STUDENTS OF THE THIRD YEAR OF  
THE ENGLISH LANGUAGE DEPARTMENT AT THE NATIONAL  
UNIVERSITY OF LOJA. ACADEMIC PERIOD 2011-2012.*

THESIS PREVIOUS TO OBTAIN THE  
BACHELOR'S DEGREE IN SCIENCES OF  
EDUCATION, ENGLISH LANGUAGE  
SPECIALIZATION.

**Author:** Marlon Vinicio Freire Romero

**Thesis Director:** Mg. Sc. Carmen Dávila

**LOJA - ECUADOR**

**2013**

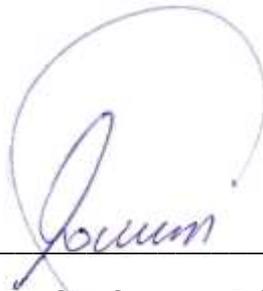
## CERTIFICATION

**DRA. CARMEN ENITH DÁVILA VEGA, PROFESSOR OF THE NATIONAL UNIVERSITY OF LOJA.**

**Thesis Director.**

### **CERTIFIES:**

That the present research entitled: **“THE INTRODUCTION OF SOCIAL NETWORKS ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF THE THIRD YEAR OF THE ENGLISH LANGUAGE DEPARTMENT AT THE NATIONAL UNIVERSITY OF LOJA. ACADEMIC PERIOD 2011-2012”**, in charge of the undergraduate: **Marlon Vinicio Freire Romero**, has been thoroughly revised and fully analyzed. Therefore I authorize its presentation for the corresponding legal requirements.



Loja, March 28<sup>th</sup>. 2013.

---

Mg. Sc. Carmen Dávila.

**THESIS DIRECTOR**

## AUTHORSHIP

Me, Marlon Vinicio Freire Romero declare to be the author of the present research work, and I exempt to express to Universidad Nacional de Loja and to its legal representatives about possible claims or legal actions, because of the content of this thesis.

Additionally, I accept and authorize Universidad Nacional de Loja, the publication of my thesis in the Repository Virtual Institutionary-Library.

**Author:** Marlon Vinicio Freire Romero.

**Signature:**  + \_\_\_\_\_ +

**ID Number:** 0705204592.

**Date:** June 13<sup>th</sup>. 2013.

## DEDICATION

I want to dedicate this thesis and the arduous work which it took to be done along with the best efforts I have ever been able to give as well as the sacrifices that were needed to God; a real fountain of personal trust and my infallible friend when wisdom was not enough.

To memory of all my beloved ones which rest in peace. To all my family; for their unconditional love, perseverance and the unending teaching of values that gave me the means and formed me with the attitudes for growing personal and professionally.

To my dad Manuel; a real role model who has never stopped trusting on me as well as sacrificing himself in order to give my family only the best.

To my mom Luz María; whose exemplary advices have always been not only the guide but the savior light which has always allowed me to return to the right path and for her unconditional dedication to all of us.

To my brothers Manuel, Jimmy, Xavier and to my sister Marilú; for their great support in everything I have ever needed and for being my personal motivation for fixing my life when it all seemed lost and gone.

To my nephews and nieces who are simply everything I love.



---

**Marlon Vinicio Freire Romero**  
**AUTHOR**

## **ACKNOWLEDGEMENT**

I express my sincere thanks to all the people who made possible the development as well as the culmination of this research work.

My very special thanks to Dr. Mg. Sc. Carmen Dávila for her kind support with the thesis and wise advice, helping with several recommendations during its review and for being the ideal thesis director. Her sage advice, insightful criticisms, and patient encouragement aimed the development of this thesis in innumerable ways.

My thanks to Universidad Nacional de Loja, to the Education, Art and Communication Area, especially to the authorities and professors of the English Language Department, for giving me the required support and the wise knowledge to be able to obtain the teachers degree.

Lastly, I offer my regards and blessing to all of those who supported me in any aspect during the completion of this thesis work.

## ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN

**BIBLIOTECA:** Área de la Educación, el Arte y la Comunicación.

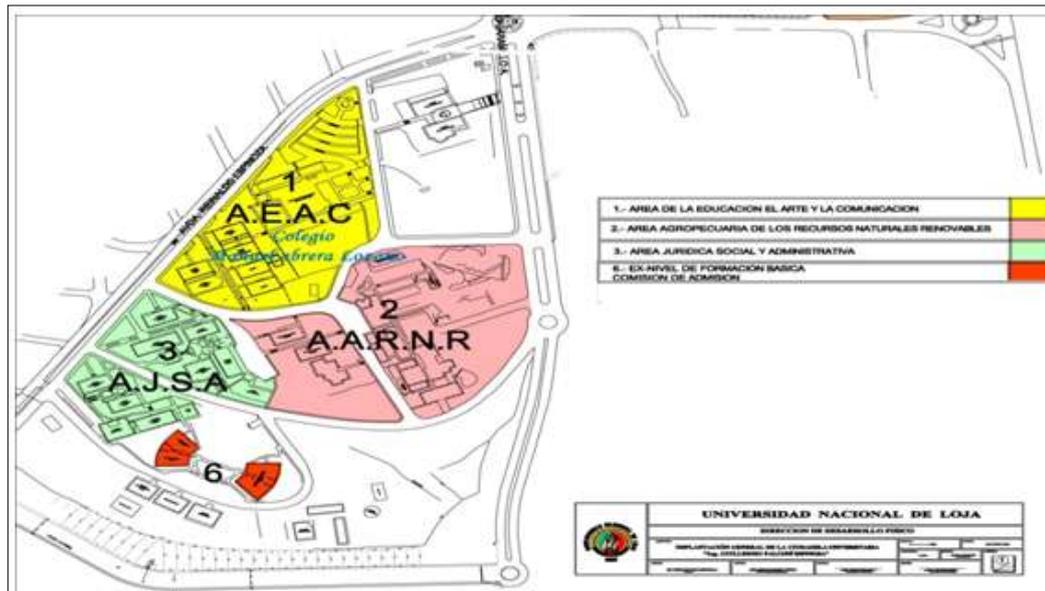
TIPO DE DOCUMENTO	AUTOR / NOMBRE DEL DOCUMENTO	FUENTE	AÑO	ÁMBITO GEOGRÁFICO						OTRAS DEGRADACIONES	NOTAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIA	CANTÓN	PARROQUIA	BARRIOS COMUNIDAD		
TESIS	MARLON VINICIO FREIRE ROMERO   "THE INTRODUCTION OF SOCIAL NETWORKS ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF THE THIRD YEAR OF THE ENGLISH LANGUAGE DEPARTMENT AT THE NATIONAL UNIVERSITY OF LOJA. ACADEMIC PERIOD 2011-2012"	UNL	2013	ECUADOR	ZONA 7	LOJA	LOJA	San Sebastián	La Argelia	CD	Lic. Ciencias de la Educación, mención Idioma Inglés.

## GEOGRAPHICAL LOCATION

### LOJA CANTON AND ITS PROVINCES



## LOCALITY MAP



## **SCHEME**

Cover page	<b>i</b>
Certification	<b>ii</b>
Authorship	<b>iii</b>
Dedication	<b>iv</b>
Acknowledgement	<b>v</b>
Geographical Environment of the Research	<b>vi</b>
Geographical Location	<b>vii</b>
Scheme	<b>viii</b>
<b>a.</b> Title	<b>1</b>
<b>b.</b> Summary	<b>2</b>
<b>c.</b> Introduction	<b>4</b>
<b>d.</b> Literature review	<b>8</b>
<b>1.</b> Social networks	<b>8</b>
<b>2.</b> Types of social networks	<b>9</b>
<b>3.</b> The advantages and disadvantages of social networks	<b>12</b>
<b>3.1</b> Advantages	<b>12</b>
<b>3.2</b> Disadvantages	<b>14</b>
<b>4.</b> Social networks in university education	<b>15</b>
<b>5.</b> English language learning	<b>16</b>
<b>6.</b> Social networks for learning English	<b>18</b>
<b>7.</b> Learning and entertainment; both things at the same time	<b>21</b>
<b>8.</b> The deformation of the language	<b>23</b>
<b>8.1</b> Formal communication vs. informal communication	<b>23</b>
<b>8.2</b> Internet slang	<b>24</b>

<b>e.</b>	<b>Materials and methods</b>	<b>28</b>
	1. Human resources	28
	2. Material resources	28
	3. Budget	28
	4. Financing	29
	5. Design of the research	29
	6. Methods	29
	7. Techniques and instruments	30
	8. Procedures	30
	9. Population	32
<b>f.</b>	<b>Results</b>	<b>34</b>
<b>g.</b>	<b>Discussion</b>	<b>65</b>
	1. Hypothesis one	65
	2. Hypothesis two	68
<b>h.</b>	<b>Conclusions</b>	<b>71</b>
<b>i.</b>	<b>Recommendations</b>	<b>73</b>
<b>j.</b>	<b>Bibliographical references</b>	<b>76</b>
	1. Online sources	76
	2. Library sources	77
<b>k.</b>	<b>Annexes</b>	<b>81</b>

**a. TITLE**

THE INTRODUCTION OF SOCIAL NETWORKS ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF THE THIRD YEAR OF THE ENGLISH LANGUAGE DEPARTMENT AT THE NATIONAL UNIVERSITY OF LOJA. ACADEMIC PERIOD 2011-2012.

## **b. RESUMEN**

El presente trabajo investigativo titulado **“THE INTRODUCTION OF SOCIAL NETWORKS ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF THE THIRD YEAR OF THE ENGLISH LANGUAGE DEPARTMENT AT THE NATIONAL UNIVERSITY OF LOJA. ACADEMIC PERIOD 2011-2012”**, cuyo objetivo general era hallar información sobre el papel de las redes sociales como una influencia actual en el aprendizaje del Idioma Inglés con los alumnos del tercer año de la carrera de idioma Inglés de la Universidad Nacional de Loja.

Los métodos que se usaron para desarrollar esta investigación fueron el "Científico, descriptivo, analítico-sintético y el hipotético-deductivo", que ayudaron al investigador a descubrir, describir, analizar y sintetizar la información obtenida.

La técnica que se ha utilizado en este caso fue la encuesta. Se aplicó a los estudiantes y profesores del tercer año de la Carrera de Idioma Inglés, este estudio ayudó al investigador para apoyar la idea de las redes sociales y el papel que están jugando para el aprendizaje de Inglés. Aprender Inglés utilizando las redes sociales ha demostrado claramente un cambio fundamental en la educación de hoy, especialmente la autoeducación que se confirmó efectivamente con los estudiantes del tercer año de la Carrera de Idioma Inglés.

La utilidad de estos resultados permitirá a los profesores y estudiantes de la Carrera de Idioma Inglés elegir una nueva eficaz y forma de enseñanza-aprendizaje del idioma Inglés que también demuestra ser un poco más entretenida que el procedimiento habitual o tradicional. También permitirá que los estudiantes obtengan los conocimientos necesarios del Inglés de una manera que realmente se pueda hacerlos sentir más cómodos.

## **SUMMARY**

This research work entitled **“THE INTRODUCTION OF SOCIAL NETWORKS ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF THE THIRD YEAR OF THE ENGLISH LANGUAGE DEPARTMENT AT THE NATIONAL UNIVERSITY OF LOJA. ACADEMIC PERIOD 2011-2012”** whose general objective was to find out information about the role of the social networks as a current influence on the English Language Learning with the students of the third year of the English Language Department at Universidad Nacional de Loja.

The methods that were used to develop this research were the “Scientific, Descriptive, Analytic-Synthetic and Hypothetic-Deductive” which helped the researcher to find out, describe, analyze and to synthesize the obtained information. The technique that was used in this case was the survey. It was applied to the students and teachers of the third year of the English Language Department; this survey helped the researcher to support the idea about the Social Networks and the role they are playing for learning English. Learning English by using Social Networks clearly demonstrated a crucial change in

today's education, especially self-education which was actually confirmed with the students of the third year of the English Language Department.

The usefulness of these results will allow the teachers and students of the department to choose a new, good and effective way of teaching-learning English which also proves to be a little bit more entertaining than the usual or traditional one. It will also let the students to get the knowledge they need by one way they can really feel comfortable with.

### **c. INTRODUCTION**

This research work: **“THE INTRODUCTION OF SOCIAL NETWORKS ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF THE THIRD YEAR OF THE ENGLISH LANGUAGE DEPARTMENT AT THE NATIONAL UNIVERSITY OF LOJA. ACADEMIC PERIOD 2011-2012”**, is a very important theme for helping the teachers and students of the English Language Department to think of new ways for teaching and learning the language through the use of social networks which are the top websites nowadays around the globe and in the whole internet and not only for establishing social connections among people but also for other purposes like for learning languages especially English via the internet.

This work contains all the information about the data which is needed to confirm whether social networks do really work not only as a

means of communication but also as a new generation tool for learning English as well as for teaching it.

For starting this research, a main problem was stated: What is the use of the Social Networks on the English Language Learning with the students of the third year of the English Language Department at Universidad Nacional de Loja? Academic period 2011-2012.

Then, according to its main problem, the sub-problems were stated too: What are the advantages and disadvantages of the Social Networks on the English Language Learning with the students of the third year of the English Language Department at Universidad Nacional de Loja? Academic period 2011-2012 and how does the deformation of the language given in the Social Networks affect the students' learning of the third year of the English Language Department at Universidad Nacional de Loja? Academic period 2011-2012.

The reasons that motivated the choice of this topic were due to the present and continuous usage of the internet as a new way for learning the English language and the personal experience that the researcher possesses about learning English via Social Networks as well as by other ways through the internet.

As specific objectives the following ones were determined: To identify what are the social networks used for improving the English Language Learning with the students of the third year of the English

Language Career at Universidad Nacional de Loja. Academic period 2011-2012, and to find out the ways of how the students of the third year of the English Language Department communicate through the use of social networks.

As the general hypothesis was established this one: Social Networks are used as a tool on the English Language Learning with the students of the third year of the English Language Department at Universidad Nacional de Loja. Academic period 2011-2012.

This is a Descriptive, Analytical, Scientific and Hypothetic research because of the methods that were chosen to determine if the use of social networks as a new way for teaching-learning English results effective in order to help the students of the English Language Department to improve and enlarge their knowledge level.

The survey was the technique that was used in order to know whether the students of the English Language Department can think of social networks as a way for learning and even better for improving their English level. Surveys were applied to the students and the teachers of the third year.

The research work includes the following parts:

- a. Title
- b. Summary
- c. Introduction

- d.** Literature Review
- e.** Materials and Methods
- f.** Results
- g.** Discussion
- h.** Conclusions
- i.** Recommendations
- j.** Bibliographical References
- k.** Annexes

The first part the summary, describes the general objective, all methods, techniques and procedures applied and the main results and conclusions about the research.

The introduction, explains step by step the research made, like the problems and sub-problems, the reasons that motivated the choice of the theme, the specific objectives, hypothesis established, the methodology and the contents of the research work. Literature Review contains the main topics about how social networks can be used for teaching-learning English. The materials and methods, it refers to the design of the research and the methods, techniques, instruments and the population researched. Results, presents the obtained results obtained through statistic tables and graphics. Discussion, it describes the procedures of how each hypothesis was proved.

Finally, a set of conclusions and recommendations about social networks has been set up to help teachers and students for taking

advantage of social networks with educational aims in order to provide a new way for teaching and learning English.

## **d. LITERATURE REVIEW**

### **1. SOCIAL NETWORKS <sup>1</sup>**

Social networks are defined as websites which are commonly used by plenty of people around the world. These websites are known as social sites; social networking websites function like an online community of internet users. Depending on the website in question, many of these online community members share common interests in hobbies, religion, news, education, politics and alternative lifestyles. This social interaction may include watching or reading the profile pages of other members as well as contacting them.

A social network is also known as a platform to build social relations among people who, for example, share interests, activities, backgrounds, or real-life connections. A social network service consists of a representation of each user who often owns a profile.

Most social network services are web-based and provide means for users to interact over the Internet, such as e-mail and instant messaging. Online community services are sometimes considered as a social network service, though in a broader sense, social network service usually means an individual-centered service whereas online community services are group-centered. Social networking sites

---

<sup>1</sup> <http://whatis.techtarget.com/definition/social-networking>

allow users to share ideas, pictures, posts, activities, events, and interests with people in their network.

The main types of social networking services are those that contain category places such as former school year or classmates, means to connect with friends; usually with self-description pages, and a recommendation system linked to trust.

Popular methods now combine many of these, with American-based services such as Facebook, Google+, tumblr and Twitter widely used worldwide; Nexopia in Canada; Badoo, Bebo, VKontakte, Draugiem, Hi5, etc.

There have been attempts to standardize these services to avoid the need to duplicate entries of friends and interests. A 2011 survey found that 47% of American adults use a social networking service.

## 2. TYPES OF SOCIAL NETWORKS <sup>2</sup>

Many social networks can be broken up into many categories or types and most of them fall into more than one category. There are seven main types of social networks and every social service can be categorized into at least one of these:

- ✓ **Social connections:** Keeping in touch with friends and family members is one of the greatest benefits as well as goals of this type of social networks. The most popular social networks of this type are:

---

<sup>2</sup> [http://socialnetworking.lovetoknow.com/what\\_types\\_of\\_social\\_networks\\_exist](http://socialnetworking.lovetoknow.com/what_types_of_social_networks_exist)

Facebook, Twitter, Google +, My Space and Windows Messenger. However, they also offer other benefits in a secondary manner like advertising, entertaining, news, working, educational benefits and others.

- ✓ **Multimedia sharing:** Social networking makes it easy to share video, audio and photography content online. The most common social networks of this category are: YouTube, Picasa, Flickr, Taringa and 4shared. There are also other types of media files which can be shared through this kind of social networks like RAR, ZIP, flash and text data.
  
- ✓ **Professional:** Professional social networks are designed to provide opportunities for career-related growth. Some of these types of social networks provide a general forum for professionals to connect, while others are focused on specific occupations or interests. These are some examples of this kind of social networks: LinkedIn, Classroom 2.0, Nurse Connect and SQL Monster.
  
- ✓ **Informational:** Informational communities are made up of people seeking answers to everyday problems. For example, when someone is thinking about starting a home improvement project or wants to learn how to go green at home, he may perform a web search and discover countless blogs, websites, and forums filled with people who are looking for the same kind of information. These websites are some of them within this category: Super Green Me, HGTV Discussion Forums and Do-It-Yourself Community.
  
- ✓ **Educational:** Educational social networks are where many students and teachers go in order to collaborate with other students on academic projects, to conduct research for school, or to interact with

professors and teachers via blogs and classroom forums. Educational social networks are becoming extremely popular within the educational system today. Some of them are: The Student Room, The Math Forum, ePALS School Blog and eLearners. Teachers also use social networks with educational purposes too, with the aim of connecting each other and stay updated about what they have to do inside and outside the classroom. Most common tasks carried out by teachers in social networks are: to help students on the development of learning and comprehension, reminding students about deadlines for homework and quizzes, providing ideas and links of other websites and educational social networks where they can get more information about the topic, etc.

- ✓ **Hobbies:** One of the most popular reasons many people use the Internet is to conduct research on their favorite projects or topics of interest related to personal hobbies. When people find a website based on their favorite hobby, they discover a whole community of people from around the world who share the same passion for those interests. This is what lies at the heart of what makes social networks work, and this is why social networks that are focused on hobbies are some of the most popular. These are some examples which fit this category: Oh My Bloom, My Place at Scrapbook.com and Sport Shouting.
  
- ✓ **Academic:** This type of social networks are used for academic researchers who want to share their research and review results achieved by colleagues may find academic-specific social networking to be quite valuable. Some of them are: Academia.edu, Connotea Collaborative Researcher and The Engine Room.

### **3. THE ADVANTAGES AND DISADVANTAGES OF SOCIAL NETWORKS <sup>3</sup>**

Social networking sites provoke extreme reactions. The rise of social networking sites have been phenomenal partly due to the immense freedom it affords. While the internet made the world a global village, the social networking sites brought the world within the four walls. These sites facilitate people to spread information and also to advertise and with the minimum cost. However, social networks possess their ups and downs, or in other words their advantages and disadvantages which can affect the users in both ways, positive and negative. Some of them are:

#### **3.1 ADVANTAGES:**

- ✓ The best advantage of social networking sites is that these sites allow the users to keep in touch with their friends, classmates, and relatives. It is also the most cost effective way to keep in touch with people. Here geographical locations are no barrier to stay in touch.
- ✓ These sites allow the users to send and receive messages, upload photos, and videos. As such, they are very interactive as they can get to see what their friends and relatives are up to.
- ✓ With social networking sites, the users are not bound by any geographical and cultural differences. They get to meet and to know a variety of people whose interests are similar to their own. These sites are a window to different cultures and places.

---

<sup>3</sup> [http://en.wikipedia.org/wiki/the\\_pros\\_and\\_cons\\_of\\_social\\_networking\\_websites](http://en.wikipedia.org/wiki/the_pros_and_cons_of_social_networking_websites)

- ✓ The users can build a network of contacts and interact with a lot of people at the same time. As such, they can spread their thoughts and interests to a large number of people.
- ✓ The social networking sites also facilitate them to procure information on any subjects from anywhere. These sites also make it easier and faster to collect the information.
- ✓ Social networking sites can also be a tool to promote the users' business, services, products, or websites. Due to the huge number of people who regularly use networking sites it has found huge favors among advertisers.
- ✓ Social networks promote the participation and the collaborative work among people allowing the users to take part into an important theme or project particularly.
- ✓ They allow people to construct their personal or even virtual identity letting the users share all types of information.
- ✓ They facilitate the integration of knowledge through the sharing of information.
- ✓ They facilitate the learning out of the classroom allowing putting in practice the acquired knowledge.
- ✓ Social networks can be used to reinforce the area of knowledge in the user, especially if it is a student. There are lots and lots of useful ways for students who need that information.

- ✓ The social networks can also be used to teach and learn foreign languages to the users; especially English language.

### **3.2 DISADVANTAGES:**

- ✓ The most glaring disadvantage of social networking sites is the risk of identity theft and fraud. The personal information of users can be used by dubious people for illegal activities. Information like the e-mail address, name, location, and age can be used to commit online crimes.
- ✓ Also, many people pretend to be someone else and prepare their online profiles with false information, so as to dupe unsuspecting users. So, if the user does not know the person face to face then it will be very hard for him to find the real identity.
- ✓ Another cause of concern is cases of online harassment and stalking. Since the social networking sites, are very poorly regulated so it can be a very fertile ground for people trying to get even with other users. They can spread malicious humor among their friends and also download and morph the photos of other users.
- ✓ The user can lose much time for being sat in the front of the computer trying to know the last accountants of the other people instead of being worried about his own life.
- ✓ The user's life cannot be private anymore despite the terms of privacy.

- ✓ Users can be in touch with unknown people and in danger at the same time because usually thieves and criminals use social networks to track down other people and to commit crimes.
- ✓ Bad use of the time and the internet instead of taking advantage of them.
- ✓ Most of the time, people especially the young ones like teenagers and students do not use the social networks for something useful like getting information or improving their learning skills.
- ✓ The deformation of the written language becomes possible in the social networks, where people always write in a specific and determined way in their publishing, commentaries and even through the chat chat they use to keep in touch with their friends.

#### **4. SOCIAL NETWORKS IN UNIVERSITY EDUCATION <sup>4</sup>**

There is an important reason for considering the use of social networks as a new but effective tool in education, especially in the higher one; the reason is that teachers and students can use social-networking sites specifically for their use in class and home assignments.

It is not only allowed for educationally relevant communication for students in the classroom, but also for interacting with students in far

---

<sup>4</sup> <http://blogs.city.ac.uk/web/2009/08/05/social-networking-in-higher-education>  
Alexander, Bryan | Social Networking in Higher Education. (2008) The need of using technology for teaching students outside the classroom. 5th International IEEE Workshop on Management of Ubiquitous Communications and Services for America.

away classrooms within their area or even abroad so students around the world can share information with educative aims and to learn from each other.

Most exploited areas in social networks with the aim of increasing students' knowledge level are: science, languages, and technology.

## **5. ENGLISH LANGUAGE LEARNING <sup>5</sup>**

The importance of learning and domain the English language nowadays, has become a crucial event within the life of people, regardless what the purpose of its use can be.

It was believed at first that the English language had become the new Latin of our era as it happened with the known world during the age of the Roman empire, and in the same way it has been confirmed that the new Latin of our days is the English language.

Nowadays, every person in the world is aware about the importance that this language has acquired, due to its popularity and ease of being spoken in any corner of the planet. Wherever a person goes, it is known that the official second language will always be English, and that is a real fact.

---

<sup>5</sup> [http://en.wikipedia.org/wiki/English-language\\_learning](http://en.wikipedia.org/wiki/English-language_learning)

L., & Cortazzi, M. (1998). "The culture the learner brings: A bridge or a barrier? In M. Byram & M. Fleming (Eds.), *English Language Learning in intercultural perspective: Approaches through drama and ethnography*. Cambridge, England: Cambridge University Press.

It is very easy to notice how the English language has become dominant over other ones, that can be seen even in the means of communication; especially in the most relevant ones of them such as the TV and the internet, where almost everything appears written in English. Learning English nowadays has become one of the primary targets for students too. That is why most educational institutions worldwide include the learning and the study of this language within their set of subjects that the student population must pass during the established academic period.

There is another reason that also makes the language important. Most cases related to professional people and their careers, demand high or at least basic domain of the English language. Being able to speak at least one language, especially if it is English, is a requirement that cannot be missing in the curriculum vitae of anyone and it also increases the possibilities of being successful to get any kind of job when possible.

When people first start learning English, they can see by themselves improving as time go by. In fact, the whole life just becomes absolutely interesting as people realize that they understand what other people are saying, what the signs mean, what they hear in the communication means, etc.

Nowadays, there are some alternatives for learning English; it goes from the well known traditional way which implies to learn the language by being in standard classrooms with teachers; to the modern ways of self-education that imply the learner to use social

networks on the internet as his source for practicing the language until he can domain it correctly.

However, there is an important difference between learning the language by the traditional way, or by using social networks on the internet. This difference implies that learners might be exposed to acquire their knowledge by the wrong way. Learning the language through the internet usually involves the use of plenty of informal communication, which is not a bad way to communicate but students must be aware about the relevance of formal communication too.

Usually, everything the internet user looks for in the web is written in an informal way, especially in social networks where communicating in a free way is well known for almost all their users, and communicating in an informal way always implies the use of informal communication and internet slang.

## **6. SOCIAL NETWORKS FOR LEARNING ENGLISH <sup>6</sup>**

There are too many different types of social networks with educational aims; some of them are gathered in groups which have a specific objective or play an important role depending on the subject or career that they. It is not a surprise the number of social networks that are available for learning languages, especially English. These are the main and most popular as well as prestigious social networks for learning English:

---

<sup>6</sup> <http://www.educationalnetworking.com/List+of+networks>  
Oakenfold, Dan | *Social Networking in Schools*. (2008) The introduction of internet technology to educational institutions. Psychological science. Oakland, California.

- ✓ **Live Mocha:** This is a complete social network that holds over twelve million users and is very similar to Facebook. Live chat is available with anyone that is online and people use the chat to practice their language of choice, the most chosen one is English. Users can earn points by being engaged in the site and completing coursework. The learner can earn teacher points by helping other members with submission reviews, flashcards, and translations.
  
- ✓ **Bussuu:** It is a language community that functions like a cool interactive game. It offers free interactive lessons, exams, text and video chat, writing exercises, reading comprehension tests and many other features. Users can write text in a foreign language such as English and submit it to have a native English speaker in the social network to correct their writing.
  
- ✓ **Italki:** This one offers an enormous community of speakers of over 100 languages from over 200 countries. Users can connect with new friends and language partners that speak the language they want to learn, find a language teacher, use the questions and answers section, and access a variety of other features to learn the desired language.
  
- ✓ **Palabea:** It offers community based language learning with virtual classrooms. Users can find friends and interact with them by audio or video conferencing, receive video and podcast lessons by accredited institutions, record their own lessons and upload videos to the site, and use translation tools powered by Babylon. The user interface of this site resembles a fun game like environment and offers very intuitive features for chatting and finding new friends.

- ✓ **Lang-8:** This social network offers language students the ability to connect with native language speakers from 180 different countries. Its focus is on writing correction wherein people can submit their writing to be corrected by other native language speakers and learn using this method. This is extremely helpful for people wanting to write term papers for school or companies needing to translate their text in a reliable way.
  
- ✓ **VoxSwap:** This site is another social network that connects people for the purpose of learning a new language. The site will match users up with a particular language speaker that also wants to learn the language that the user speaks and they can chat with each other to practice speaking, writing, or ask questions. VoxSwap usually focuses on helping students in search of learning English; Spanish, German and French rather than other languages; or in other words, these four are the most popular on this social network.
  
- ✓ **My Happy Planet:** It offers a great way to find new friends across the globe to chat with. When users enter and tell the country they are from and the language they talk, they are immediately redirected with thousands of other members who want to learn from their language and vice versa, so everyone can feel comfortable sharing the languages. This can be also considered as an cultural exchange due to the sharing of the languages, personal experiences, customs, habits, local terms and expressions, etc.

## 7. LEARNING AND ENTERTAINMENT; BOTH THINGS AT THE SAME TIME <sup>7</sup>

Learning a language has always turned out to be a little bit more difficult of what it really looks like, that is because of the traditional teaching techniques which involve teachers and students analyzing and practicing a language by the most common methods. However, learning a language does not result to be boring at all especially when considering the introduction of technology as a new but way for learning foreign languages, especially English. These are the most used unconventional ways for learning a language:

- ✓ **TV:** Probably the most popular unconventional way for learning a language. Most interested people in learning the language, watches TV in English with subtitles in their own language; that is what makes the situation easier for the viewers who are also interested in dominating the language.
  
- ✓ **Music:** Music is also very popular when it is about learning a language. During the last years, most teachers have realized of the impact as well as the importance which music can generate in the students for learning English; that is why usually an English class starts with a song played by the teacher while the students follow its content with its lyrics. There are many other examples about how music helps to develop a better knowledge of the language, actually most English books nowadays include one song and its lyrics to be practiced by the students in class.

---

<sup>7</sup> <http://www.fun-via-multimediammeans-for-teaching-learning.com/acronyms.html>  
McCafferty, Dennis | Social Media: A Workplace Tool. (2005) The actual increasing of social networking sites along with the needs of mankind. The Knowledge Factory. Kuala Lumpur – India. SSNR: 142.

- ✓ **Videogames:** The deal with videogames is that in all of them the first language will always be English. Most gamers prefer playing videogames in English instead of playing them with their own language. Videogames are really good for learning English because of the audio and the subtitles as well as the instructions for finishing them. These elements for learning English are all given in the videogame, and imply a mutual interaction of the learning skills which usually help the player to learn the language unconsciously.
  
- ✓ **Internet:** Another very interesting way for learning English is the internet which along the full sites and unending applications allows users becoming learners if what they actually want is to learn English. There are lots and lots of excellent staff for learning the language via internet; one of them is by Social Networks, especially because some social networks have been designed with the only purpose of teaching English and other languages through the internet.
  
- ✓ **Films:** Films are the kind of learning style where audio and text along video stuff are combined to play an important role for helping the learner to acquire a better or even higher level of his English knowledge. This is also another media way which teachers are using nowadays in their classrooms with their students. Playing films in English with subtitles in the students' mother tongue has demonstrated to be a handy tool on the English language learning, most English teachers are aware about this and they have implemented the option of playing films in the classroom in order to get the students relaxed but learning the language at the same time. Other teachers also opt by inviting students after classes, to play and watch a film as an extra class activity and to take a lesson about the story of the movie after that it has been played.

## **8. THE DEFORMATION OF THE LANGUAGE <sup>8</sup>**

It is common to think that informal communication can be considered as a deformation of the language, but it is not. What is called deformation of the language is also known as “Internet Slang”. Clearly it is given in a written way only via internet, but during the last years it has been evolving a lot and involving more even more people than before creating great confusion among the internet users, especially if they are social networks users.

### **8.1 FORMAL COMMUNICATION VS. INFORMAL COMMUNICATION**

Within social networks it is usual to find that there is an important difference between the uses of formal and informal communication just as happens in real life. There have always been many and varied opinions about the preferences of both types of communication and in the same way for their pros and cons.

Formal communication is seen as the ideal model because it is traditional and it does not content any kind of contraction, deformation, or use of brand new weird words with specific meanings.

In contrast, informal communication for being different is seen as not good or appropriated. Despite this general concept, informal

---

<sup>8</sup> <http://easycommunication.info/formal-vs-informal-communication>  
<http://grammar.yourdictionary.com/slang/american-slang-dictionary.html>  
Jones, Ryan | Internet Slang Dictionary. (2006) Many teenagers use internet slang as a new language among them for their online and real life. IEEE/IFIP Network Operations and Management Symposium 2006 – pp 265-274.

communication is more popular than the formal one, and its success just exceeds formal communication among speakers.

According to the last results, most people always prefer talking in an informal way, so they feel not only more comfortable but also happier when they do it. The same happens with social networks interaction, apparently; the majority of social networks users prefer using informal language when interacting with other users.

## **8.2 INTERNET SLANG**

Internet slang refers to a variety of slang languages used by different communities on the Internet. It is difficult to provide a standardized definition of Internet slang due to the constant changes made to its nature. However, it can be understood to be a type of slang that Internet users have popularized, and in many cases, have coined. Such terms often originate with the purpose of saving keystrokes or to compensate for small character limits. Acronyms, keyboard symbols and abbreviations are common types of Internet slang.

Internet slang includes expressions relative to networking technologies and computers in general. Though slang typically refers to words specific to a group, club, sport, hobby, or even a generation, in the broadest sense Internet slang also includes emoticons, or simple graphics typed with keyboard strokes.

Its popularity is out of the scale, it is fun, easy and simple to write, most internet users find it interesting, it is what is in nowadays and finally users only need to know the meaning for each one of the expressions in order to use them properly. These are some of the most used phrases for internet slang:

- ✓ **ASAP:** As soon as possible.
- ✓ **2morrow:** Tomorrow.
- ✓ **CUL8TR:** See you later.
- ✓ **ROTFL:** Rolling on the floor.
- ✓ **IDK:** I don't know.
- ✓ **UR:** You are.
- ✓ **W/:** Without.
- ✓ **@:** At.
- ✓ **BBL:** Be back later.
- ✓ **N':** And.
- ✓ **NM:** Never mind.
- ✓ **GBU:** God bless you.
- ✓ **10x:** Thanks.
- ✓ **H/O:** Hold on.
- ✓ **NP:** Now playing.
- ✓ **BTW:** By the way.
- ✓ **ABD:** Already been done.
- ✓ **OIC:** Oh, I see.
- ✓ **M/A:** Mom alert.
- ✓ **G1:** Great one.
- ✓ **J/K:** Joke.
- ✓ **IMO:** In my humble opinion.
- ✓ **KISS:** Keep it simple stupid.
- ✓ **OMG:** Oh my God.
- ✓ **G2G:** Got to go.

- ✓ **E&G:** Engage and destroy.
- ✓ **JEEZ:** Jesus.
- ✓ **ILU:** I love you.
- ✓ **GJ:** Good job.
- ✓ **JAM:** Just a minute.
- ✓ **WTH:** What the hell?
- ✓ **AGW:** All going well.
- ✓ **GFU:** Great for you.
- ✓ **IMYA:** I miss you already.
- ✓ **OWTTE:** Our words to that effect.
- ✓ **MU:** Miss you.
- ✓ **LOL:** Laughing out loud.
- ✓ **ACK:** Acknowledged.
- ✓ **GAL:** Get a life.
- ✓ **BFF:** Best friends forever.
- ✓ **C&P:** Copy and paste.
- ✓ **D/C:** Disconnected.
- ✓ **YOLO:** You only live once.
- ✓ **E1:** Everyone.
- ✓ **XOXO:** Hugs and kisses.
- ✓ **H2G:** Honest to God.
- ✓ **IHML:** I hate my life.
- ✓ **KAFM:** Keep away from me.
- ✓ **FAV:** Favorite.
- ✓ **WD:** Well done.
- ✓ **J4F:** Just for fun.
- ✓ **L2M:** Listen to music.
- ✓ **M8:** Mate.
- ✓ **N2K:** Need to know.
- ✓ **OAO:** Over and out.
- ✓ **PAX:** Peace.

- ✓ **Q:** Thank you.
- ✓ **GTD:** Getting things done.
- ✓ **R:** Are.
- ✓ **S&D:** Search and destroy.
- ✓ **T2M:** Talk to me.
- ✓ **U2:** You too.
- ✓ **V:** Very.
- ✓ **W.E:** Whatever.
- ✓ **XLNT:** Excellent.
- ✓ **ABP:** Already been posted.
- ✓ **Y:** Why?
- ✓ **W2G:** Way to go.
- ✓ **ZING:** Owned.
- ✓ **UAK:** You already know.
- ✓ **DITTO:** The same.
- ✓ **LOQ:** Laugh out quietly.
- ✓ **GSD:** Getting stuff done.
- ✓ **BWD:** Burned with desire.
- ✓ **MMSR:** My mistake, sir.
- ✓ **WHYD:** What have you done?
- ✓ **URKM:** You are kidding me.
- ✓ **SIW:** Something is wrong.
- ✓ **K:** Ok.
- ✓ **OTW:** On the way.
- ✓ **BF/GF:** Boyfriend/Girlfriend.
- ✓ **WUF:** Where are you from?
- ✓ **OT:** Off topic.
- ✓ **AFK:** Away from keyboard.
- ✓ **BCNU:** Be seeing you.
- ✓ **AFAICR:** As fair as I can recall.
- ✓ **DND:** Do not disturb.

## e. MATERIALS AND METHODS

### 1. Human resources:

- ✓ The researcher: Marlon Vinicio Freire Romero.
- ✓ The English teachers of the English Language Department at Universidad Nacional de Loja.
- ✓ The students of the third year of the English Language Department at Universidad Nacional de Loja.

### 2. Material resources:

The materials that were necessary to complete the research process successfully were: office material, books, copies, computer, printer, paper, folders, USB drivers and so on.

### 3. Budget

<b>Budget</b>	
<b>Items</b>	<b>Costs</b>
Thesis project	250.00 USD
Thesis first draft	20.00 USD
Thesis second draft	25.00 USD
Thesis third draft	30.00 USD
Printing and publishing	75.00 USD
Unforeseen	150.00 USD
<b>Total</b>	<b>550.00 USD</b>

#### 4. **Financing**

The expenses derived from the present research work were all assumed by the researcher.

#### 5. **Design Of The Research**

This research work is identified as a descriptive one because the researcher did not manipulate the variables, but he observed the phenomenon in the reality.

#### 6. **Methods**

►► **Scientific Method:** To develop the research, the scientific method was taken as a base because it allowed the researcher carrying out a systematic and organized process to do a logic explanation of the relations that were established in the researched object and its variables which were useful for giving some alternatives and solutions to the problematic. It was also effective for organizing the available resources and the procedures which were needed to reach the established objectives as well as to ascertain the hypothesis.

►► **Descriptive Method:** It was used to describe the main results which were obtained after applying the survey to teachers and students. In the same way, this method facilitated the description of social networks and their introduction for learning English. Finally, it was useful for the confirmation of the hypothesis and the final redaction of the research report too.

- ▶▶ **Deductive Method:** This one was a great help for providing the observation and the analysis of the whole collected info in order to determine how the students of the career can take advantage of social networks for improving their English knowledge level.
  
- ▶▶ **Analytical Method:** It was taken into account for analyzing the obtained results and to make the respective data interpretation to set up the conclusions which were based on the final results. It was either convenient for helping with the analyzing the existing relation between social networks and their correct usage for learning English.

## 7. Techniques And Instruments

In order to obtain the best results for this research work, the technique that was used for collecting the necessary information was the survey. It was applied to the teachers and the students of the third year of the English Language Department at Universidad Nacional de Loja. It was a questionnaire containing ten different questions. Both questionnaires were different from each other because one was filled in by the teachers and the other one by the students.

## 8. Procedures

After picking up the research instruments, the processing of the collected information was carried out involving the following steps:

**a) Tabulating**

The tabulation of the obtained data was done in a quantitative way. Moreover, the tabulation of all the applied instruments was good enough for contrasting the information and to analyze the obtained results.

**b) Organization**

The organization of the empiric information was made in accordance with the specific variables which guided the classification of the questions depending of the hypothesis.

**c) Graphic Representation**

The graphic representation of the obtained information was made in different statistic charts for its visualization along the data and the tendency of the indicators for each variable.

**d) Analysis and Interpretation**

The analysis and the interpretation of the acquired information, the results in percentages and the analysis of the data were contrasted with the theoretical frame to fulfill the previous objectives which had been set up before in the research project.

**e) Hypothesis Verification**

The verification of the hypothesis was done by using the empiric method with a description of the indicators with higher tendency and contrasting them with the information taken from the theoretical frame.

**f) Conclusions and Recommendations**

The formulation of conclusions was done with worth bases taken from the analysis and interpretation of the data that was based on the specific objectives which were very important for guiding the research process.

The elaboration of the final report was done by integrating all the components of the researching with the logic interpretation among them; this all required a new revision of the already mentioned components: theme, objectives, hypothesis and theoretical frame for setting up a good relation among them.

**9. Population**

The population that was taken for the fieldwork was constituted by the English teachers and the students of the third year of the English Language Department at Universidad Nacional de Loja. The students' population was compounded by sixty-one students while the teachers' population was compounded by six English teachers.

So, in this case the population was small and there was no need of determining the sample and the size of the same one.

<i>GROUPS</i>	<i>POPULATION</i>	<i>TEACHERS</i>
5 <sup>th</sup> "A"	18	2
5 <sup>th</sup> "B"	21	2
5 <sup>th</sup> "C"	22	2
<b>TOTAL</b>	<b>61</b>	<b>6</b>

## f. RESULTS

### ✪ Students' survey

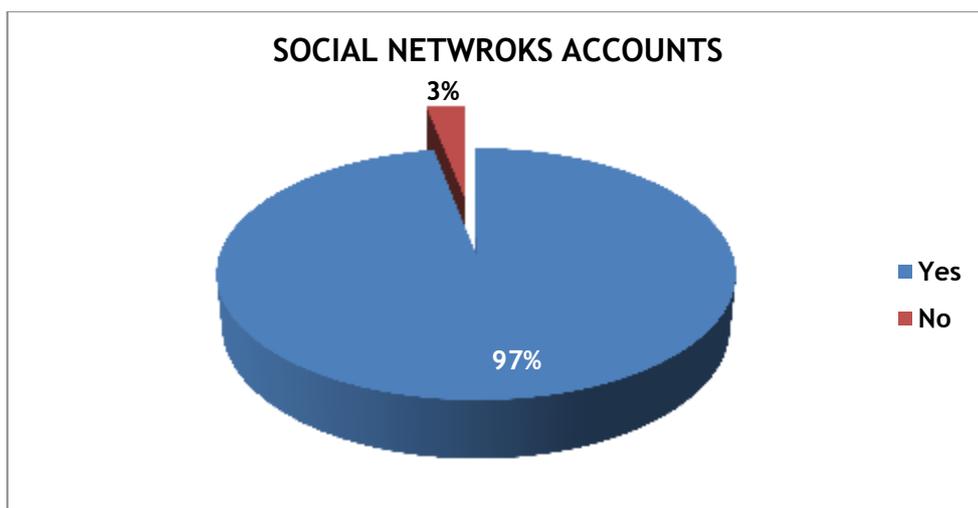
**Hypothesis one:** The students of the third year of the English Language Department at Universidad Nacional de Loja are not really aware about the advantages and disadvantages of the social networks on the English Language Learning.

#### 1) Do you have and operate an account within any Social Network nowadays?

##### a) Statistic table:

SOCIAL NETWORKS ACCOUNTS	F	%
Yes	59	97%
No	2	3%
<b>TOTAL</b>	<b>61</b>	<b>100%</b>

##### b) Graphic representation:



**Author:** Marlon Vinicio Freire Romero.

**Source:** English Language Department – Third year students' survey.

►► **Interpretation:** According to the results, 97% of the students possess and operate an account in any type of social networks while only the remaining 3% of them do not have an account in any type of social networks.

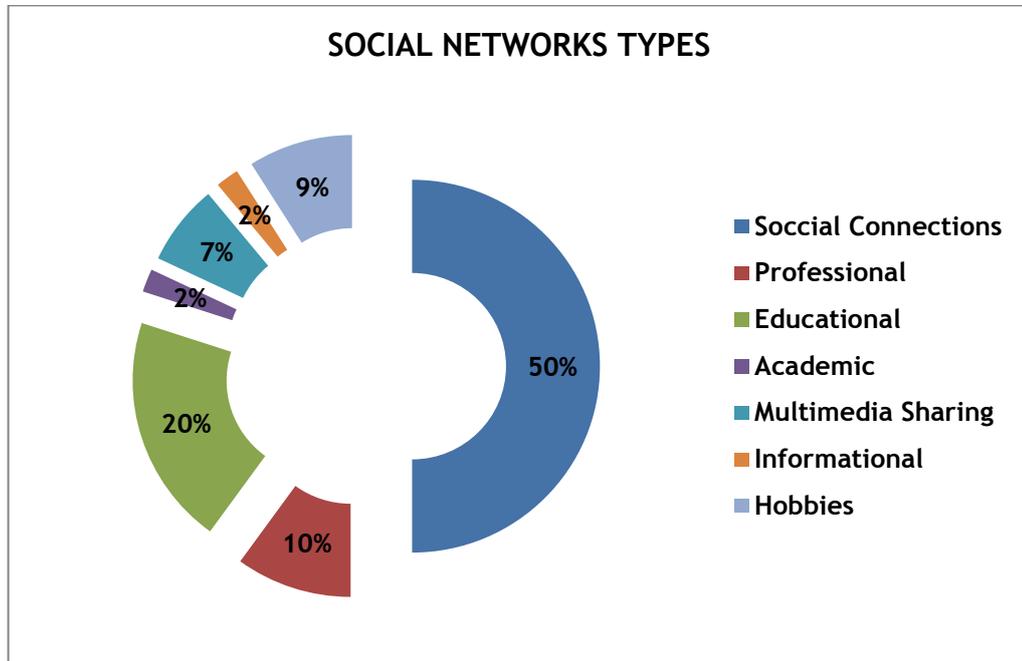
►► **Logical analysis:** The obtained information clearly shows that almost all the students of the third year of the English Language Department at Universidad Nacional de Loja, have at least one account within any type of social networks and they are currently operating it. Social networks are getting more popular every day involving a larger number of people in each situation; the largest number of people in social networks nowadays is more than one billion. It means that the students are aware about the advantages and disadvantages of social networks for learning English, so they possess at least one account to proceed with the aim of improving their English knowledge.

2) **Which of these types of Social Networks are you currently using?**

a) **Statistic table:**

<b>SOCIAL NETWORKS TYPES</b>	<b>F</b>	<b>%</b>
Social connections	30	50%
Professional	6	10%
Educational	12	20%
Academic	2	2%
Multimedia sharing	4	7%
Informational	2	2%
Hobbies	5	9%
<b>TOTAL</b>	<b>61</b>	<b>100%</b>

b) **Graphic representation:**



**Author:** Marlon Vinicio Freire Romero.

**Source:** English Language Department – Third year students' survey.

►► **Interpretation:** In accordance with the obtained data 50% of the students are currently using social networks for social connections, 20% are using social networks with educational aims, 10% opted by professional social networks, 9% chose social networks for hobbies, 7% preferred choosing multimedia sharing social networks, 2% indicated the use of informational social networks and other 2% marked academic social networks.

►► **Logical analysis:** The results indicate that half of the students' population of the third year of the English Language Department at the Universidad Nacional de Loja is using social networks only for social connections purposes. The students who are represented in

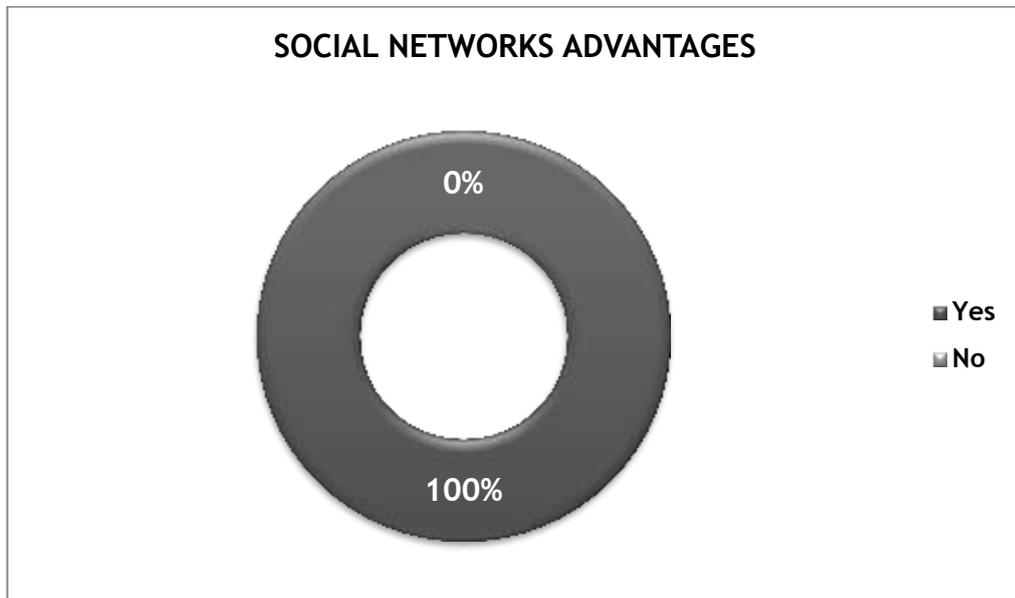
the other half are divided among educational, multimedia, professional, hobbies, multimedia sharing, informational and academic social networks; the type of social network which is being more used in this half is educational. The main aims of people who use social networks every day, is to establish social connections constantly with friends and family; looking for better job opportunities as professionals; and also to use the internet with educational purposes such as learning foreign languages, especially English. Therefore, this reinforces the fact that social networks are being effectively used with educational aims by the students and the teachers inside and outside the classroom, to develop a better learning of the language because it is known that social networks offer this kind of benefits.

**3) Do you know about the advantages of Social Networks for their users?**

**a) Statistic table:**

<b>SOCIAL NETWORKS ADVANTAGES</b>	<b>F</b>	<b>%</b>
Yes	61	100%
No	0	0%
<b>TOTAL</b>	<b>61</b>	<b>100%</b>

**b) Graphic representation:**



**Author:** Marlon Vinicio Freire Romero.

**Source:** English Language Department – Third year students' survey.

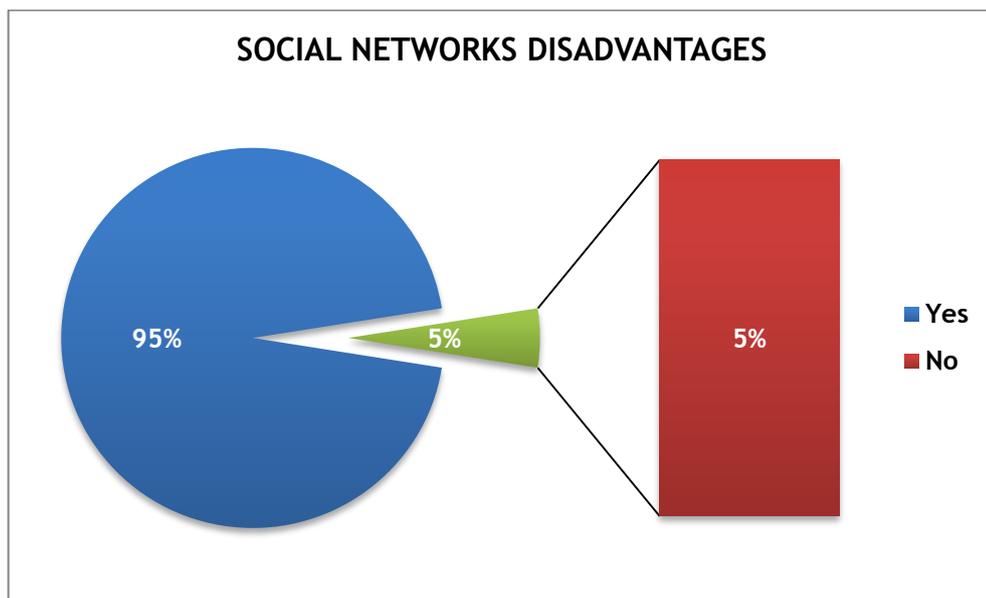
- ▶▶ **Interpretation:** The obtained data shows that 100% of the students do actually know about the advantages of social networks for their users.
  
- ▶▶ **Logical analysis:** The results show that all the students of the third year of the English Language Department at Universidad Nacional de Loja are aware about the advantages given by using social networks. Most of people that use social networks around the world know about the advantages of using them whatever their purpose is. It means that all the students are aware of the pros of social networks which are: to keep in touch with their friends and relatives, learning foreign language especially English, to share multimedia files, getting updated about news, to find job as well academic opportunities and others.

4) Are you aware about the disadvantages of social networks for their users?

a) Statistic table:

SOCIAL NETWORKS DISADVANTAGES	F	%
Yes	58	95%
No	3	5%
<b>TOTAL</b>	<b>61</b>	<b>100%</b>

b) Graphic representations:



**Author:** Marlon Vinicio Freire Romero.

**Source:** English Language Department – Third year students' survey.

►► **Interpretation:** The obtained data shows that 95% of the students know about the disadvantages of social networks for their users while the remaining 5% do not.

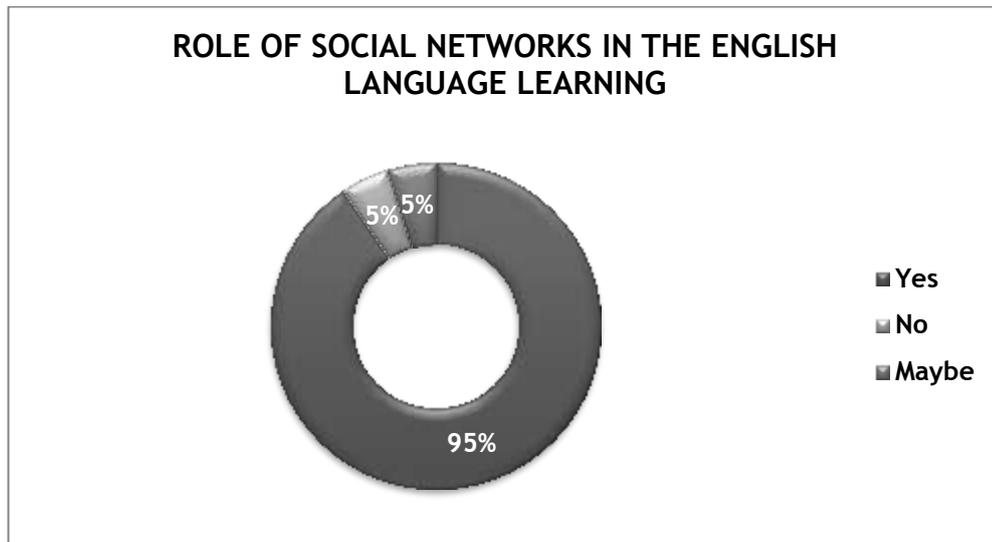
►► **Logical analysis:** The results indicate that almost all the students of the third year of the English Language Department at Universidad Nacional de Loja are aware about the disadvantages given by using social networks. As users do know about the advantages of using social networks, they also know about their disadvantages which in this case are: risk of identity theft and fraud, risk of personal information theft, risk of harassment and stalking, risk of internet addiction and loss of time, risk of privacy loss, risk of being tracked down by thieves and criminals, the deformation of the language by using internet slang or too much informal communication when communicating with their contacts, publishing content, and others. This means that almost all the students are aware about the disadvantages of using social networks whether if it is for learning English, or for establishing social connections.

5) **Are you aware about the role played by Social Networks on the English Language Learning?**

a) **Statistic table:**

<b>ROLE OF SOCIAL NETWORKS IN THE ENGLISH LANGUAGE LEARNING</b>	<b>F</b>	<b>%</b>
Yes	58	90%
No	3	5%
Maybe	3	5%
<b>TOTAL</b>	<b>61</b>	<b>100%</b>

b) **Graphic representation:**



**Author:** Marlon Vinicio Freire Romero.

**Source:** English Language Department – Third year students' survey.

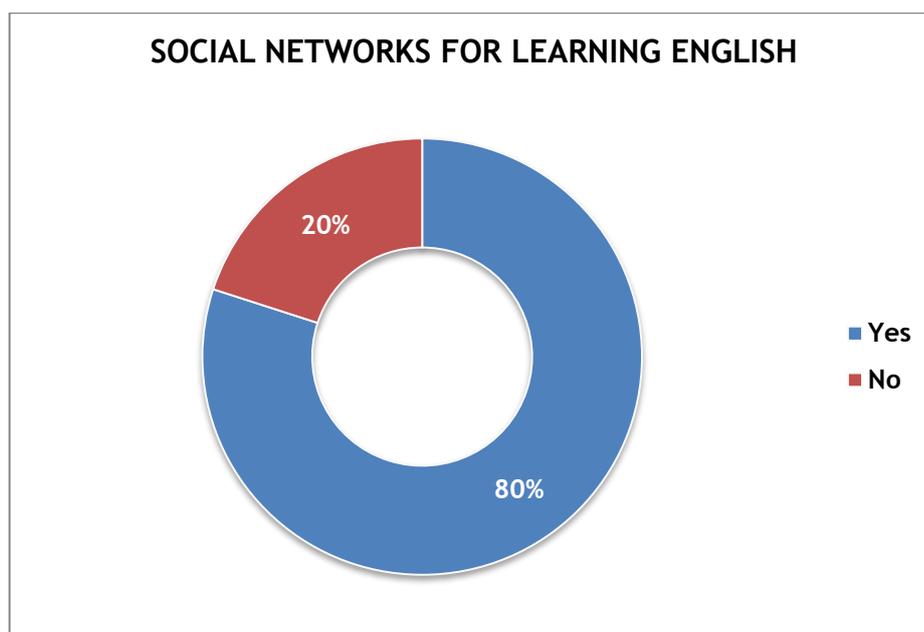
- ▶▶ **Interpretation:** According to the obtained data 95% of the students are aware about social networks and the role they play for learning English, while 5% are not and the remaining 5% maybe are.
  
- ▶▶ **Logical analysis:** The obtained results clearly show that almost all the students of the third year of the English Language Department at Universidad Nacional de Loja are aware about the social networks, and the role that they play for learning English. The role which is played by social networks for learning English, involves the application of digital technology combined with the traditional methods that allow learning through the use of the skills: reading, writing, listening and speaking, which are indispensable and infallible for learning not only English, but any kind of foreign language. It means that the students are already aware about how social networks can help them to learn English, which is actually a good advantage they can take.

6) Do you know any special Social Networks only for learning English?

a) Statistic table:

SOCIAL NETWORKS FOR LEARNING ENGLISH	F	%
Yes	49	80%
No	12	20%
<b>TOTAL</b>	<b>61</b>	<b>100%</b>

b) Graphic representation:



**Author:** Marlon Vinicio Freire Romero.

**Source:** English Language Department – Third year students' survey.

►► **Interpretation:** The obtained data revealed that 80% of the students know about one or even more special social networks only for learning English while the other 20% do not.

►► **Logical analysis:** The respective results which were obtained show that most students of the third year of the English Language Department at Universidad Nacional de Loja, know about the existence of special social networks designed only for learning English through the internet. Social networks designed with the purpose of learning English and other languages, are becoming very popular and helpful among their users; the most relevant of these social networks are: Live Mocha, Bussuu, Italki, Palabea, Lang-8, VoxSwap, My Happy Planet, Babel and others. This means that the students are taking into account the use of these social networks, as an advantage for learning English and to improve the domain of the language.

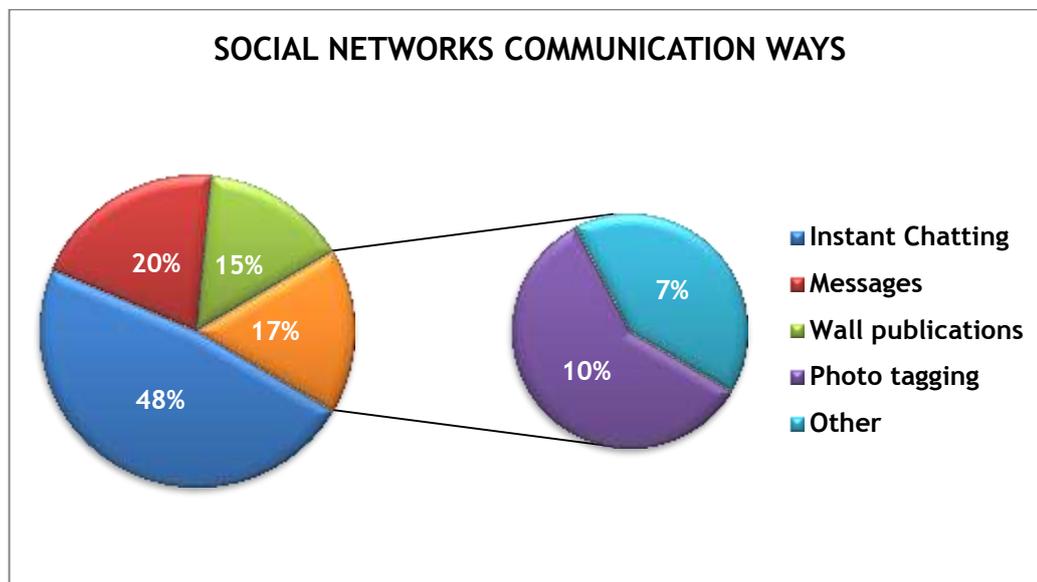
**Hypothesis two:** The students of the third year of the English Language Department at Universidad Nacional de Loja are taking part of the deformation of the formal language and communication by the use of the social networks and its interaction.

**7) When communicating with your contacts by using Social Networks, which of these ways do you prefer to use?**

a) **Statistic table:**

SOCIAL NETWORKS COMMUNICATION WAYS	F	%
Instant chatting	29	48%
Messages	12	20%
Wall publications	9	15%
Photo tagging	6	10%
Other	5	7%
<b>TOTAL</b>	<b>61</b>	<b>100%</b>

b) **Graphic representation:**



**Author:** Marlon Vinicio Freire Romero.

**Source:** English Language Department – Third year students' survey.

- ▶▶ **Interpretation:** The obtained data illustrates that 48% of students prefer using instant chat, 20% messages, 15% wall publications, 10% photo tagging and the remaining 7% other means for communicating with their contacts via social networks.
  
- ▶▶ **Logical analysis:** The results point that most students of the third year of the English Language Department at Universidad Nacional de Loja prefer to communicate by the use of instant chat, which is actually a little bit faster and convenient. The most popular and used ways to communicate through social networks among people are instant chat, messages and wall publications; due to the comfort of allowing the use of formal communication and internet slang while interacting. This means that when the students communicate by using the instant chat, they might be taking part of the deformation of

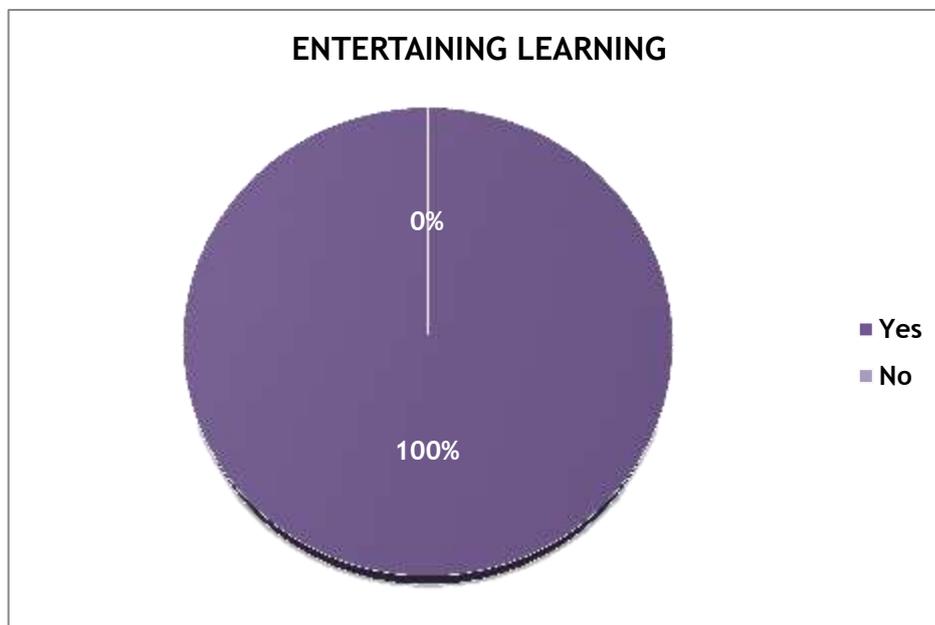
the formal language and communication due to the preference of using informal communication and internet slang.

- 8) **Do you think that the social networks can be considered as entertaining in order to motivate you to practice your English more frequently?**

a) **Statistic table:**

ENTERTAINING LEARNING	F	%
Yes	61	100%
No	0	0%
<b>TOTAL</b>	<b>61</b>	<b>100%</b>

b) **Graphic representation:**



**Author:** Marlon Vinicio Freire Romero.

**Source:** English Language Department – Third year students' survey.

►► **Interpretation:** In accordance with the obtained data 100% of students consider that learning English through the usage of social networks can be considered as entertaining.

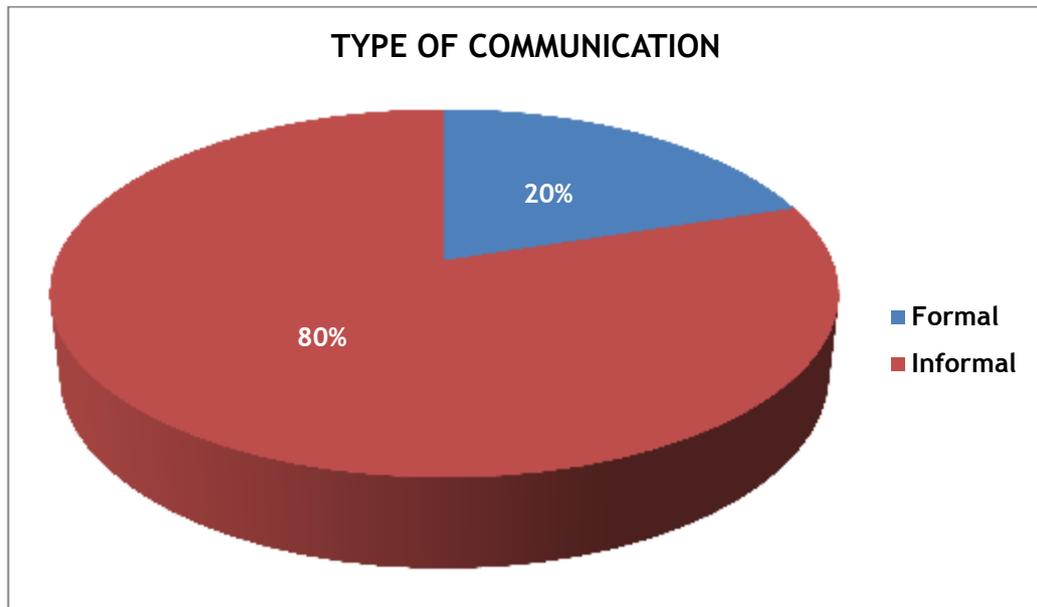
►► **Logical analysis:** The whole students' population of the third year of the English Language Department at Universidad de Loja, considers that learning English via social networks can be seen as an entertainment, for being a different manner of learning the language. It is a real fact, that this way of acquiring a new knowledge or increasing the level of, is considered as amusing as well as effective too because it involves different types of technological and audiovisual resources that make this learning more interesting, relaxing and less stressful. This is one of the multiple reasons that have inspired the students of the third year of the English Language Department to start with this new initiative for developing a better learning of the English language.

9) **When you communicate with your contacts in social networks, do you prefer to use formal or informal communication?**

a) **Statistic table:**

TYPE OF COMMUNICATION	F	%
Formal	12	20%
Informal	49	80%
<b>TOTAL</b>	<b>61</b>	<b>100%</b>

b) **Graphic representation:**



**Author:** Marlon Vinicio Freire Romero.

**Source:** English Language Department – Third year students' survey.

- ▶▶ **Interpretation:** The data which was obtained shows that 80% of students prefer using formal communication when they are communicating with their contacts via social networks while the remaining 20% opted by choosing formal communication.
  
- ▶▶ **Logical analysis:** These results show how most of the students of the third year of the English Language Department at Universidad Nacional de Loja, prefer to use informal communication instead of the formal one when they communicate with their contacts via social networks. On the internet, informal communication is more popular than formal communication as well as more used, and people prefer to communicate each other more frequently by using informal communication, because it makes them feel more comfortable and to speak more naturally. This means that, the students also prefer to communicate more by using informal communication rather than

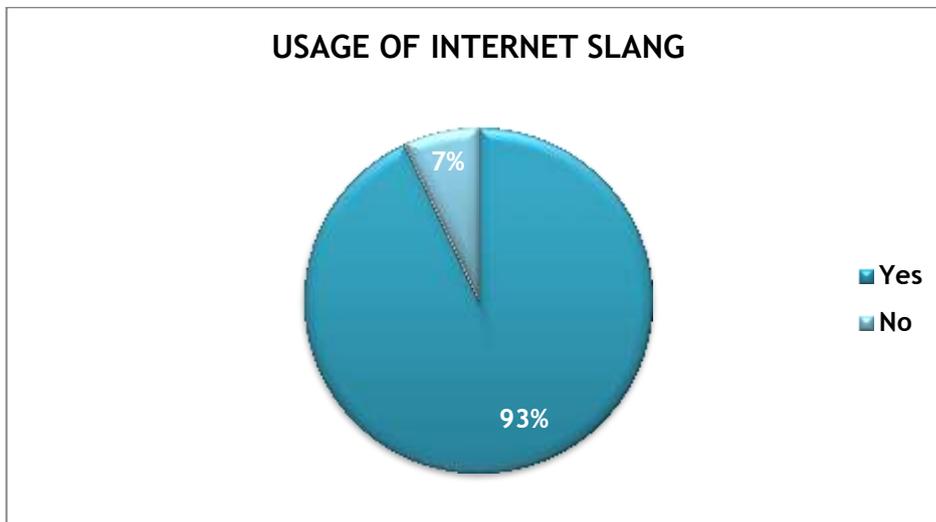
formal communication; they also show more interest for this one when practicing and learning the language.

10) **Have you ever used some expressions like LOL, XD, LMFAO, ROTF, ILU, ASAP and more of them when chatting or publishing during your social interactions in Social Networks?**

a) **Statistic table:**

USAGE OF INTERNET SLANG	F	%
Yes	57	93%
No	4	7%
<b>TOTAL</b>	<b>61</b>	<b>100%</b>

b) **Graphic representation:**



**Author:** Marlon Vinicio Freire Romero.

**Source:** English Language Department – Third year students' survey.

- ▶▶ **Interpretation:** The obtained results revealed that 93% students are currently using internet slang for their communicate interactions in social networks while the 7% of them are not using it.
  
- ▶▶ **Logical analysis:** The obtained results, demonstrated that almost all the students of the third year of the English Language Department at the Universidad Nacional de Loja are taking part in the use of internet slang. Internet slang has become a great worldwide tendency especially in social networks, because it gives a cool impression to people allowing them to have a funny and relaxing communication always they know the meanings of the internet slang phrases they are using of course. This means that, the students also prefer to put into use the internet slang with each other, and they also learn practice the language by this way and enjoy doing it despite the fact they are taking part of the deformation of the formal language and communication because of this.

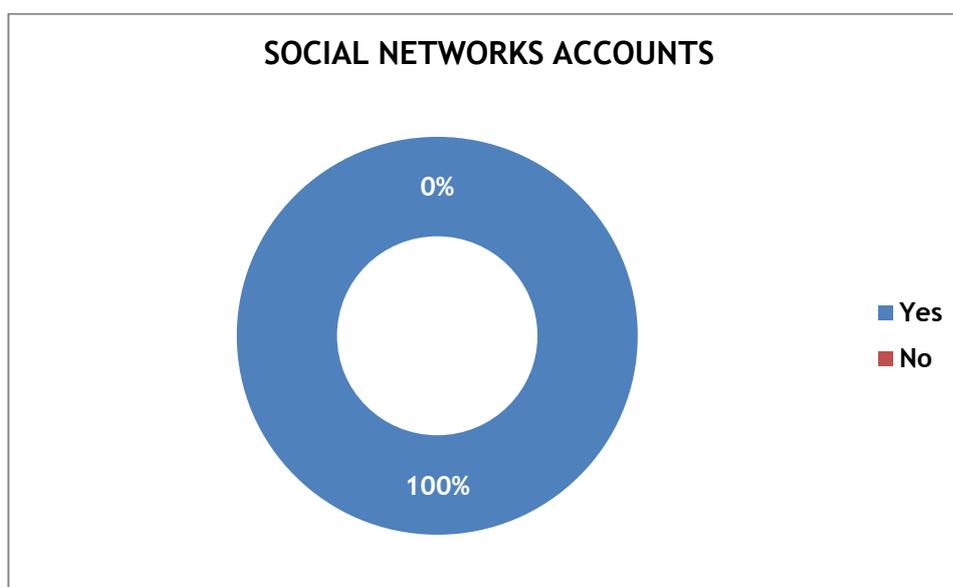
#### ⊗ **Teachers' survey**

**Hypothesis one:** The students of the third year of the English Language Department at Universidad Nacional de Loja are not really aware about the advantages and disadvantages of the social networks on the English Language Learning.

- 1) **Do you have and operate an account within any Social Network nowadays?**
  - a) **Statistic table:**

SOCIAL NETWORKS ACCOUNTS	F	%
Yes	6	100%
No	0	0%
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

b) **Graphic representation:**



**Author:** Marlon Vinicio Freire Romero.

**Source:** English Language Department – Third year teachers' survey.

►► **Interpretation:** According to the results, 100% of the teachers possess an account within any type of social networks nowadays.

►► **Logical analysis:** The obtained information clearly shows that the whole teachers' population of the third year of the English Language Department at Universidad Nacional de Loja, has at least one account within any type of social networks and they are currently operating it. Teachers can use social networks for connecting with

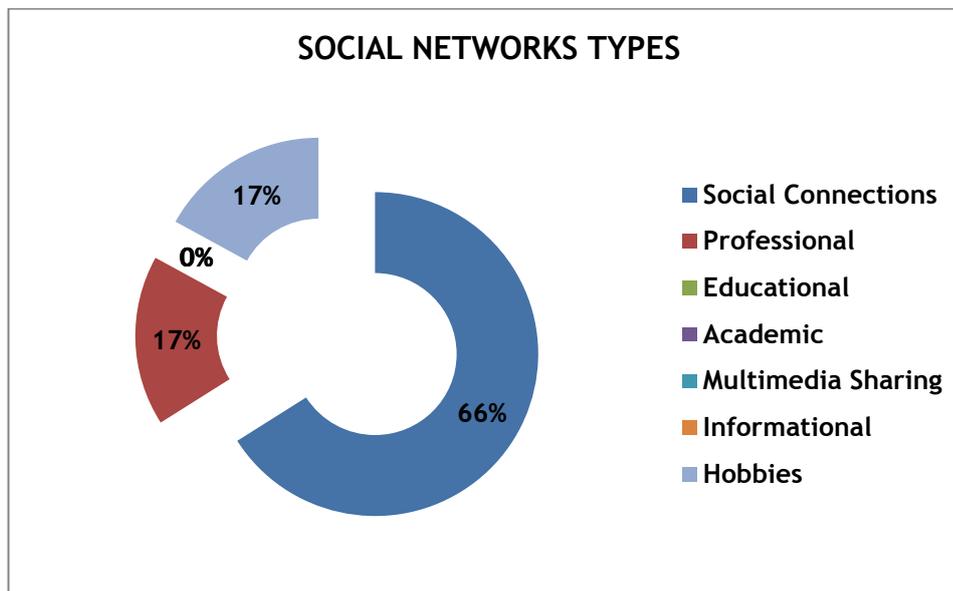
their students, in order to establish social and educational connections with them, performing new ways for teaching and learning English by the use of the internet. It means that, teachers are aware about the advantage of using social networks for helping their students, on the development of the English language learning through the internet.

**2) Which of these types of Social Networks are you currently using?**

**a) Statistic table:**

<b>SOCIAL NETWORKS TYPES</b>	<b>F</b>	<b>%</b>
Social connections	4	66%
Professional	1	17%
Educational	0	0%
Academic	0	0%
Multimedia sharing	0	0%
Informational	0	0%
Hobbies	1	17%
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

**b) Graphic representation:**



**Author:** Marlon Vinicio Freire Romero.

**Source:** English Language Department – Third year teachers’ survey.

- ▶▶ **Interpretation:** In accordance with the obtained data, 66% of the teachers are currently using social networks only for social connections purposes while the 17% is using them with professional aims and another 17% uses social networks for hobbies with entertaining purposes.
  
- ▶▶ **Logical analysis:** The results indicate that most teachers of the third year of the English Language Department at Universidad Nacional the Loja, use social networks more for social connections purposes. Teachers usually use social networks for their personal and professional activities rather than for educational purposes, but it does not mean that they do not do it because helping their students to improve their English learning is also important for them. It means that, the teachers know about how to use social networks with

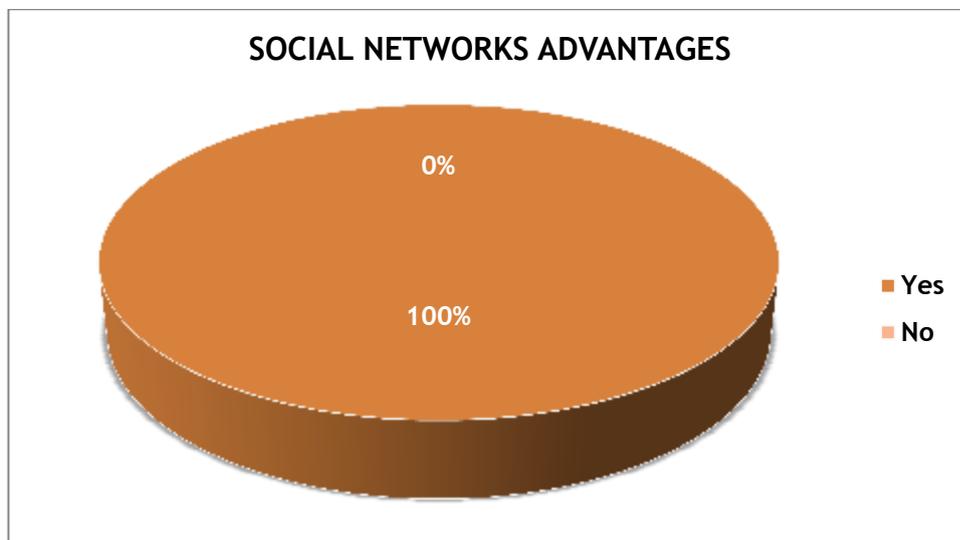
educational aims in order to help the students, as well as they also take advantage of using social networks for their personal aims.

3) **Do you know about the advantages of Social Networks for their users?**

a) **Statistic table:**

SOCIAL NETWORKS ADVANTAGES	F	%
Yes	6	100%
No	0	0%
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

b) **Graphic representation:**



**Author:** Marlon Vinicio Freire Romero.

**Source:** English Language Department – Third year teachers' survey.

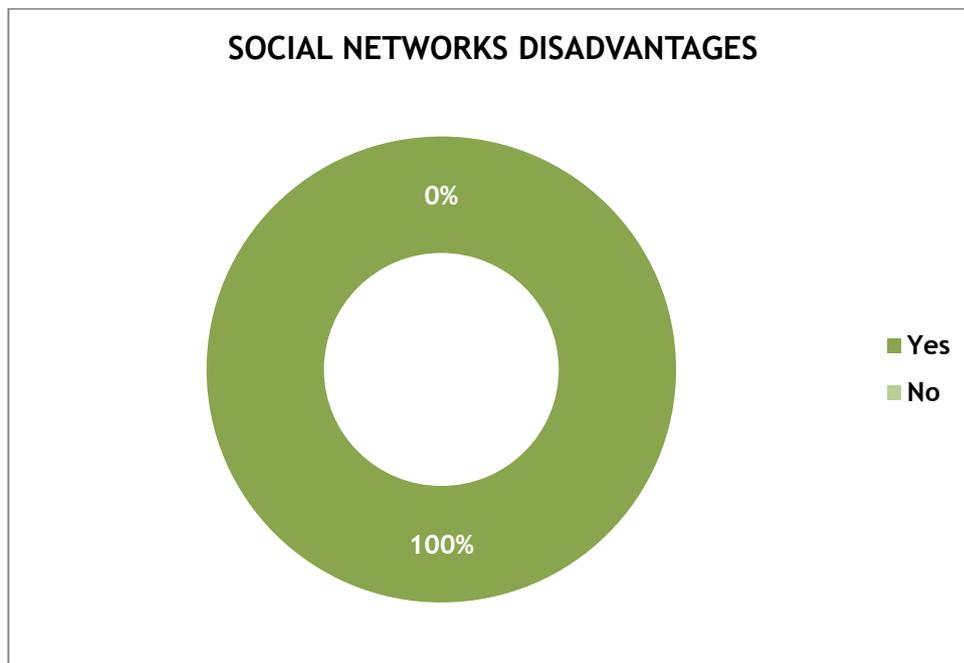
- ▶▶ **Interpretation:** The obtained data shows that 100% of the teachers do actually know about the advantages of social networks for their users.
  
- ▶▶ **Logical analysis:** The results point that all the teachers of the third year of the English Language Department at Universidad Nacional de Loja are aware about the advantages given by using social networks. The teachers are highly aware about the advantages of social networks which are: to keep in touch with friends and relatives, learning foreign language especially English, to share multimedia files, getting updated about news, to find job as well as academic opportunities and others. This means that, the teachers recognize that there is a good part of using social networks with educational purposes, and it can be taken as an advantage to develop the English language learning on the students.

4) **Are you aware about the disadvantages of social networks for their users?**

a) **Statistic table:**

<b>SOCIAL NETWORKS DISADVANTAGES</b>	<b>F</b>	<b>%</b>
Yes	6	100%
No	0	0%
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

b) **Graphic representations:**



**Author:** Marlon Vinicio Freire Romero.

**Source:** English Language Department – Third year teachers' survey.

- ▶▶ **Interpretation:** The obtained data shows that 100% of the teachers know about the disadvantages of social networks for their users.
  
- ▶▶ **Logical analysis:** The results point that all the teachers of the third year of the English Language Department at Universidad Nacional de Loja are aware about the disadvantages given by using social networks. Teachers currently know about what they are dealing with, when it is about the social networks and the consequences of their use which are: risk of identity theft and fraud, risk of personal information theft, risk of harassment and stalking, risk of internet addiction and loss of time, risk of privacy loss, risk of being tracked down by thieves and criminals and also the deformation of the language due to the massive use of informal communication and internet slang. It means that, the teachers are aware about the given

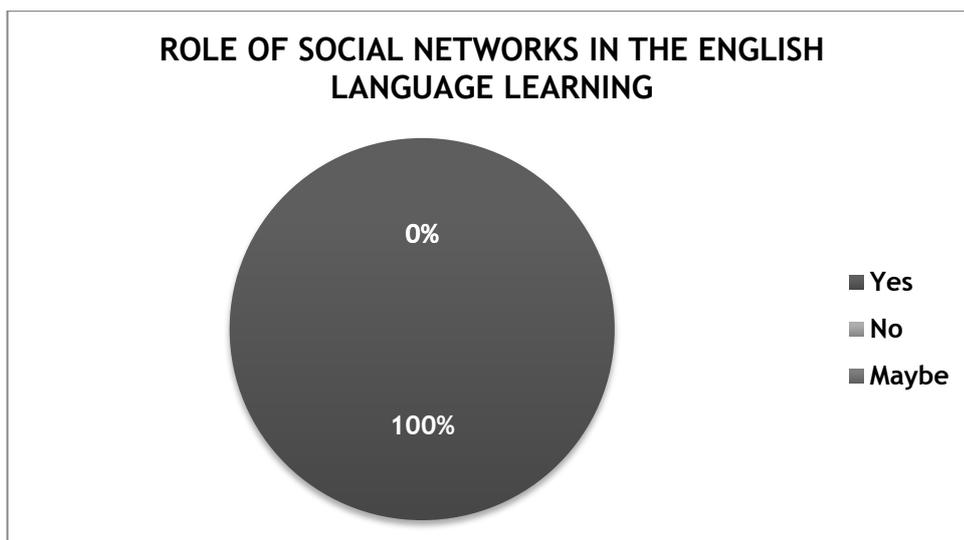
disadvantages by using social networks on the English language learning with their students.

5) **Are you aware about the role played by Social Networks on the English Language Learning?**

a) **Statistic table:**

<b>ROLE OF SOCIAL NETWORKS IN THE ENGLISH LANGUAGE LEARNING</b>	<b>F</b>	<b>%</b>
Yes	6	100%
No	0	0%
Maybe	0	0%
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

b) **Graphic representation:**



**Author:** Marlon Vinicio Freire Romero.

**Source:** English Language Department – Third year teachers' survey.

►► **Interpretation:** According to the obtained data 100% of the teachers are aware about social networks and the role that they play for learning English.

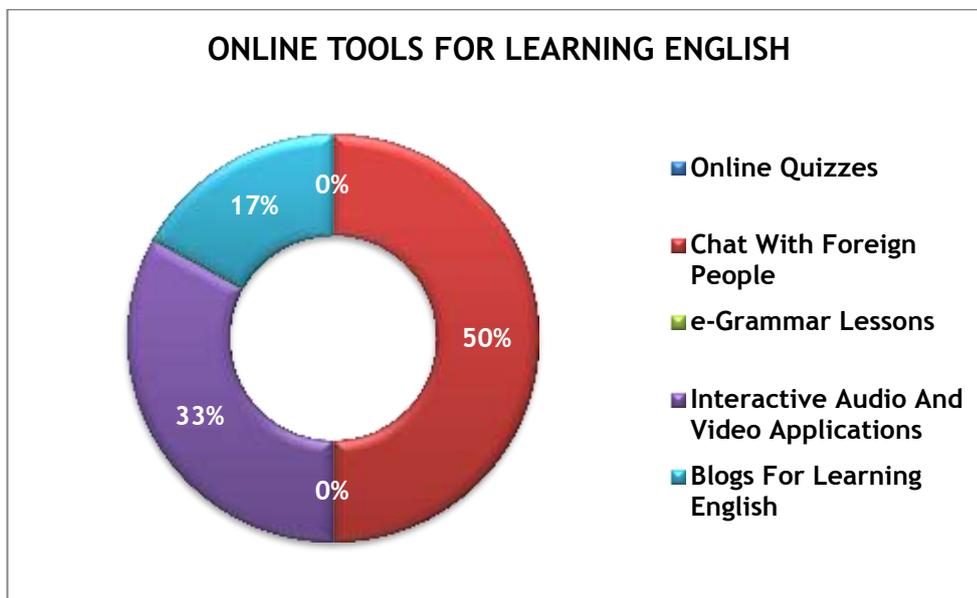
►► **Logical analysis:** The obtained results clearly show that, all the teachers of the third year of the English Language Department at Universidad Nacional de Loja are aware about the social networks and the role that they play for learning English. Social networks play many important roles; one of them is to serve as an educational source for students in search of information such is the case of learning English. It means that, the teachers are aware about social networks and the role that they play for learning English; they also recognize this as an advantage to help students in order to develop a better way to implement the teaching-learning process of the language on the students.

6) **Which one of these categories do you think you can find in Social Networks in order to teach or improve your students' English learning?**

a) **Statistic table:**

ONLINE TOOLS FOR LEARNING ENGLISH	F	%
Online quizzes	0	0%
Chat with foreign people	3	50%
e-Grammar lessons	0	0%
Interactive audio and video applications	2	33%
Blogs for learning English	1	17%
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

b) **Graphic representation:**



**Author:** Marlon Vinicio Freire Romero.

**Source:** English Language Department – Third year teachers' survey.

- ▶▶ **Interpretation:** The obtained data revealed that 50% of teachers opted by chatting with foreign people as one of most appropriated tools for learning English via social networks while the 33% chose interactive audio and video applications and the remaining 17% opted by blogs for learning English.
  
- ▶▶ **Logical analysis:** The respective results show that most teachers of the third year of the English Language Department at Universidad Nacional de Loja consider that chatting with foreign people is the best procedure that students can take advantage of in order to learn English via social networks. Foreigners provide all the required help to the learner by instant chatting about how to speak properly, correcting mistakes of grammar and vocabulary, teach about the

meaning of internet slang words, correct pronunciation, etc. This means that, the teachers see chatting with foreign people as another advantage that must be taken in order to help students to develop a better learning of the language.

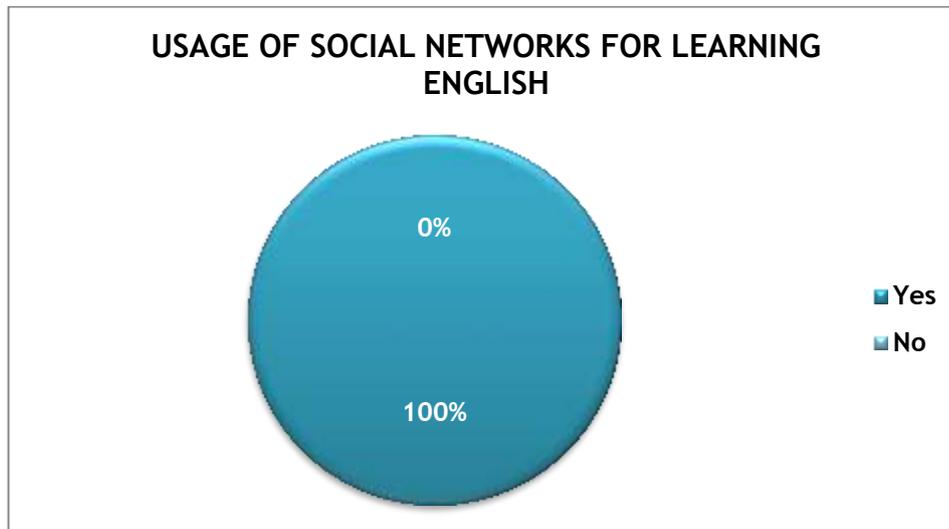
**Hypothesis two:** The students of the third year of the English Language Department at Universidad Nacional de Loja are taking part of the deformation of the formal language and communication by the use of the social networks and its interaction.

7) **Would you recommend the use of Social Networks to your students in order to keep them improving their English?**

a) **Statistic table:**

<b>USAGE OF SOCIAL NETWORKS FOR LEARNING ENGLISH</b>	<b>F</b>	<b>%</b>
Yes	6	100%
No	0	0%
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

b) **Graphic representation:**



**Author:** Marlon Vinicio Freire Romero.

**Source:** English Language Department – Third year teachers' survey.

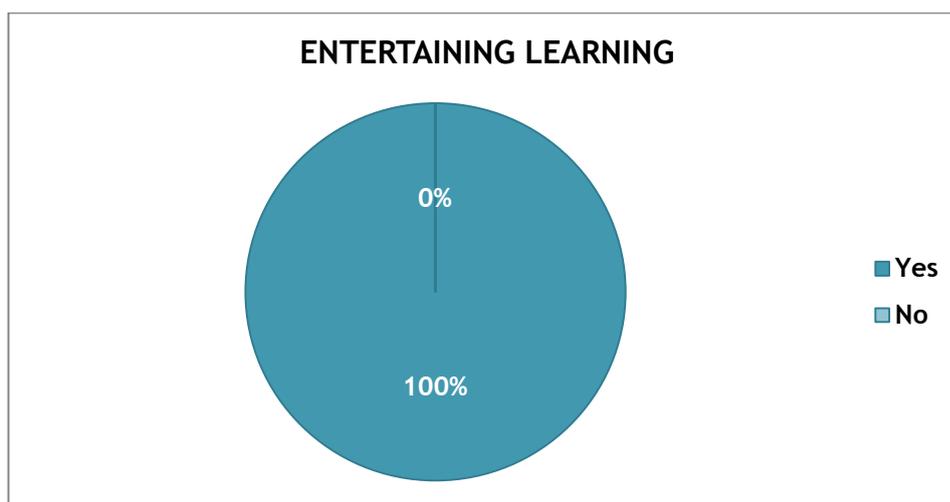
- ▶▶ **Interpretation:** The obtained data illustrates that 100% of teachers would actually recommend the usage of social networks to their students to keep them improving their English.
  
- ▶▶ **Logical analysis:** The results point that, all the teachers of the third year of the English Language Department at Universidad Nacional de Loja are interested in recommending the usage of social networks to their students in order to keep them improving their English knowledge level. Most teachers recommend the use of technology to their students, in order to get them interested in learning the language by these means; social networks is one of those means and actually the most popular. It means that, the teachers agree to recommend the usage of social networks to their students, despite the fact they can take part of the deformation of the language by using too much informal communication and even internet slang.

8) Do you think this that learning English through Social Networks can be considered as entertaining in order to motivate your students to practice the language more frequently?

a) Statistic table:

ENTERTAINING LEARNING	F	%
Yes	6	100%
No	0	0%
TOTAL	6	100%

b) Graphic representation:



**Author:** Marlon Vinicio Freire Romero.

**Source:** English Language Department – Third year teachers' survey.

►► **Interpretation:** In accordance with the obtained data 100% of the teachers consider that learning English through the usage of social networks can be considered as entertaining.

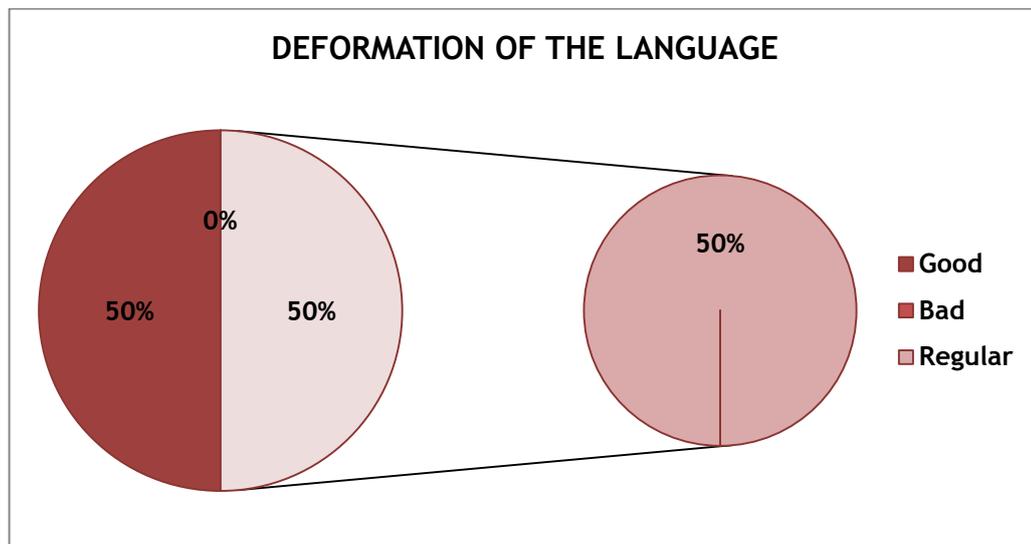
►► **Logical analysis:** The whole teachers' population of the third year of the English Language Department at Universidad Nacional de Loja, considers that learning English via social networks can be seen as an entertainment for motivating students to practice the language more frequently. Learning English by using social networks is well considered as relaxing and less stressful for improving a better learning level, plenty of teachers around the world actually encourage their students to try it, so they can overcome the difficulties they encounter when practicing the language by using the tendency of social networks which is very popular among young people. This means that, the teachers agree to recommend their students the use of social networks with the aim of getting them eager to practice and learn English by the use of social networks.

9) **What is your opinion about the deformation of the language and the informal communication which is given during the interaction in Social Networks?**

a) **Statistic table:**

DEFORMATION OF THE LANGUAGE	F	%
Good	3	50%
Bad	0	0%
Regular	3	50%
<b>TOTAL</b>	<b>3</b>	<b>100%</b>

b) **Graphic representation:**



**Author:** Marlon Vinicio Freire Romero.

**Source:** English Language Department – Third year teachers' survey.

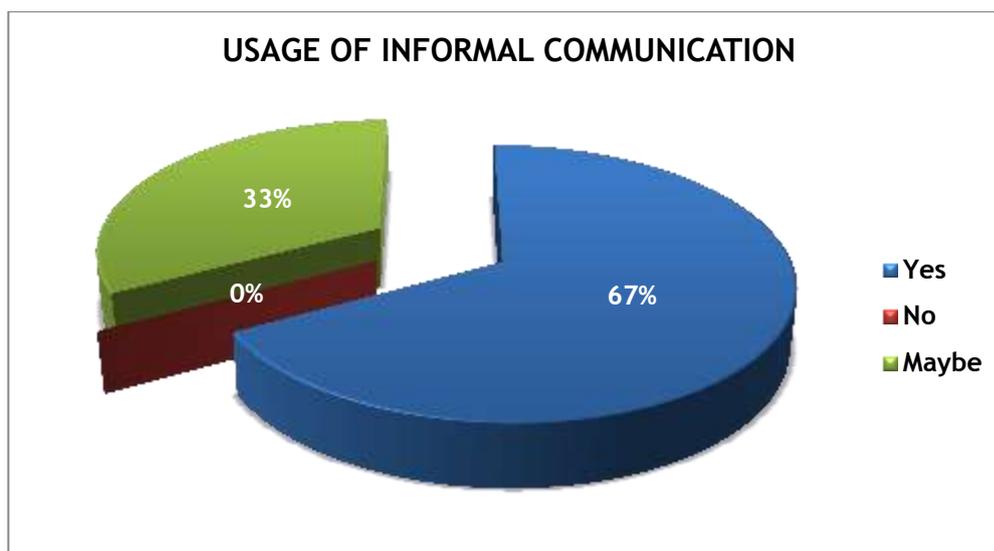
- ▶▶ **Interpretation:** According to the data 50% of the teachers think that the deformation of the language can be seen as regular, while the other 50% think it can be seen as good.
  
- ▶▶ **Logical analysis:** Half of teachers' opinion is that the deformation of the language which is given by the use of internet slang via social networks can be considered as regular. The most used type of communication in internet and in the social networks is informal communication; it is very popular and around the 70% of internet users prefers to employ this one along with internet slang. This means that, the teachers agree to recommend the use of informal communication as well as the internet slang to the students so they can be able to try new ways and styles to communicate each other.

10) **Would you recommend to your students the use of informal communication instead of formal communication when chatting by using Social Networks?**

a) **Statistic table:**

USAGE OF INFORMAL COMMUNICATION	F	%
Yes	4	67%
No	0	0%
Maybe	2	33%
<b>TOTAL</b>	<b>3</b>	<b>100%</b>

b) **Graphic representation:**



**Author:** Marlon Vinicio Freire Romero.

**Source:** English Language Department – Third year teachers' survey.

►► **Interpretation:** The data which was obtained shows that 67% of the teachers agree in recommending the usage of informal communication to their students while the remaining 33% would maybe recommend it.

- ▶▶ **Logical analysis:** These results show how most of the teachers of the third year of the English Language Department at Universidad Nacional de Loja, agree to recommend to their students the use of informal communication instead of the formal communication when they are communicating by social networks. Informal communication is considered as more natural, because it allows the speaker to shows himself more confident while speaking; internet slang is seen as a new communication style among people. This means that, teachers recommend the use of informal communication and internet slang to their students when using social networks because they need to develop new communicational skills as well as expanding their knowledge about the language.

## **g. DISCUSSION**

### **1. Hypothesis One**

#### **→ Statement:**

- ⊗ The students of the third year of the English Language Department at Universidad Nacional de Loja are not really aware about the advantages and disadvantages of the social networks on the English language learning.

#### **→ Demonstration:**

- ⊗ The first hypothesis has two variables. The independent one is Social Networks and the dependent variable is the advantages and disadvantages of social networks.

- ✦ In question number **one**, that was about having an account within any type of social networks; 100% of teachers said that they possess one, and 97% of students possess and operate an account in any type of social networks. Therefore the students' population that does not have and operate an account in social networks for logging in and establishing social and educational connections is very small.
  
- ✦ In question number **two**, that was about the kind of social networks they are using; 66% of teachers and 50% of students prefer to use social networks only for social connections purposes. On the other hand, 20% of students argued that they use social networks with educational aims. This is because students are also interested in taking advantage of the internet for learning the English language as well as improving the knowledge level about it they already have through social networks.
  
- ✦ In question number **three**, that was about being aware of the advantages of the social networks for their users; 100% of teachers and students marked that they are actually very aware about the advantages of social networks. It means that both of them, the teachers and the students know which kind of benefits they can encounter in social networks in order to maintain safe social interactions and harness the use of the internet for learning the English language and enhancing its practice.
  
- ✦ In question number **four**, that was about being aware of the disadvantages of social networks for their users; 100% of teachers opted by saying that they are aware about the disadvantages that social networks present for their users. But 95% of students matched that they know about the disadvantages of social networks for their users. These results point that all of the teachers and almost all of

the students are pretty aware of the existent risks and downs in social networks for social connections aims and also for educational purposes.

- ✦ In question number **five**, that was about being aware of the role that social networks play for learning the English language; 100% of teachers do know about the role that is being played for social networks on the English language learning. Nonetheless 90% of students are aware of the social networks and the role that they play for learning the English language. This information shows that while all of the teachers are informed about the role that social networks play for learning the English language, almost all the students do know about this too, and the remaining part of them which is too small do not know or just ignore it.
  
- ✦ In question number **six** for the teachers, which was about recommending categories for improving their students' English learning; 50% of teachers said that the best one for them was chatting with foreigners. This implies that teachers are focused in showing students that interacting with foreign people by using the tool of chatting via social networks, is the best one for improving their English knowledge level. While in question number **six** for the students, that was about knowing of the existence of any special social networks only for learning English; 80% of students do know about some specific social networking sites designed especially for learning the English language. This means that the students are aware about these social networks, some of them like: LiveMocha, My happy planet and Babel; and they have already tried them with the aim of practicing and improving their English language knowledge level.

➔ **Decision:**

- ☒ Based on the previous analyzed information, it has been possible to deny the hypothesis one which states that; the students of the third year of the English Language Department are not really aware about the advantages and disadvantages of social networks on the English language learning, due to the following reasons: the first one; all of the teachers and most of the students possess an account in any type of social networks, they know about the role of them on the English language learning, they are using social networks for educational and social connections purposes, the teachers recommend to chat with foreign people via social networks to their students as the best tool for practicing and improving their English language knowledge and the students know about some special social networks designed only for learning the language through the use of the internet. The second one: the teachers are very aware about the advantages and disadvantages of social networks for their users on the English knowledge learning, in the case of the students, the advantages of social networks for their users on the English language learning are well known, while the disadvantages are recognized by almost all the students of the third year of the English Language Department at Universidad Nacional de Loja. Academic period 2011 – 2012.

## **2. Hypothesis Two**

➔ **Statement:**

- ☒ The students of the third year of the English Language Department at Universidad Nacional de Loja are taking part of the deformation of

the formal language and communication by the use of the social networks and their interaction.

➔ **Demonstration:**

☒ This hypothesis has two variables: the independent one is social networks and the dependent variable is the deformation of the formal language and communication.

⊛ In question number **seven** for the teachers, which was about recommending the use of social networks to their students to keep them improving their English knowledge; 100% teachers matched that they agree to recommend them. It is noticeable that teachers are interested in advising students about how social networks can be used to keep on the practice, learning and improving the English knowledge level they have. While in question number **seven** for the students, which was about the ways of communicating with each other by using social networks; 48% of students opted by instant chatting. It is evident that the most chosen way of communicating via social networks by students is through the use of the instant chatting application, because it is faster and better than the other ones allowing a wider communication time.

⊛ In question number **eight**, which was about considering social networks as entertaining for motivating the practice of the language; 100% teachers said yes. In the same way 100% of students also marked yes. So, it is obvious that teachers and students think that learning the English language through social networks is entertaining, instead of being the opposite when studying by the traditional way.

✦ In question number **nine**, which was about using informal communication in social networks and the deformation of the language; 50% teachers expressed that it is good to use it and 80% students matched that they also prefer to use informal communication more than the formal one. It means that informal communication is not seen as a big deal considering the deformation of the language in social networks, moreover is also being used in a free way by the students.

✦ In question number **ten**, which was about recommending the use of informal communication and the usage of internet slang; 67% of teachers affirmed they do recommend employing that type of communication to their students. Meanwhile, 93% of students recognized that they have used internet slang when being chatting or publishing content with their contacts. This is because most teachers see the informal communication as a more natural way of imparting and acquiring information when communicating each other, in addition the reason why most students use internet slang while maintaining an interaction is because it turns any conversation into a more relaxed one, full of short initials and symbols instead of large meaningful words which take a little bit more time to be typed, and of course they know the meaning of each internet slang symbol and abbreviation they use.

➔ **Decision:**

☒ The analysis obtained from the respective questions supports the argument of the hypothesis two, which says that the students of the third year of the English Language Department at Universidad Nacional de Loja are taking part in the deformation of the formal

language and communication by the use of these in social networks and their interaction. Despite the fact that employing informal communication more than the formal one when establishing conversations is supported by teachers and recommended by them to their students for improving the speaking skill, it is also marked as part of the deformation of the language and even more due to the case that there are a lot of students who are making use of internet slang all of the time.

## **h. CONCLUSIONS**

After the analysis and interpretation of the obtained information about teachers and students of the third year of the English Language Department at Universidad Nacional de Loja, the following conclusions were inferred:

- ✓ All the teachers and students of the third year of the English Language Department at Universidad Nacional de Loja, do own one account or even more ones within any type of social networks with their personal profiles and contacts and they are currently using and updating them with many different aims. The main aims of the students and the teachers for having their own personal profiles by operating social networks are to keep in touch with their contacts and for improving their English knowledge and practice it via internet. It means that social connections and educational purposes are the most relevant.

- ✓ The students and the teachers of the third year of the English Language Department at Universidad Nacional de Loja know plenty about social networks and their advantages and disadvantages for learning English and improving the knowledge they have about it. They know they can use social networks as an advantage for keeping on the practice of the English language, as well as learning new kinds of expressing, communicating, and phrases or even to test themselves about how much they know about it by the use of some multimedia applications which are set up as interactive quizzes available on the web through the social networks for learning English.
  
- ✓ Most teachers and students are aware about social networks and the useful role that they are playing for learning English via internet by taking advantage of some simple ways they offer to the user like chatting with foreign people, joining to studying groups conformed by other learners who are also interested in learning English and helping others to do the same thing sharing some rewarding advices and experiences, looking for specific information in English, playing online games sponsored for the social networks, etc.
  
- ✓ The teachers and the students of the department also know about availability of some special social networking sites designed only for learning English using the internet to practice the language through very specific multimedia tools that provide a sequence of self-evaluation which implies the application of the four basic skills for learning a foreign language: speaking, listening, reading and writing. In the same way, learning English by this method proves being entertaining, relaxing, fun and less stressful than the traditional learning style which is not bad but sometimes becomes tiring for the teacher and the students.

- ✓ Most students of the third year of the English Language Department at Universidad Nacional de Loja are taking part in the deformation of the language and the communication given via internet by the use of social networks. This is because of the huge preference of using informal language more than the formal one and the internet slang which consists in typing only the initials in capital letters instead of the whole corresponding words and it appears all of the time on the web during students' interaction. Internet slang has been also taken from the internet to the real life to talk each other. Communicating in this way has become something like a new style of expressing among students nowadays prevailing as a new tendency to communicate via internet and even face to face. At the same time, the use of the informal language and communication is not seen a significant threat for the language by the teachers of the third year of the English Language Department at Universidad Nacional de Loja, because they think that it is a more natural way to communicate each other. Moreover, the teachers are also recommending their students the use of informal communication in order to practice the language continuously for acquiring a better knowledge level.

## **i. RECOMMENDATIONS**

The conclusions that were obtained through the present research allowed to determine that social networks are a current influence on the English language learning on the students of the third year of the English Language Department at the National University of Loja. Due to the fact mentioned before, it was possible to propose the following recommendations:

- ✓ The teachers and students of the third year of the English Language Department at Universidad Nacional de Loja, must keep managing the accounts they possess in social networks in order to stay updated with each other and also to keep learning and practicing the English language with the aim of improving the level of it that they already have. The students should also be allowed to use social networks at the English Language Laboratory in order to continue practicing the language via internet. The teachers should recommend to their students the use of social networks for educational purposes to put into practice the new acquired knowledge in the class by establishing social connections among them via messages, instant chat, wall publications, etc; for getting a better comprehension of what the teacher imparts to them and the way that it works.
  
- ✓ Teachers and students should share the knowledge and experiences they have about using social networks with educational purposes, so they can know about which are the advantages of learning the language through social networks like: which are the best social networking sites for learning English, what kind of activities they can develop to improve their English knowledge level, practicing the four basic skills for learning the language, the differences between using formal and informal communication, as well as the disadvantages like: the deformation of the language, the extreme use of internet slang and informal communication. In this way teachers and students can be aware about what facilities they have to take advantage of and what risks they have to avoid by using social networks with educational purposes.
  
- ✓ It would be better if teachers explain to their students about how to learn English by using social networks. Social networks are considered interesting and make the learning of the language more

relaxing and less stressful. The contents which get the students' attention due to their personal preferences, usually involve music, videos and games. This type of material is set up on social networks for learning English with the aim of making it an entertaining type of learning, instead of being the whole day in front of a book, which implies to learn the language by following the traditional methodology.

- ✓ Students must stay updated about which social networks are available for learning English as well as they should get well informed about how to take advantage of them very well for developing a higher and better level of their English knowledge. This could reduce their limitations related to the four basic language skills: speaking, listening, reading and writing inside and outside the classroom so they can speak, listen, read and write the language correctly without making mistakes. Teachers should stay updated about this too in order to be able to offer any kind of help to students about the topic when necessary. Also, teachers should create a special blog where they could put every single idea and help students to stay updated about what goes on in the class like important dates for taking quizzes, delivering homework, what homework consists in, what pages of the book they have to check before going to class, etc. Another important thing teachers could do in the blog for helping students, would be posting information related to the topic they are studying taken from the internet and also including the corresponding links, so students can access immediately the website where the information was taken from.
  
- ✓ Students should be guided by the teacher in the use of informal language when they communicate with each other by using social networks, because employing this type of communication means

something important as they continue learning and practicing the English language, but they should be warned by teachers about the importance of using formal communication in order to establish appropriated conversations, so they do not replace the use of it with the informal one or with internet slang too, contributing to the deformation of the language which is actually increasing.

## **j. BIBLIOGRAPHICAL REFERENCES**

### **1. Online sources:**

- ✓ <http://whatis.techtarget.com/definition/social-networking>
- ✓ <http://www.whatissocialnetworking.com/>
- ✓ <http://blogs.city.ac.uk/web/2009/08/05/social-networking-in-higher-education/>
- ✓ [http://en.wikipedia.org/wiki/List\\_of\\_social\\_networking\\_websites](http://en.wikipedia.org/wiki/List_of_social_networking_websites)
- ✓ <http://www.educationalnetworking.com/List+of+Networks>
- ✓ [http://socialnetworking.lovetoknow.com/What\\_Types\\_of\\_Social\\_Networks\\_Exist](http://socialnetworking.lovetoknow.com/What_Types_of_Social_Networks_Exist)
- ✓ <http://easycommunication.info/formal-communication>
- ✓ [http://socialtimes.com/7-social-language-learning\\_b28264](http://socialtimes.com/7-social-language-learning_b28264)

- ✓ <http://www.edweek.org/dd/articles/2010/06/16/03networking.h03.html>
- ✓ <http://grammar.yourdictionary.com/slang/american-slang-dictionary.html>
- ✓ <http://www.fun-with-words.com/acronyms.html>
- ✓ <http://www.findingdulcinea.com/news/Americas/March-April-08/Many-Teens-Use-Internet-Slang-in-Schoolwork.html>
- ✓ [http://en.wikipedia.org/wiki/English\\_as\\_the\\_second\\_or\\_foreign\\_language](http://en.wikipedia.org/wiki/English_as_the_second_or_foreign_language)
- ✓ [http://en.wikipedia.org/wiki/English-language\\_learning](http://en.wikipedia.org/wiki/English-language_learning)

## **2. Library sources:**

- ✓ Acquisti, Alessandro, and Gross, Ralph. (2006). Awareness, Information Sharing, and Privacy on the Facebook. In Golle, P. and Danezis, Cambridge, U.K. Robinson College. June 28-30.
- ✓ Adamic, Lada, Buyukkokten, Orkut, and Eytan Adar. (2003). A social network caught in the Web. First Monday, 8 (6).
- ✓ Agarwal, S., and Mital, M. (2009). Focus on Business Practices: An Exploratory Study of University Students' Use of Social Networking Web Sites: Implications for the Workplace. Business Communication Quarterly.

- ✓ Ahn, June. (2011). Digital divides and social network sites: Which students participate in social media?. *Journal of Educational Computing Research*, 45(2), 147-163.
- ✓ Ahn, Yong-Yeol, Han, S., Kwak, H., Moon, S., and Jeong, H.. (2007). Analysis of topological characteristics of huge online social networking services. (pp. 835-844). New York, NY, USA.
- ✓ Stoller, Eric | Higher Education and Social Media. (2006) Plenty of students use social networking sites as a source for accomplishing their studies. USA, Oxford University ®.
- ✓ Oakenfold, Dan | Social Networking in Schools. (2008) The introduction of internet technology to educational institutions. *Psychological science*. Oakland, California.
- ✓ Sledge, Steve | Educational Benefits of Social Networking. (2010) The dilemma between learning and entertainment for students. Millennial generation.
- ✓ Wankel, Charles | Educating Educators with Social Media. (2009) Benefits of teaching teachers by using the internet. *Knowledge Society*. WHRT: 88-42.
- ✓ McCafferty, Dennis | Social Media: A Workplace Tool. (2005) The actual increasing of social networking sites along with the needs of mankind. *The Knowledge Factory*. Kuala Lumpur – India. SSNR: 142.
- ✓ Alexander, Bryan | Social Networking in Higher Education. (2008) The need of using technology for teaching students outside the

classroom. 5th International IEEE Workshop on Management of Ubiquitous Communications and Services for America.

- ✓ Jones, Ryan | Internet Slang Dictionary. (2006) Many teenagers use internet slang as a new language among them for their online and real life. IEEE/IFIP Network Operations and Management Symposium 2006 – pp 265-274.
- ✓ Churchill, Howard Phillips | Higher Education Administration with Social Networks. (2009) Aiming to the new era of communication and education. ACM Press. Vienna, April 24-29 2009.
- ✓ Daly, Alan J. and Warren Little Judith | Social Network Theory and Educational Change. (2011) MacArthur Foundation Series on Digital Media and Learning. (pp. 53-75). MIT Press.
- ✓ Chen, Wei, Yajun Wang, and Siyu Yang. (2009). Efficient Influence Maximization in Social Networks. Proceedings of 15th International Conference on Knowledge Discovery in Data Mining (KDD-2009). ACM Press. Paris, France, June 28-July 1, 2009.
- ✓ Christopherson, K. M.. (2006). The positive and negative implications of anonymity in internet social interactions: On the internet, nobody knows you're a dog. Computers in Human Behavior.
- ✓ Connell, R. S.. (2008). Academic Libraries, Facebook and MySpace, and Student Outreach: A Survey of Student Opinion. *portal: Libraries and the Academy*, 9 (1), 25-36.
- ✓ L., & Cortazzi, M. (1998). "The culture the learner brings: A bridge or a barrier? In M. Byram & M. Fleming (Eds.), *English Language*

Learning in intercultural perspective: Approaches through drama and ethnography. Cambridge, England: Cambridge University Press.

- ✓ Meunier, Fanny; Granger, Sylviane, "Phraseology in foreign language learning and teaching", Amsterdam and Philadelphia: John Benjamins Publishing Company, 2008.
- ✓ Cf. van Ek, J.A. / Alexander, L.G. (1980), Threshold Level English, Oxford: Pergamon.

k. ANNEXES



**UNIVERSIDAD NACIONAL DE  
LOJA**

**ÁREA DE LA EDUCACIÓN, EL ARTE  
Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT**

**THESIS PROJECT**

**THE INTRODUCTION OF SOCIAL  
NETWORKS ON THE ENGLISH  
LANGUAGE LEARNING WITH THE  
STUDENTS OF THE THIRD YEAR OF THE  
ENGLISH LANGUAGE DEPARTMENT AT  
THE NATIONAL UNIVERSITY OF LOJA.  
ACADEMIC PERIOD 2011-2012.**

THESIS PROJECT PREVIOUS TO  
OBTAIN THE BACHELOR'S DEGREE IN  
SCIENCES OF EDUCATION, ENGLISH  
LANGUAGE SPECIALIZATION.

**Author:**

Marlon Vinicio Freire Romero

**LOJA - ECUADOR**

**2012**

**a. THEME**

THE INTRODUCTION OF SOCIAL NETWORKS ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF THE THIRD YEAR OF THE ENGLISH LANGUAGE DEPARTMENT AT THE NATIONAL UNIVERSITY OF LOJA ACADEMIC PERIOD 2011-2012.

## **b. PROBLEM STATEMENT**

### **1. BACKGROUND**

The English Language Department of the Universidad Nacional de Loja constitutes an academic subunit of the undergraduate level from the Education, Art and Communication Area, belonging to the institution which is training professionals in the teaching of the English language for a period of thirty nine years.

Since 1990 the traditional teaching model was replaced by the pedagogical model called “Modular Academic System by Transformation Objects”. Since then, the modular programming orientates by the problematic of reality which is constituted in transformation objects for which through the formative research it is attempted to formulate alternatives of solution.

The English Language Department is forming professionals with technical-scientist knowledge about the management of the English language for assuming the inherent responsibilities to the teaching function in the starting, Basic and Bachillerato levels. The English Language Department trains a humanist, critical and creative professional able to purpose alternatives of solution to the problems of the social reality. Like any other area that belongs to a single University or any other educational institution, the English Language Department has a mission and of course a vision.

Its **mission** consists in training competent professionals in the teaching of the English language as a foreign language with a high

grade of academic work competitiveness and quality for answering the educative needs of the population of the Starting, Basic and Bachillerato levels and the wider community especially attending to the student demand from the different places of the Southern Region of Ecuador.

Its **vision** consists into being a career of academic and administrative excellence dedicated to form professionals of the English language teaching with solvent management of the language, psycho-pedagogical training and humanistic orientation that can offer national and international exchange opportunities and to promote the interactive participation in today's world.

The English Language Department offers its academic function accomplishing a daily period of time from Monday to Friday beginning at 16h00 and finishing at 21h00 with a duration of 500 hours per module in accordance with the academic schedule approved by the Senior Administrative and Academic Council of the University.

In order to train suitable professionals, the English Language Department has a qualified and efficient faculty which is in continuous training and even with the participation of native English teachers.

Moreover, it has an appropriated and well equipped infrastructure with the audiovisual aids according to the latest technology providing

a computerized laboratory for the permanent practice of the language. All the academic activities offered by the English Language Department are carried out in the facilities which are placed in the “Argelia” citadel, block number 5.

## **2. CURRENT SITUATION OF THE RESEARCH**

### **►► Today’s world education:**

The social networks are the most discussed topic nowadays and the English language is taking part within them. As many other social networks that have come and gone since the beginning, they all have always put the required services on them to give some information about learning languages which is needed for most people around the world. Within all the languages which social networks work, English is the most wanted and popular, representing the 60% of the languages which are available to learn there in the social networks.

That is why the English language on top, making it the most popular and wanted. On these days, there are many ways of learning English through so many manners. One of them is through the social networks. As they offer their services for meeting people, getting into business, making contact with friends and relatives or even to be updated; they also offer the opportunity to learn foreign languages.

On these days, social networks are offering more than a simple teaching time based in basic information about how to learn a foreign language. They are offering many teaching-learning services

accompanied by many strategies which turn out to be useful for the users which are playing the role of learners while the designers of the social networks, the web pages or the applications where we can learn languages are playing the role of teachers.

It is also known that the most wanted and popular foreign language in the social networks is the English Language representing the 64% of average among the top 15 of the foreign languages that are available on the internet and the social networks. English is still prevailing as the most important language just as the social networks do. It is not a surprise that they both are working together to prevail as the best ones supporting each other as hard as possible.

This is why the English language learning has become easier nowadays, thanks to technology which is playing its own role in education. The English language learning through the use of the social networks is opening another window and facilitating its acquisition for all learners. It was not supposed to be like this at first, but in today's world everything counts; especially if it is about making the English language learning easier than it was and even entertaining, enjoyable and relaxing.

### ►► **The English Language Department:**

The introduction of the social networks and its use for the English Language Learning with the students of the English Language Department has not been well considered yet. Therefore it means

that at least by the moment, social networks are being seen only as another way for communicating each other or for having a personal profile when sharing information and that kind of stuff.

However, the fact about social networks and its useful role for learning English must be taken into account in order to point an important event which could change the way that learning a foreign language is seen.

Most students of the English Language Department think that learning a foreign language is something boring and that goes really slow. But when combining something they like with something they dislike, a metamorphosis occurs instantly and things are different. Learning can be entertaining too and that is what should be marked as important, only for showing students and even teachers that there are many types of carrying out the acquisition of knowledge and that it is not boring or difficult.

One of them in this case is through the interaction that can be obtained by using Social Networks with educative aims for the English Language Learning with the students of the career. Taking this advantage into account, the introduction of the social networks as a new way for supporting the English Language Learning in the English Language Department would make things a little bit easier and even better for its students and teachers. At least 8 of each 10 students of the career possess and use a profile of a single social network. Making a connection with all of them would allow performing

any strategic plan with the aim of expanding the English knowledge in each student.

Another important fact would be to prioritize the formal language which in social networks is given by writing and sometimes by speaking. The finality would be to avoid the deformation of the English Language when using it; the deformations are made when the student opts by communicating with informal language at a point where it becomes more informal than it actually is.

Social networks might also be used in the English Language Department for sharing important information, to keep in touch each other and to create special blogs orientated in sharing new ways for learning English without mattering how unconventional, primitive or complicated they as long as they can allow students to get a good speaking. Other advantage is that they can connect to special designated web sites through Social networks where they can find foreign people and native speakers able to help them by chatting each other.

The most important here is that students would understand that learning is not as boring as they think, especially if they do it through something they love to. In this case, the use of the Internet and the social networks with educational aims is fully justified despite its disadvantages and it should be applied with the population of the career.

### **3. RESEARCH PROBLEM**

What is the use of the Social Networks on the English Language Learning with the students of the third year of the English Language Department at Universidad Nacional de Loja, academic period 2011-2012?

### **4. DELIMITATION OF THE RESEARCH**

#### **a) Temporal**

The research project will be done during the academic period 2011-2012.

#### **b) Spatial**

It will be carried out at Universidad Nacional de Loja, which is located in the southern part of the city.

#### **c) Observation Units**

The groups that will give the needed information about the research theme are:

- ✓ The students of the third year of the English Language Department at Universidad Nacional de Loja.
- ✓ The English teachers.

#### **d) Sub-problems**

- ✓ What are the advantages and disadvantages of the Social Networks on the English Language Learning with the students

of the third year of the English Language Department at Universidad Nacional de Loja? Academic period 2011-2012.

- ✓ How does the deformation of the language given in the social networks affect the students of the third year of the English Language Department at Universidad Nacional de Loja? Academic period 2011-2012.

### **c. JUSTIFICATION**

The present project has been developed about the research theme of **[ The introduction of Social Networks on the English Language Learning with the students of the third year of the English Language Department at the National University of Loja. Academic period 2011-2012 ]** because this is an interesting topic about education that has not been researched before.

It is justified because it is detected that there are many social networks nowadays and they are offering their services to their users not only to be involved with their friends and the publicity within the social networks, but also to learn more or even so everything about the English Language through some specific information and applications placed in the web pages which are able to help learners and through the websites of some important English language teaching corporations which are there in the social networks giving suggestions, advices, quizzes and many other strategies to develop the English language learning in the visitors who are interested.

From the scientist point of view, it is important to carry out this research about social networks to show that they develop a better learning style on people because the user can learn faster than studying as he is having fun at the same time.

From the educational point of view it is important to develop this research because it will let us check if the social networks really contribute with the required strategies which are needed to work together with the teaching learning process.

From the social point of view it is important to get this research developed because it will be very useful for the future generations and will help them to solve any doubts about the theme and if it is essential, practical, effective and helpful or not to learn the English language through the social networks.

The present research is also pertinent because it can be taken to help teachers and students to get a better and easier learning of the language through the introduction of the social networks. For teachers it can be a little bit more helpful at the time of developing new strategies and methods for teaching the English language as well as to explain each content of it to the students.

For students it can become better because this is an easy way to learn, but effective, relaxing and even funny which can provide good ways for retaining much more information and getting a better English language level.

The project is also possible, because the author as an undergraduate of the English Language Department from Universidad Nacional de Loja is able to carry it out and of course because he has the required and necessary knowledge that has been provided by the university to develop the research in better conditions.

Finally, it is also a previous requirement for the author to develop the research in order to get his English teacher's degree having the enough resources to carry it out in the lapse of time established in the time table.

#### **d. OBJECTIVES**

##### **General**

- To find out information about the role of the social networks as a current influence on the English Language Learning with the students of the third year of the English Language Department at Universidad Nacional de Loja. Academic period 2011-2012.

##### **Specific**

- To identify what are the social networks used for improving the English Language Learning with the students of the third year of the English Language Department at Universidad Nacional de Loja. Academic period 2011-2012.
- To find out the ways of how the students of the third year of the English Language Department communicate through the use of social networks.

## **e. THEORETICAL FRAME**

### **Social Networks**

#### **History**

It was January. 16, 1978, and the world was in transition. The Sex Pistols were on the verge of disbanding. Future Macintosh architect Jef Raskin was settling into his new job at Apple Computer Inc. And it was snowing in Chicago a lot. Just two weeks after that fateful snowstorm the world's first online social network was born. CBBS (Computerized Bulletin Board System) developed a virtual system where users could post public messages to an office cork board. CBBS was created to fill a specific need-informing the groups other members of their group about meetings and important announcements without placing dozens of phone calls but as more members began to dial in to talk and share information through individual postings, the early makings of a small virtual community began to emerge.

The original CBBS was limited by its inability to allow simultaneous users. In the early 1980s, Bulletin Board Systems slowly began to become more expanded, and soon members began to converse with each other, replying and responding to posts as multi-user capability became available.

But it was not until the rise of commercial Internet service providers first CompuServe, followed by AOL, Prodigy, EarthLink and others when social networking truly began to take shape.

As ISPs opened the Internet to anyone with a phone line, once-exclusive clubs became overrun with members, and the desire for individuality quickly took root. Bulletin boards certainly had their place in the fledgling World Wide Web, but a few sites began to offer users more variety and personality with a focus on establishing unique online identities.

Inside, community members were introduced to a brave new world of HTML that most of them used to create representations of themselves. As more users began to crowd BHIs chat rooms, galleries, member pages and, of course, message boards to the tune of six million page views a month, a more suitable name was slapped on the site in late 1995. Around the same time, pair of Cornell students were launching a boom town of their own called theglobe.com. Built much like GeoCities, this network gave users the freedom to personalize their online experiences by publishing their own content and interacting with others with similar interests.

But while the globe may have faded quickly, its impact on the social networking world cannot be denied. Founders Todd Krizelman and Stephan Paternot saw in the Internet a way to shrink the world by linking people's common likes and dislikes a concept even Apple tried to tap into with the launch of its eWorld online service on June 20, 1994.

Built around a Community Center where ePeople would gather to meet and mingle, the high-priced eWorld experiment struggled to

attract members, lasted less than two years and barely registered on the social-networking radar. But while GeoCities and theglobe.com struggled to squeeze money out of their significant membership rolls, one specialized service hit on one idea that immediately paid dividends. Founded in 1995 by ex-Boeing exec Randal Conrads, Classmates.com promptly filled a need nobody realized they had.

Registration, as expected, was initially free, but as more and more matches were made, Classmates.com eventually adopted a subscription format that set it apart from its contemporaries.

As social networking was still finding its place, a new method of communication called instant messaging was sweeping the globe, propelled by the 1997 release of AOL Instant Messenger. Though mostly limited to friends you actually knew, IM's system of short, rapid correspondences had no small impact on the proliferation of online communities.

Since the appearance of the internet, people have always done their best to keep in touch with their similar. From 1997 to 2001, some important internet developers and performers were coming up with some amazing ideas about the web and its influence in everyone. Usually, VIPs and companies were the only ones that used to have their own sites where everyone else could find them and get involved into personal or professional relationships.

But it was limited. So, then was when some important and even unknown people came up with the idea of making a web page where common people could have their own profile as a web site with the ability of inviting and joining their friends in other profiles. At the same time this would increase the possibility of making the web site more popular.

Since then, many social networks have come and gone. And users were just very pleased with the results of having a personal space in the web, where you really exist and can be known for other people around the world. It is how social networks started just with a couple of developers and users and nowadays millions of people worldwide are using them and taking advantage of them.

Since the beginning, many social networks have appeared, but just some of them have prevailed as the strongest. It depends of the popularity, the design, the privacy limitations and the services that social nets can provide to people. That is what makes them prevail through time and competition.

## **Definition**

The social networks are organizations such public as private which since their beginning until nowadays have set the commencement of a new age within communications as well as sociality, causing huge movements among people driving the fields of technology, science,

economy, and even through the field of politics, fashion and fame through announcements.

The social networks have as their primary objective the act of uniting people worldwide by the creation of individual profiles, which can be personalized individually for each user in accordance with their likes and personal data which at the same time can be useful to increase the amount of information that is needed for a user to find another user.

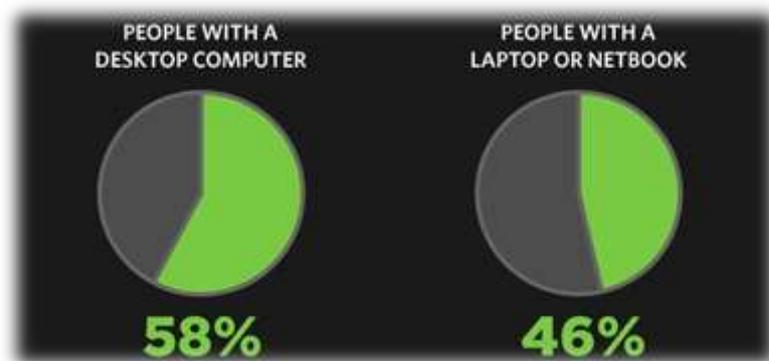
In this manner, it is much easier to regain contact and even to keep contact with other people who are known for us, but what they now are in other places of the planet what makes difficult or even impossible to get a close contact face to face with those ones. But thanks to the social networks, now is possible to know everything about the people that is related with us like friends and relatives.

The social networks also appeared as a lucrative purpose since they were invented. This purpose benefits to their creators, sponsors, investors and shareholders who saw the social networks as an efficient tool for earning money. And that is how social networks work. They offer their services in a free way in the case of those users who only want to acquire a personal and own account to keep in contact with the exterior world and its events through the creation, personalization, updating and maintenance of their profiles. However, if it is about earning money, the social networks do by the creation of available spaces for the expansion of announcements of all type. Although most of those announcements are commercials, many of

them appear available with the purpose of informing the user about taking an easier exit to any problem or necessity.

All of announcements base in earning money despite each one of them is attached to a specific different category. And they can be about: business, technology, medical progresses, health opportunities, news, leisure, job opportunities and many other ones figuring among them the educative field.

This one offers many exits and opportunities to the people who want to overcome by themselves without the necessity of assisting to classrooms in a constant way, but doing all the progress their target needs by their own and from anywhere in the world just with a computer with access to internet. It is easy to educate ourselves, more even if we have the required tools that the subject requires as social networks can provide to do this work.



## Social Networks In Education

Overall, an astonishing 96 percent of students with online access report that they have ever used any social networking technologies,

such as chatting, text messaging, blogging and visiting online communities, such as Facebook, MySpace and services designed specifically for younger children, such as Webkins and the chat sections of Nick.com. Eighty-one percent say they have visited a social networking Web site within the past three months and 71 percent say they use social networking tools at least weekly.

Further, students report that one of the most common topics of conversation on the social networking scene is education. Almost 60 percent of students who use social networking talk about education topics online and, surprisingly, more than 50 percent talk specifically about schoolwork.

Yet the vast majority of school districts have stringent rules against nearly all forms of social networking during the school day, even though students and parents report few problem behaviors online.

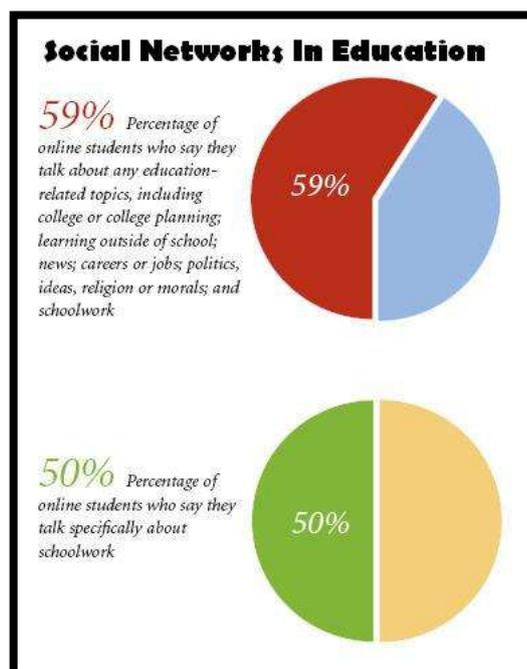
Into the educational field, the most part that social networks are filling the most nowadays is the teaching-learning of foreign languages, especially the English language. The English language is the most popular and spoken language in the world, that is why social networks are taking advantage of this statistic putting their services as available for everyone who wants to learn this language. As social networks are the most visited sites on the internet, and as they also are helping people to socialize, they help them to learn new ways of communicating too.

There are many social networks which are involved within the field of teaching-learning foreign languages; even the most wanted the English language. However, despite the most popular social networks like Facebook, Hi5, Twitter, MySpace, LinkedIn, Bebo, Nexopia, Orkut, Friendster and many other ones are offering the opportunity of not only learning English but practicing it with many professionals of the language and even with native speakers, there are other social networks which were created with only one objective, teaching foreign languages.

These social networks are not really involved into the objective of make people socialize among them but with the objective of teaching English language and others. These social networks are highly involved, developed, specialized, designated and able to give people everything they need to start learning English language since the beginning or even to help them to improve the knowledge they already have about what they learnt and how to make it better to communicate each other. These social networks are:

- ✓ **Shared Talk.-** Perhaps one of the best places on the internet to practice a language. Learn English or help someone learn your language.
- ✓ **English Baby.-** This site specializes in idioms and slang. Great video and free lessons.
- ✓ **Wordsurfing.-** Video collections and opportunities to communicate with other students. Free.
- ✓ **Language Exchange.-** Find Language Exchange partners from around the world to practice and improve your language skills.

- ✓ **My Happy Planet.-** Learn other languages and share your language skills with people around the world. Free site.
- ✓ **Conversation Exchange.-** Practice English with face-to-face conversation, find a pen pal, or chat in text and voice. Free site but not a lot of members so far.
- ✓ **The Language Exchange.-** This site seems to have a lot of members who want to practice their English or teach someone else their language.
- ✓ **LiveMocha.-** LiveMocha blends self-paced lessons, a vibrant community, and interactive tools to help you talk to the world. Definitely one of the best free sites out there.
- ✓ **Talk and Learn.-** Create your profile, upload pictures, make friends and chat with other members in English.
- ✓ **Language for Exchange.-** This is a language exchange community which allows people to make contact with users from other countries and organize their own exchanges to learn a native language.

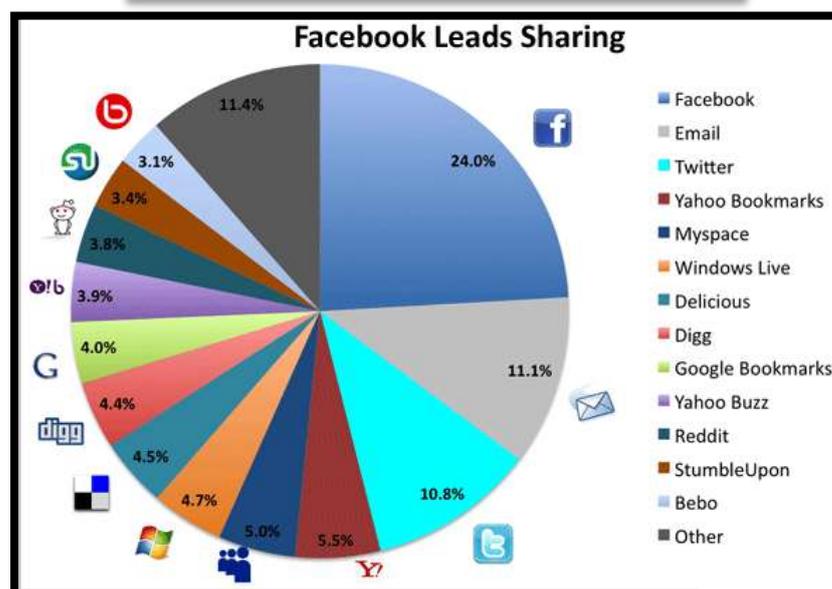
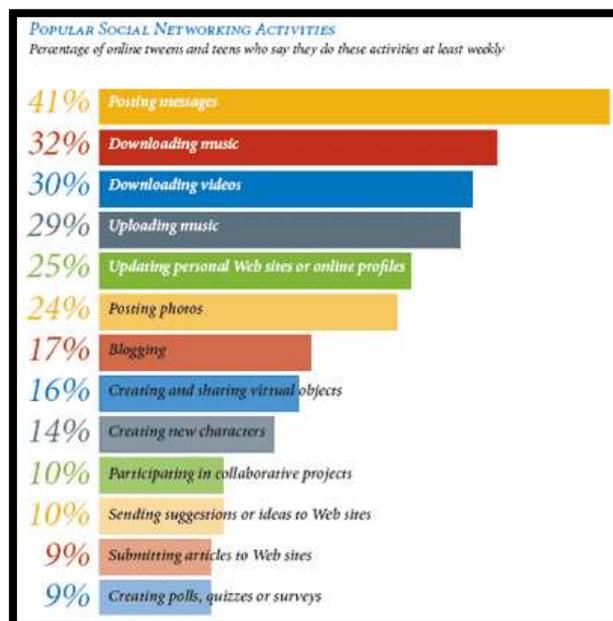


## Tools

Within the social networks we can find the following tools which are highly helpful for users:

- ✓ **Posting messages.** More than one in five online students 21% say they post comments on message boards every day; four out of 10 41% say they do so at least once a week. In 2002, only 7 percent posted daily and only 17 percent did so at least once a week, according to a similar Grunwald Associates LLC survey.
- ✓ **Sharing music:** Nearly a third (32 percent) of online students says they download music or audio that other users uploaded at least once a week, or upload third-party music or audio themselves. More than one in ten say they upload music or podcasts of their own creation at least weekly.
- ✓ **Sharing videos:** Nearly a third of online students say they download and view videos uploaded by other users at least once a week. Almost one in ten say they upload videos of their own creation at least weekly. Overall, more than one in five online students say they have uploaded videos they created at some point.
- ✓ **Sharing photos:** Nearly one in four of online students say they post photos or artwork created by others at least once a week. More than one in five say they post photos or artwork of their own creation at least that often. In 2002, only 12 % said *they "exchange pictures with friends"* once a week or more. Overall, nearly half say they have uploaded photos or artwork at some point.
- ✓ **Site-building.** More than one in 10 online students say they update their personal Web site or online profiles every day; one in four do so at least weekly. In 2002, only 12 % of tweens and teens even had a personal Web site or online profile.

- ✓ **Blogging.** More than one in six of online students say they add to blogs they've created at least weekly; 30 % of students have their own blogs. In 2002, blogs were a negligible blip on the online scene for students.
- ✓ **Creating content:** In 2002, only about one in seven students said they were involved in online art and story-sharing, either creating it or looking at others' work. Today, many more students report participating in just one creative process-authoring every week, and the range of their content creation activities is much broader.



## Types

There are dozens of social networking websites available online, each with its own special something to offer its members. The last latest study to find the final results of the types of social networks that exist and their classification was done in 2010 coming with the following definitions:

- ✓ **Broad-range social networking websites:** Some social networking websites, such as Facebook, fall in the "general" category; they accommodate folks of all interests and backgrounds. On this type of social networking websites, members can often include a list of their interests and then locate members with similar interests by searching for keywords and key phrases. The main purpose of general social networking websites is to serve as a social platform where people can reunite with old friends; stay connected with current ones, and even make new acquaintances.
  
- ✓ **Niche social networking websites:** Other social networking websites have tight, niche focuses, and cater to specific groups of people. Social networking websites can revolve around sports, dating, culture, hobbies, ethnicity, education, romance, entrepreneurship and more. For example, this social networking websites are geared towards film - members can gather to discuss, debate, rate and review movies on a social platform. The most popular social networks types are the following ones:
  
- ✓ **Ryze:** The first of the online social networking sites, Adrian Scotts founded Ryze as a business-oriented online community in 2001. Business people can expand their business networks by meeting

new people and join business groups, called Networks, through industries, interests, and geographic areas.

- ✓ **Friendster:** It was made by Jonathan Abrams. There are no exact numbers indicating the number of members on Friendster, but an information page showed more than 20 million members. Some features of the website include a blog service that was implemented in February 2005, photo albums, and Friendster just recently included the profile tracking feature in October 2005.
  
- ✓ **MySpace:** It had already been running as a virtual drive service until it was shut down years before 2003. In July 2003, MySpace was then founded by Tom Anderson. It currently has 41.5 million users. Many mainstream music bands have promotion pages. Some features of MySpace include HTML, CSS, videos, and Flash Animations as well as those shared by Friendster.
  
- ✓ **Facebook:** In 2004, Mark Zuckerberg along with a small team of programmers founded The Facebook at Harvard College. This was first introduced to students, alumni, faculty, and staff at only the top universities, and eventually expanded to smaller colleges, community colleges, and even twenty-one universities in Britain. On September 2, 2005, The Facebook was extended to High Schools; however, high schoolers are not allowed to browse college student WebPages. As of October 2005, The Facebook includes 1530 institutions with over 4 million users. Without a valid school e-mail, however, one would. Some features include your own profile, friends, groups, messages, wall, advertising, and new features like photo sharing and publishing that were added in 2005.



- ✓ The social networking sites also facilitate them to procure information on any subjects from anywhere. These sites also make it easier and faster to collect the information.
- ✓ Social networking sites can also be a tool to promote the users' business, services, products, or websites. Due to the huge number of people who regularly use networking sites it has found huge favors among advertisers.
- ✓ Social networks promote the participation and the collaborative work among people allowing the users to take part into an important theme or project particularly.
- ✓ They allow people to construct their personal or even virtual identity letting the users share all types of information.
- ✓ Social networks facilitate the relationships among people avoiding all kinds of differences or barriers because of physic or cultural limitations.
- ✓ They facilitate the integration of knowledge through the sharing of information.
- ✓ They facilitate the learning out of the classroom allowing putting in practice the acquired knowledge.
- ✓ Social networks can be used to reinforce the area of knowledge in the user, especially if it is a student. There are lots and lots of useful ways for students who need that information.
- ✓ The social networks can also be used to teach and learn foreign languages to the users. Especially English language.

## **Disadvantages:**

- ✓ The most glaring disadvantage of social networking sites is the risk of identity theft and fraud. The personal information of users can be used by dubious people for illegal activities. Information like the e-mail address, name, location, and age can be used to commit online crimes.
- ✓ Also, many people pretend to be someone else and prepare their online profiles with false information, so as to dupe unsuspecting users. So, if the user does not know the person face to face then it will be very hard for him to find the real identity.
- ✓ Another cause of concern is cases of online harassment and stalking. Since the social networking sites, are very poorly regulated so it can be a very fertile ground for people trying to get even with other users. They can spread malicious humor among their friends and also download and morph the photos of other users.
- ✓ The user can lose much time for being sat in the front of the computer trying to know the last accountants of the other people instead of being worried about his own life.
- ✓ The user's life cannot be private anymore despite the terms of privacy.
- ✓ Users can be in touch with unknown people and in danger at the same time because usually thieves and criminals use social networks to track downs other people and to commit crimes.

- ✓ Bad use of the time and the internet instead of taking advantage of them.
- ✓ Most of the time, people especially the young ones like teenagers and students do not use the social networks for something useful like getting information or improving their learning skills.
- ✓ The deformation of the written language becomes possible in the social networks, where people always write in a specific and determined way in their publishing, commentaries and even through the chat chart they use to keep in touch with their friends.

## **HYPOTHESIS**

- ✓ **General:**

Social Networks are used as a tool on the English Language Learning with the students of the third year of the English Language Department at Universidad Nacional de Loja. Academic period 2011-2012.

- ✓ **Specific:**

**Hypothesis one:**

The students of the third year of the English Language Department at Universidad Nacional de Loja are not really aware about the advantages and disadvantages of the social networks on the English Language Learning.

## **Hypothesis two:**

The students of the third year of the English Language Department at Universidad Nacional de Loja are taking part of the deformation of the formal language and communication by the use of the social networks and its interaction.

### **f. METHODOLOGY**

#### **1. Design Of The Research**

The methodology that will be applied during the development of the research will be applying some methods and techniques to determine the situation of the social networks as a primordial tool to teach and learn the English language.

When a research is developed at any case, it is necessary to mention the way that it will be carried out. So that the researcher has considered that according to the nature of the theme it will be a non-experimental research because the researcher will not manipulate the variables in the group of students and teachers who will participate in this project.

In a non-experimental work the process is developed in a descriptive way. The researcher makes no attempt to isolate or manipulate the phenomena under investigation, and insights and generalisations emerge from close contact with the data rather than from a theory of language learning and use.

## 2. METHODS, TECHNIQUES AND INSTRUMENTS

### 2.1 Methods

- 2.1.1 Scientific Method:** The scientific method is a group of logical procedures that the researcher uses to discover and enrich the science and it has some steps for example: the observation, problem statement, hypothesis, hypothesis's verification and conclusions; all of these will be used in the present research work.
- 2.1.2 Descriptive method:** The descriptive method consists in the observation and the actual description of facts, phenomenon, and cases which are interested in this research work. All of them will help in the information's collection and tabulation that the researcher will get about how students can progress on learning English language through the social networks with the use of the survey for teachers and students, where the researcher will apply the corresponding analysis and interpretation.
- 2.1.3 Analytic – Synthetic Method:** By means of the analysis and the synthesis that this method proposes, the researcher will process the obtained information through different sources to do the theoretical references and to analyze, synthesize and interpret the results.
- 2.1.4 Hypothetic – Deductive Method:** It is logical method which uses the cases, facts or particular phenomenon through the hypothesis to discover the real situation. This method is important because it will be possible to find out how the students and the teachers work with the social networks to teach and learn English language.

## 2.2 TECHNIQUES

To obtain the empiric information, the following techniques and instruments will be applied.

### 2.2.1 The survey:

This technique will be for the teachers and students of the third year of the English Language Department at the National University of Loja, through some questions to know about the use of the social networks on the English Language Learning.

Therefore the methods are going to help to analyse and interpret the collected information during the research in order to accomplish the objectives and to confirm the hypotheses planted in this research work.

## 2.3 POPULATION

GROUPS	POPULATION	TEACHERS
5 <sup>th</sup> "A"	18	2
5 <sup>th</sup> "B"	21	2
5 <sup>th</sup> "C"	22	2
<b>TOTAL</b>	<b>61</b>	<b>6</b>

**g. CHRONOGRAM**

Time Activities	2012										
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV
Presentation of the project	x										
Correction of the project		x									
Approval of the project			x								
Presentation and designation of thesis Director				x							
Application of the instruments				x							
Development of the thesis					x	x					
Presentation of the thesis							x				
Thesis approval								x			
Corrections								x	x		
Graduation										x	x

## **h. BUDGET AND FINANCING**

### **1. Resources**

#### **1.1 Human**

The resources that will be part of this project are:

- ✓ The researcher Marlon Vinicio Freire Romero.
- ✓ The students of the fifth module from the English Language Department at Universidad Nacional de Loja.
- ✓ The corresponding English teachers in charge of the third year students'.

#### **1.2 Material**

The materials to use for this research are: office stuff, books, tech-magazines, thesis, computer, printer, copying machine, internet and others.

#### **1.3 Institutional**

- ✓ Universidad Nacional de Loja.
- ✓ Education, Art and Communication Area library.
- ✓ Cybercafés.

## 2. BUDGET

Material Resources	Cost
✓ Books	60.00 USD.
✓ Internet	40.00 USD.
✓ Copies	25.00 USD.
✓ Printing	70.00 USD.
✓ Binding	15.00 USD.
✓ Transport	30.00 USD.
✓ Others	25.00 USD.
<b>TOTAL:</b>	<b>265.00 USD.</b>

## 3. FINANCING

The financing to deal with the expenses derived from the present research work will be assumed completely by the author of the project.

## **i. BIBLIOGRAPHY**

### **▶▶ Online sources:**

- ✓ <http://whatis.techtarget.com/definition/social-networking>
- ✓ <http://www.whatissocialnetworking.com/>
- ✓ <http://blogs.city.ac.uk/web/2009/08/05/social-networking-in-higher-education/>
- ✓ [http://en.wikipedia.org/wiki/List\\_of\\_social\\_networking\\_websites](http://en.wikipedia.org/wiki/List_of_social_networking_websites)
- ✓ <http://www.educationalnetworking.com/List+of+Networks>
- ✓ [http://socialnetworking.lovetoknow.com/What\\_Types\\_of\\_Social\\_Networks\\_Exist](http://socialnetworking.lovetoknow.com/What_Types_of_Social_Networks_Exist)
- ✓ <http://easycommunication.info/formal-communication>
- ✓ [http://socialtimes.com/7-social-language-learning\\_b28264](http://socialtimes.com/7-social-language-learning_b28264)
- ✓ <http://www.edweek.org/dd/articles/2010/06/16/03networking.h03.html>
- ✓ <http://grammar.yourdictionary.com/slang/american-slang-dictionary.html>
- ✓ <http://www.fun-with-words.com/acronyms.html>

- ✓ <http://www.findingdulcinea.com/news/Americas/March-April-08/Many-Teens-Use-Internet-Slang-in-Schoolwork.html>
- ✓ [http://en.wikipedia.org/wiki/English\\_as\\_the\\_second\\_or\\_foreign\\_language](http://en.wikipedia.org/wiki/English_as_the_second_or_foreign_language)
- ✓ [http://en.wikipedia.org/wiki/English-language\\_learning](http://en.wikipedia.org/wiki/English-language_learning)

►► **Library sources:**

- ✓ Acquisti, Alessandro, and Gross, Ralph. (2006). Awareness, Information Sharing, and Privacy on the Facebook. In Golle, P. and Danezis, Cambridge, U.K. Robinson College. June 28-30.
- ✓ Adamic, Lada, Buyukkokten, Orkut, and Eytan Adar. (2003). A social network caught in the Web. *First Monday*, 8 (6).
- ✓ Agarwal, S., and Mital, M. (2009). Focus on Business Practices: An Exploratory Study of University Students' Use of Social Networking Web Sites: Implications for the Workplace. *Business Communication Quarterly*.
- ✓ Ahn, June. (2011). Digital divides and social network sites: Which students participate in social media?. *Journal of Educational Computing Research*, 45(2), 147-163.
- ✓ Ahn, Yong-Yeol, Han, S., Kwak, H., Moon, S., and Jeong, H.. (2007). Analysis of topological characteristics of huge online social networking services. (pp. 835-844). New York, NY, USA.

- ✓ Stoller, Eric | Higher Education and Social Media. (2006) Plenty of students use social networking sites as a source for accomplishing their studies. USA, Oxford University ®.
- ✓ Oakenfold, Dan | Social Networking in Schools. (2008) The introduction of internet technology to educational institutions. Psychological science. Oakland, California.
- ✓ Sledge, Steve | Educational Benefits of Social Networking. (2010) The dilemma between learning and entertainment for students. Millennial generation.
- ✓ Wankel, Charles | Educating Educators with Social Media. (2009) Benefits of teaching teachers by using the internet. Knowledge Society. WHRT: 88-42.
- ✓ McCafferty, Dennis | Social Media: A Workplace Tool. (2005) The actual increasing of social networking sites along with the needs of mankind. The Knowledge Factory. Kuala Lumpur – India. SSRN: 142.
- ✓ Alexander, Bryan | Social Networking in Higher Education. (2008) The need of using technology for teaching students outside the classroom. 5th International IEEE Workshop on Management of Ubiquitous Communications and Services for America.
- ✓ Jones, Ryan | Internet Slang Dictionary. (2006) Many teenagers use internet slang as a new language among them for their online and real life. IEEE/IFIP Network Operations and Management Symposium 2006 – pp 265-274.

- ✓ Churchill, Howard Phillips | Higher Education Administration with Social Networks. (2009) Aiming to the new era of communication and education. ACM Press. Vienna, April 24-29 2009.
- ✓ Daly, Alan J. and Warren Little Judith | Social Network Theory and Educational Change. (2011) MacArthur Foundation Series on Digital Media and Learning. (pp. 53-75). MIT Press.
- ✓ Chen, Wei, Yajun Wang, and Siyu Yang. (2009). Efficient Influence Maximization in Social Networks. Proceedings of 15th International Conference on Knowledge Discovery in Data Mining (KDD-2009). ACM Press. Paris, France, June 28-July 1, 2009.
- ✓ Christopherson, K. M.. (2006). The positive and negative implications of anonymity in internet social interactions: On the internet, nobody knows you're a dog. Computers in Human Behavior.
- ✓ Connell, R. S.. (2008). Academic Libraries, Facebook and MySpace, and Student Outreach: A Survey of Student Opinion. *portal: Libraries and the Academy*, 9 (1), 25-36.
- ✓ L., & Cortazzi, M. (1998). "The culture the learner brings: A bridge or a barrier? In M. Byram & M. Fleming (Eds.), *English Language Learning in intercultural perspective: Approaches through drama and ethnography*. Cambridge, England: Cambridge University Press.
- ✓ Meunier, Fanny; Granger, Sylviane, "Phraseology in foreign language learning and teaching", Amsterdam and Philadelphia: John Benjamins Publishing Company, 2008.
- ✓ Cf. van Ek, J.A. / Alexander, L.G. (1980), *Threshold Level English*, Oxford: Pergamon.

## ANNEXES

### SURVEY FOR THE TEACHERS

An undergraduate of Universidad Nacional de Loja, is interested in developing his degree investigation, so he requires your collaboration answering the present survey which is about "The introduction of social networks on the English Language Learning with the students of the third year of the English Language Department at the National University of Loja. Academic period 2011-2012."

1. **Do you have and operate an account within any Social Network nowadays?**

Yes  No

2. **Which of these types of Social Networks are you currently using?**

▶ Social Connections  ▶ Multimedia Sharing   
▶ Professional  ▶ Informational   
▶ Educational  ▶ Hobbies   
▶ Academic

3. **Do you know about the advantages of Social Networks for their users?**

Yes  No

4. **Are you aware about the disadvantages of social networks for their users?**

Yes  No

5. **Are you aware about the role played by Social Networks on the English Language Learning?**

Yes  No  Maybe

Why: \_\_\_\_\_

6. Which one of these categories do you think you can find in a Social Network in order to teach or improve your students' English learning?

- a) Online quizzes
- b) Chat with foreign people
- c) e-Grammar lessons
- d) Interactive audio and video applications
- e) Blogs for learning English

7. Would you recommend the use of Social Networks to your students in order to keep them improving their English?

Yes  No

Why: \_\_\_\_\_

8. Do you think this type of learning can be considered as entertaining in order to motivate students to practice their English more frequently?

Yes  No

9. What is your opinion about the deformation of the language and the informal communication which is given during the interaction in Social Networks?

Good  Bad  Regular

10. Would you recommend to your students the use of informal communication instead of formal communication when chatting by using Social Networks?

Yes                                            No                                            Maybe                     

**\*\* Thank you for your collaboration \*\***

## **SURVEY FOR THE STUDENTS**

An undergraduate of Universidad Nacional de Loja, is interested in developing his degree investigation, so he requires your collaboration answering the present survey which is about “The introduction of social networks on the English Language Learning with the students of the third year of the English Language Department at the National University of Loja. Academic period 2011-2012.”

**1. Do you have and operate an account within any Social Network nowadays?**

Yes                                            No                     

**2. Which of these types of Social Networks are you currently using?**

- |                      |                       |                      |                       |
|----------------------|-----------------------|----------------------|-----------------------|
| ▶ Social Connections | <input type="radio"/> | ▶ Multimedia Sharing | <input type="radio"/> |
| ▶ Professional       | <input type="radio"/> | ▶ Informational      | <input type="radio"/> |
| ▶ Educational        | <input type="radio"/> | ▶ Hobbies            | <input type="radio"/> |
| ▶ Academic           | <input type="radio"/> |                      |                       |

**3. Do you know about the advantages of Social Networks for their users?**

Yes                                            No                     

**4. Are you aware about the disadvantages of social networks for their users?**

Yes                                            No                     

**5. Are you aware about the role played by Social Networks on the English Language Learning?**

Yes  No  Maybe

Why: \_\_\_\_\_

6. **Do you know any special Social Networks only for learning English?**

Yes  No

7. **When communicating with your contacts by using Social Networks, which of these ways do you prefer to use?**

Instant chatting  Messages

Wall publications  Photo tagging  Other

Why: \_\_\_\_\_

8. **Do you think that type social networks can be considered as entertaining in order to motivate you to practice your English more frequently?**

Yes  No

9. **When you communicate with your contacts in social networks, do you prefer to use formal or informal communication?**

Formal  Informal

Why: \_\_\_\_\_

10. **Have you ever used some expressions like LOL, XD, LMFAO, ROTF, ILU, ASAP and more of them when chatting or publishing during your social interactions in Social Networks?**

Yes  No

Why: \_\_\_\_\_

\*\* Thank you for your collaboration \*\*

## CONSISTENCY MATRIX

**THEME:** THE INTRODUCTION OF SOCIAL NETWORKS ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF THE THIRD YEAR OF THE ENGLISH LANGUAGE DEPARTMENT AT UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC PERIOD 2011-2012.

PROBLEMS	OBJECTIVES	HYPOTHESES	VARIABLES	INDICATORS
<p>The use of the social networks on the English Language Learning with the students of the third year of the English Language Department from Universidad Nacional de Loja. Academic period 2011-2012.</p>	<p><b>General</b> To find out information about the role of the social networks as a current influence on the English Language Learning with the students of the third year of the English Language Department at Universidad Nacional de Loja . Academic period 2011-2012.</p>	<p><b>General</b> Social Networks are used as a tool on the English Language Learning with the students of the third year of the English Language Department at Universidad Nacional de Loja. Academic period 2011-2012.</p>		
<p><b>Sub-problems</b> What are the advantages and disadvantages of the Social Networks on the English Language Learning with the students of the third year of the English Language Department at Universidad Nacional de Loja? Academic period 2011-2012.</p> <p>How does the deformation of the language given in the social networks affect the students' learning of the third year of the English Language Department at Universidad Nacional de Loja? Academic period 2011-2012.</p>	<p><b>Specific</b> To identify what are the social networks used for improving the English Language Learning with the students of the third year of the English Language Department at Universidad Nacional de Loja. Academic period 2011-2012.</p> <p>To find out the ways of how the students of the third year of the English Language Department communicate through the use of social networks.</p>	<p><b>One</b> The students of the third year of the English Language Department at Universidad Nacional de Loja are not really aware about the advantages and disadvantages of the social networks on the English Language Learning.</p> <p><b>Two</b> The students of the third year of the English Language Department at Universidad Nacional de Loja are taking part of the deformation of the formal language and communication by the use of the social networks and its interaction.</p>	<p><b>Independent</b> Social Networks.</p> <p><b>Dependent</b> English Language Learning.</p>	<ul style="list-style-type: none"> <li>- Social Networks.</li> <li>- Types of Social Networks.</li> <li>- Advantages.</li> <li>- Disadvantages.</li> <li>- Social Networks in university education.</li> <li>- Learning and entertainment; both things at the same time.</li> <li>- Formal communication vs. Informal communication.</li> </ul>

## INDEX

Cover page	81
a. Theme	82
b. Problem Statement	83
1. Background	83
2. Current Situation of the Research	85
3. Research Problem	89
4. Delimitation of the Research	89
c. Justification	90
d. Objectives	92
e. Theoretical Frame	93
f. Methodology	110
g. Chronogram	113
h. Budget and Financing	114
i. Bibliography	116