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SEMINARIO DE TÍTULO

Exploring students' perception of Snapchat as an enabling English learning tool

inside a classroom of Chilean undergraduate freshmen students from English

pedagogy at Universidad Católica Silva Henriquez

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Abstract

The following research explored the students' perceptions of Snapchat as an enabling learning tool inside the classroom performed with Chilean undergraduate freshmen students from English pedagogy at UCSH with ages ranging from 18 to 20. This exploratory study was developed using a qualitative methodological approach.

This study was carried out in three stages by the researches. The first stage consisted of observing and filling field notes of the students' behaviour during four lessons while using Snapchat as a learning tool. The second stage consisted of developing a focus group in order to gather the students' and teacher's perception about the use of the Snapchat. Finally, all the data collected was described and analysed.

This research took into account the interests of young people on mobile phones and social networks, considering they are part of the Millennial generation who are in contact with gadgets all the time. For that reason, it was important for us to integrate Snapchat to teaching practices, which could be a useful teaching resource since allows students to exercise speaking skills by recording videos that are funnier and more interesting for them. These opportunities of watching and listening to themselves speaking in another language could contribute to improve their overall speaking skills.

Resumen

Este estudio exploró la percepción de los estudiantes acerca de Snapchat como una herramienta habilitadora de aprendizaje dentro del aula en primer año de pedagogía en inglés en la universidad Católica Silva Henríquez, cuya edad varía desde los 18 a los 20 años. Este estudio exploratorio fue desarrollado usando un método cualitativo.

Las investigadoras llevaron a cabo este estudio en tres etapas. La primera consistió en observar y completar campos de notas acerca del comportamiento de los estudiantes durante cuatro clases usando Snapchat como herramienta de aprendizaje. La segunda consistió en el desarrollo de un grupo focal con el propósito de conocer la percepción de los estudiantes y del profesor acerca del uso de Snapchat. Finalmente, todos los datos recolectados fueron descritos y analizados.

Este estudio tomó en cuenta los intereses de los jóvenes en los celulares y redes sociales, considerando que son parte de la generación Millennial, quienes están en permanente contacto con estos aparatos. Por esta razón, fue importante integrar Snapchat en prácticas pedagógicas, el cual podría ser un recurso pedagógico útil permitiendo a los estudiantes ejercitar su habilidad oral por medio de grabaciones más entretenidas e interesantes para ellos. Estas oportunidades de verse y escucharse hablando otra lengua podrían contribuir al mejoramiento de sus habilidades orales en general.

Introduction

Using technologies in the classroom is part of the 21st century skills. It is important to acknowledge that technology has to be used to promote and extend learning (Stanley, 2014), therefore teachers need to take into consideration the use of new technologies and applications available, such as social networks, when teaching inside a classroom. An example of a social network is 'Snapchat', which according to the website lavanguardia.com is a very attractive and famous application among students. One of the features that have made this application so popular is that it allows users to video record and send the so called 'snaps' that are viewable only for 24 hours to protect privacy or ill use. These snaps are shorter than ten seconds, and users can also choose different masks or filters which change every day, such as: Dog faces, flower crowns, fruit faces, among others (for filters sample please refer to Appendix 4). It represents an alternative to create funnier snaps (video recordings), becoming a personalized, practical and attractive application for different groups of people. This ease of adaptability is another remarkable feature.

Considering the importance of using technology to promote learning, the reality in our country is that although teachers use technology, such as computers, tablets and projectors for Power Point presentations, they still may have not inquired further about the use of social networks in their lessons, especially Snapchat. The last point was identified through a survey applied by the researchers of this study and answered by 33 elementary, high school and university teachers, in which they were asked about the

implementation of social networks in lesson plans and how they perceived them inside the classroom.

Considering the answers, it is possible to assume that social networks, especially Snapchat, seem to have little consideration and usage by Chilean teachers during the learning process. In other words, social networks are perceived as a distracting element for the students instead of using them as a learning tool, that may enable practising and improving some aspects related to the Teaching English as a Foreign Language (TEFL). In this case taking into consideration the students' interests and their perception about using this application. In this study the word perception will be roughly defined as 'a belief or opinion, often held by many people and based on how things seem' (Cambridge Dictionary, 2016). A broader definition shall be found in the methodological framework, specifically when the type of study is described.

Taking into account the above, the present qualitative study aims to describe the perception of Chilean undergraduate freshmen students from English pedagogy at UCSH, on the use of Snapchat as a learning tool inside the classrooms, considering the importance that social networks have on them today. This research will be conducted through the observation of the lessons, in which field notes will be taken and used having as a main point how students perceive and behave when they use Snapchat in a classroom setting. After observing through the established guidelines, a focus group will be conducted in order to explore the students' opinions and perceptions when working with this application. According to Lederman (1995), a focus group is "a technique involving the use of in-depth group interviews in which participants are selected because they are a purposive, although not necessarily representative, sampling of a

specific population, this group being "focused" on a given topic". The main aim of a focus group is to provide information about a range of ideas and feelings that individuals have about certain issues, as well as illuminating the differences in perspectives between groups of individuals (Rabiee, F., 2004).

As stated before, this study will take place in Chilean undergraduate freshmen students from English pedagogy at UCSH, in which Snapchat will be used as a learning and an enabling tool during the language learning process. In this case, Snapchat as a learning tool in charge of the class will be used based on the learning outcomes and the unit planned by the teacher. To do this, in the first two lessons, the activities using Snapchat will be conducted during the production/activate stage, and in the final two lessons, Snapchat will take place in the engage stage, in order to learn students' opinion about using the application at the beginning or at the end of the lesson. Additionally, it is important to mention that there will be some modifications related to the time given for the activity due to students' reception.

In the following chapters, it is possible to find out the bases of the study, including the objectives and the research question that will guide this investigation. This is followed by the theoretical framework, which contains the most important concepts related to the study which will be defined and developed. Then, the methodological framework will be developed, in which procedures and instruments used in the study to collect the necessary data for the investigation are explained. Further ahead, the description of these results can be found, taking into consideration the field notes and focus group conducted in this study.

One of the main reasons for this research stems from the prohibition of using mobile phones in lessons in many educational institutions, delaying the advance of technology in the classroom as learning tool simply ignoring its benefits in education. By observing the reality of students today, in which they basically coexist with technology, and according to the educational and social situation of our country, it is important to mention that the increase of the use of technological tools as a didactic resource is almost inevitable. For this reason, it is relevant for teachers to become familiar with technology that is available such as smart phones in order to keep up with students technological skills and interested.

Finally, in the conclusions information will be shown about how Snapchat's application can be used as a resourceful tool in the classrooms, the perceptions of the teacher in charge and students about the use of this. Additionally, it will be shown if the general and the specific objectives were accomplished and if it was possible to answer the research question.

Chapter I: The study

This chapter deals with the main aspects related to this research, such as the problem of this study, the research question and justification which are supported with some charts. Finally, the general and specific objectives of this research will be shown in order to clarify what it is intended to do in the rest of the investigation.

1.1 Problem statement

In a standard EFL lesson there are many factors that can cause a lesson plan to fail. Some of them are administrators interrupting the class, classroom climate, faulty lesson plans, among others.

Recently, there has been a new factor that has been creating problems for teachers, the mobile phones and their latest version, the Smartphone. Considering this, the problem of this study is that social networks used in smartphones, are being considered a distracting element inside the classroom neglecting students' interests and opinions.

For the purposes of this study, a short survey was applied to 34 high school and university teachers. It was possible to establish that they do not use social networks when they teach a lesson because of different reasons. For instance, teachers report that social networks seem to be a distracting element and they have no support on how to use them as a learning tool inside the classroom. Through the survey and our experience as teacher trainees, teachers avoid using social networks despite the possible benefits they could bring to the students' learning process and their interest about new applications, namely, Snapchat.

As a result of the swift spread of social networks among Millennials, or generation Y, which is composed by people born between 1980 and 2002's and also technologically competent, teachers need to be up to date to use them in several scenarios accounting for students' interests. For this reason, it is important to learn the perception of the students about social networks, in this case Snapchat.

1.2 Research questions

The research question will be answered at the end of the study, according to the analysed results:

-What is the perception of Chilean undergraduate freshmen students from English pedagogy at UCSH at the moment of using Snapchat as a learning tool inside the classroom?

1.3 Justification of the study

From our experience as teacher trainees since March 2016, we have seen that teachers do not use new social networks, such as Snapchat, during the teaching process. This last point was supported by a survey answered by 34 elementary, high school and university teachers , in which they were asked about the implementation of social networks in a lesson plan and how they appreciate them inside the classroom (for the survey, please refer to Appendix 1).

The results of this survey, conclude that 79.4% of the population surveyed, said that social networks were seen as a distracting element for students inside the classroom, such as it is shown in the following chart (chart 1):

Chart 1: Do you consider social networks, for example Snapchat, as a distracting element inside the classroom?
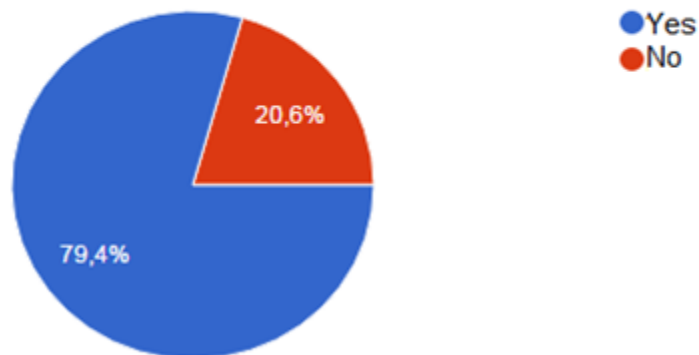
Despite the above, 90.9% of the teachers were interested in including these applications in their lessons, as it is shown in chart 2 but they do not use them because they have little time and they also think that there is little information about the effectiveness of them for teaching purposes available, as shown in chart 3 found in the following page.

Chart 2: Would you like to try these applications (social networks) as a resource in the classroom activities?
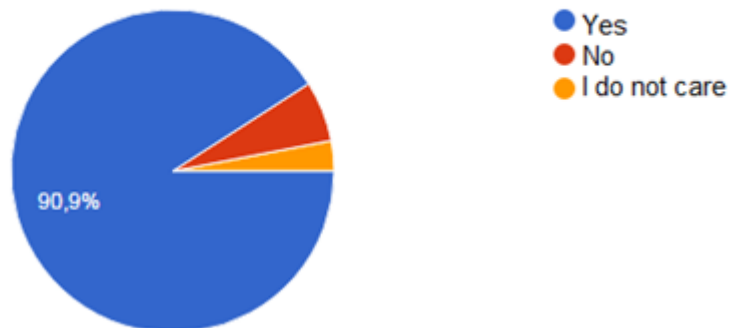
Chart 3: In the case that you do not use them, why have you not incorporated these new applications in your academic purposes?
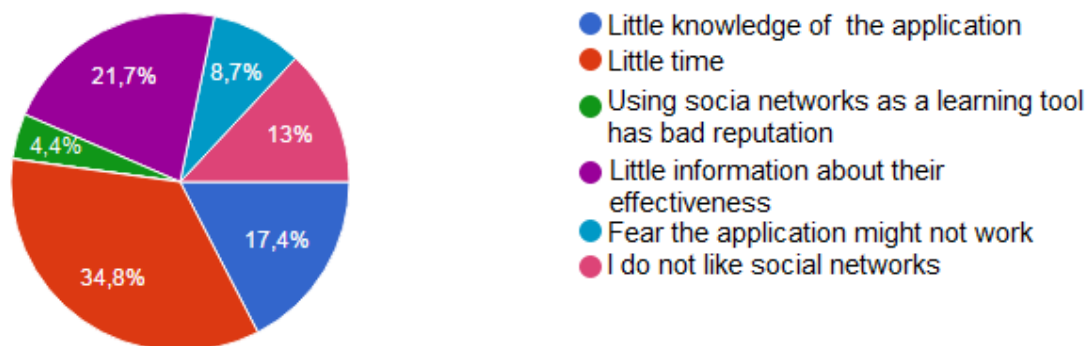
The importance of technology in students' lives has been increasing during the last 15 years. This generation, also called Millennials, is composed by students born between 1980 and 2002's and they are technologically pundits, they use their mobile phones without difficulties, personal digital assistant (PDAs), and iPods. For that reason it is important for teachers to include technology, and social networks such as Snapchat inside the classroom, in order to motivate and encourage students to speak English by taking their personal interests into consideration (Oblinger D., et al, 2005).

Considering the reasons stated above, this study will be focused on the application of Snapchat as an enabling English learning tool, due to its attractive filters and the characteristics mentioned in the introduction, with the objective of exploring the perception of students at the moment of using it with this purpose.

1.4 Objectives

1.4.1 General objective

To explore the perception of students about Snapchat as an enabling English learning tool inside the EFL classroom over a period of four lessons in a Chilean undergraduate freshmen students from English pedagogy at UCSH.

1.4.2 Specific objectives

a) To observe the behaviour of students when facing with the use of Smartphones and Snapchat inside the classroom.

b) To determine the perception of students and the teacher in charge after using Smartphones and Snapchat as an English learning tool inside the classroom.

c) To identify whether students prefer the use of Snapchat at the beginning or at the end of the lesson.

Chapter II: Theoretical framework

In this chapter, a brief overview about English teaching education in Chile and its importance nowadays will be presented as well as provide a general analysis of the Chilean educational context. Secondly, the most important concepts related to this investigation will be developed, in order to support the present exploratory research seeking for current data.

2.1 A recent overview of the English teaching education system status in Chile and its current affairs

During the 90's, the Ministry of Education decided that English should be taught at schools as a compulsorily subject from 5th grade in primary school (Mineduc, 2012). By that time, the English-curriculum was only focused on the development of receptive skills, specifically listening and reading, whereas writing and speaking skills were in subsidiary roles (Barahona, 2016). From then on, English has been gradually challenging our society because its character as a global language and the impact in the Chilean economy. It has been growing significantly over the last twenty-five years, as well as the number of international relations Chile has with a multiple number of countries all over the globe. In 2010, Chile joined the Organization for Economic Co-operation and Development (OECD) dedicated to economic development with 35 member countries. All these characteristics have positioned Chile in the global scope; hence the importance of English skills has taken a central position. In addition, English is seen as a powerful working tool (in the economic aspect) that benefits Chilean people in the academic, technological and productive sources (MINEDUC, n.d.).

English has become an international language and a great number of software has been developed in English as a mother tongue, academic information and research works, manuals and instructions, all sorts of things are written in English. Even in higher education most of the universities programs include English as a compulsory subject.

For those two reasons, the English-language programme reform today is focused on the development of the four communicative basic skills: Speaking, writing, reading and listening to learn a language, aligned with the Common European Framework of References for Languages (CEFRL) "as a way to lift the English curriculum to well-known international standards and follow a trend that other countries in South America and Asia, such as Colombia, China and Taiwan, had adopted" (Barahona, p. 25). Knowing English language not only generates greater access to information, online materials, knowledge and technology, but also allows people to be more competent and successful in a globalized world.

Having mentioned relevant information about the Chilean education system, it is important to move towards Chile's tertiary education system to provide a general overview of the educational context and system at the universities in Chile, since the present study took place in a private university.

Firstly, there are three types of universities: State universities, private universities and private universities which received a state subsidy (MINEDUC, n.d.). Currently there are 16 state universities, 34 private universities and 9 private universities with state subsidies.

State universities belong to the state of Chile and are financed by the state. Private universities are all the institutions established after 1980 (under law n° 18.962), on the

other hand, private universities with state contributions are the universities established prior to 1980 or derived from them. (MINEDUC, n.d.).

Each university, whether public or private, is regulated by their own curriculum. It is important to mention that to access to either a public or a private university, there is only one single admission system called "Prueba de Selección Universitaria" PSU (University Selection Test) (PSU) which consists of two mandatory and standardized exams; a mathematic and a language exam. In addition, there are two elective exams; a science (including Biology, Chemistry and Physics fields) and a history exam. Here, it is important that a student takes at least one of two elective exams and bases this choice on the requirements established by each university for entering to tertiary programs or depending on student's previous studies at school (DEMRE, n.d.).

2.2 Speaking skills

For a long time, speaking skills were lagging and far away from playing a vital role at the moment of communicating in EFL with the rest of the world. In the next paragraph, speaking will be defined as one of the most important communicative skill to be developed nowadays in Chilean education due to the importance of learning a second language for effective communication with people around the world. This skill allows learners to be capable of sharing information, expressing feelings, opinions, and thoughts with others.

During the process of learning a second language, speaking skill is one of the most important competences to develop at the moment of communicating, expressing ideas or feelings with others. Being one of the first abilities that people have contact with since

early ages, for that reason this skill must be motivated and fostered in order to encourage learners to express themselves with the whole world.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, A. & Burk, T., 1998). In other words, this skill is a collective process which involves producing, receiving, interacting and processing information (Brown, 1994; Burns, A., & Joyce, H., 1997).

According to Harmer (2008), there are three important reasons to foster students' speaking during a lesson. First of all, speaking provides students with the opportunity to practice real life conversations in a safe environment, the classroom. Secondly, during speaking tasks, students try to use all the language they master, which provides informative feedback for teachers and students. The last and the most important point is that students have the chance to activate elements of language that they have stored in their brain, making connections with previous knowledge.

Subsequently, students progressively become autonomous language users, which mean that they will be able to use the language without conscious thought in order to encourage learner's speaking production in EFL. Consequently, it is feasible to say that there are two important processes connected when learning a new language: Input and output in EFL performance.

2.2.1 Input and output in EFL performance

Another important topic is the relationship between input and output that influences the development of student's in EFL performance. On the one hand, according to Stephen Krashen (Schütz, 2014) and his Input Hypothesis, input is related to how the

learners acquire a second language. Basically, this hypothesis postulates that learners only improve and progress when they can understand or comprehend it by listening and reading the target language, this does not mean that they will be able to produce but they can still understand the EFL. On the other hand, output is essentially for learners' production (speaking and writing) or the success in a foreign language generating specific input in the cognitive system, which has to build up a coherent set of knowledge (Brown, 2000). Additionally, Harmer (2008) suggests some ideas to develop speaking as a skill and practice it in a not specific level, in which the final purpose of talking is not just a linguistic task. The next two speaking activities suggested by Harmer were chosen because they can be related to the present study. In both cases, it is possible to include Snapchat as a learning tool to promote the speaking tasks in an innovative way, for instance:

- Meeting and greeting: Role play activity in which students are supposed to be in a formal business or social situation and they meet many people by introducing themselves.

- Student's presentation: Each student has a given topic or person role and they have a specific time to prepare an individual presentation and present in front of the class, their classmates have to give them feedback.

Having mentioned some of Harmer's suggestions for speaking activities, the question that needs to be asked is how teachers can motivate their modern students to learn EFL without relying on the traditional teaching methods.

2.3 Motivation: Strategies to encourage students' motivation at the moment of teaching speaking

Different theories about motivation have been contemplated over decades of research. In the present research, two authors, who have expert knowledge in the motivation field, were considered to be part of the literature due to their strong interests in how motivational strategies in the language classroom could help teachers, but also students to learn English as a foreign language effectively.

Dörnyei (2001) argues that there are many broad motivating strategies that should be taken into account in TEFL in order to motivate and inspire constantly our students to learn English as a second language. For the purposes of this study, five motivational strategies were considered to generate and maintain the learners' motivation.

a) Strategy 3: This strategy mentions the importance of developing a personal relationship with our students in terms of accepting, caring and listening to them. It is very important to create a basic motivational condition, knowing for example our students' names, interests or opinions and also it is important that students realize that teachers are worried about their learning process. As a result, learners will respond positively and will be extrinsically motivated.

b) Strategy 10: Raising students' intrinsic interest in their EFL learning process. Paying attention to students' interest, teachers can raise motivation. A good way to motivate students intrinsic interest is to search for magazines, TV recordings, music, films, etc. of the EFL culture that have similarities with their interests in L1. For example: If a teacher notices that his/her class has interests in 'Pop' music, he/she has to search for that kind of music to TEFL instead of using the traditional English books.

c) Strategy 15: Making the curriculum and the teaching materials relevant to the students finding out students' needs, goals/interests. It is relevant that teachers look for modern techniques or adjust teaching materials according to their type of learners in order to students enjoy learning the EFL.

d) Strategy 17: Breaking the monotony of classroom events, teachers will make more stimulating and enjoyable students' learning process. Varying the activities and tasks or just modifying the original tasks (according to the curriculum) will increase learners' motivation. It is well-known that students pay more attention or are more perceptive when facing unusual situations. In other words, learning process will be promoted as a playful task.

e) Strategy 20: Presenting and administering tasks in a motivating way will whet the appetite of students in EFL. It is necessary to explain the usefulness of a task or the importance of doing that task because short-term goals will provide extra incentives for the learners.

These strategies were chosen because they support the ideas of using social networks as a learning tool to improve learners' speaking by using a completely new method. Unfortunately, it is something that is not very common in the Chilean educational reality. Teachers do not update their ways or methods of teaching because of the lack of the time, no monetary retribution, no motivation, work overload, among others.

Douglas Brown (2000) sees motivation as a variable that needs plenty of attention. In his book 'Principle of Language Learning and Teaching', he states learning theories

in which motivation is a relevant aspect that can be defined through three perspectives such as a behavioural perspective, cognitive terms and constructivist view:

1. **Behavioural perspective:** "It is quite simply the anticipation of reward" (p. 152). The learners react to the environmental conditions. For this perspective, the key aspects are the stimulus, the response and the association between them. It is also important to use reinforcement to impact the performance for example giving informative feedbacks or tangible rewards to the learners.

2. **Cognitive terms:** Motivation has more emphasis on the individual's choices and it is driven by basic human needs, for example the need of exploration, manipulation/operating, activities, stimulation, etc.

   The key task of teachers is to persuade students that they are capable of learning more and more and to provide them with tools, in order that can link their previously acquired knowledge, experiences or abilities with the new knowledge.

3. **Constructivist view:** Motivation places even further emphasis on social context, community, social status and security of group, internal, interactive forces in control. The learners should construct their own knowledge or understanding and then validate them, through social consultation.

   Brown also suggests that learning a foreign language requires intrinsic and extrinsic motivation. This can be exemplified in those people who learn for their own self-perceived needs and goals being intrinsically motivated (self-determination), instead of those who pursue a goal only to receive an external reward from someone else being extrinsically motivated (gaining a reward).

It is vital to consider those perspectives in TEFL because human beings learn in different ways and at different rhythms. While some learners learn with others, others learn by themselves or from their environment/social context. There is no pattern at the moment of learning because every learner is different and also every person possesses different intelligences, as will be mention in the next section. However, it is fundamental to encourage ourselves as teachers to motivate learners extrinsically, but not forgetting to give them tools to become intrinsically motivated.

2.3.1 Integrating multiple intelligences in teaching EFL

Many theories and approaches about human potential have been developed; the first three of these approaches were related to a very simply categorization about how people learn: Visual learners, auditory learners and kinaesthetic learners.

Howard Gardner (2006), Teacher of Education at Harvard, developed the theory of multiple intelligences. His studies on psychology and human potential helped him to develop the six intelligences theory, after many studies other three types have been discovered. Today there are eight multiple intelligences, and there is always the chance to continue investigating and finding new ones, in order to understand how people learn.

The chart shown the next contains some characteristics of each kind of intelligence. Teachers have to keep in mind that most students have strengths in several areas, for that reason is essential to avoid categorizing a child into only one intelligence instead of trying to develop more than one, considering that each student can develop two or more intelligences.

Eight Ways of Learning			
Children who are highly...	**Think...**	**Love...**	**Need...**
Linguistic	in words	reading, writing, telling, stories, playing, word games.	books, tapes, writing tools, paper, diaries, dialogue, discussion, debate, stories
Logical-Mathematical	by reasoning	experimenting, questioning, figuring out logical puzzles, calculating	Materials to experiment with, science materials, manipulatives, trips to planetariums and science museums
Spatial	in images and pictures	designing, drawing, visualizing, doodling	art, Legos, videos, movies, slides, imagination games, mazes, puzzles, illustrated books, trips to art museums
Bodily- Kinesthetic	through somatic sensations	dancing, running, jumping, building, touching, gesturing	role-play, drama, movement, building things, sports and physical games, tactile experience, hands-on learning
Musical	via rhythms and melodies	singing, whistling, humming, tapping feet and hands, listening	sing-along time, trips to concerts, playing music at home and school, musical instruments
Interpersonal	by bouncing ideas off other people	leading, organizing, relating, manipulating, mediating, partying	friends, group games, social gatherings, community events, clubs, mentors/apprenticeships
Intrapersonal	in relation to their needs, feelings, and goals	selling goals, mediating dreaming, planning, reflecting	secret places, time alone, self-paced, projects, choices
Naturalist	through nature and natural forms	plating with pets, gardening, investigating nature, raising animals, caring for planet earth	access to nature, opportunities for interacting with animals, tools for investigating nature (e.g., magnifying glasses, binoculars)

(Gardner, 2006).

To the previously intelligences mentioned, one more has been developed by Gardner, The Existential intelligence; which is related to sensitivity and capacities to questioning about human existence. Gardner's multiple intelligences theory can be used for teachers to improve the curriculum, planning and adapting their ways of teaching. Even when we have many types of intelligences, some people can depend on two or more learning styles at the same time, is usual to use different learning styles for different tasks (Gardner, 2006).

The incorporating new technologies such as Snapchat in educational field, can engage a large amount of students because it seems to involve multiple intelligences. Teachers can use these intelligences including some innovative activities using Snapchat, for instance: Linguistic intelligence by telling stories recorded in snaps; spatial by designing or visualizing videos; bodily-Kinaesthetic by recording, gesturing and acting; musical by creating and recording musical videos; interpersonal by sharing recorded videos with others.

2.3.2 Assessing students' multiple intelligences

Currently there is not an instrument or evaluation on the market, available to teachers, that provides an authentic result to evaluate students' multiple intelligences, people, especially teachers or untrained professionals have to be careful at the moment of believing in a software that promises to provide a graph that indicating the highest and lowest moments of each student, because it is a quite difficult and an almost impossible task. However, there are several tests or questionnaires that can provide some approaches to different intelligences. The best and most effective tool that

teachers have at the moment of assessing the intelligence of students is through a simple observation. Armstrong (2000) postulates that by observing students' behaviour during the lesson, it is possible to identify the development of their intelligences. He suggests that teachers should take notes about their observations because it allows them to detect behavioural patterns, despite being a great challenge, because of the large number of students in a classroom. It is important to pay attention to at least two or three on students and focus on the multiple intelligences assessment on them.

Additionally, Armstrong, T (2000) states that every child possesses eight intelligences and every one of them is developing in a reasonable level of competence. In spite of this, children start to manifest leanings to shift toward some specific intelligence from the early childhood, but at the moment of starting school, they probably will be asked to do things in a particular way, living out the possibility of developing other types of intelligence.

Due to the importance that all people learn in different ways, as teachers, evaluating and assessing according to students' multiple intelligences cannot be forgotten. Universal Design for Learning (UDL) is an alternative to take into consideration the above.

2.3.3 UDL: The incorporation of Snapchat as an innovative tool used in UDL

There are many authors that claim multiple intelligences are essential, but not many have made it systematically. "Universal Design for Learning (UDL) is an attempt to do

that. UDL is a set of principles for curriculum development that give all individuals equal opportunities to learn. It also promotes a standard for flexible lesson" (CAST ORG, 2014).

Individuals bring a large variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints. According to Cast Organization (2014) there are three primary brain networks come into play:

- Recognition Networks: The "what of learning" it refers to how we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

- Strategic Networks: The "how" of learning is related to planning and performing tasks. How we organize and express our ideas. Writing an essay or solving maths problems are part of strategic tasks.

- Affective Network: The "why" of learning explain how learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

Today every student learns a large amount of knowledge at school, each time broader and more inclusive according to cultural changes. In this context students are changing as well, which represents a big challenge for educators.

In this way, this study attempts to persuade the use of new social networks as a new way of evaluating the modern students, also called Millennials, with different types of intelligences engaging them through technology. Snapchat could benefit both musical and linguistic intelligences because students will be able to use the language to express

complex meanings but also to discern rhythm, tone and pitch. There is also a connection between music (sounds) and emotions (Gardner, H., 2006).

2.4 Millennials: Teaching the modern students

Millennials are students born between 1980 and 2002's (Jones, V., et al, 2007) and Millennials are technologically competent, effortless with mobile phones, personal digital assistant (PDAs), and iPods. They are described as optimistic, assertive, positive, friendly, cooperative team players who gravitate toward group activities. Being multitasking human beings, Millennials have some troubles when they have to focus on just one activity, and large quantities of information available to them which create big challenges for sorting through and evaluating critical data. As a result of that they also often have difficulties to communicate through traditional channels and do not like to read or write.

The mobile phone amongst other ubiquitous devices has also become an excellent platform for the development of innovative activities among the Millennial generation (Wilska, 2003).

Millennial appears to be mobile phone literate, connected by Smart phones, Ipads, laptops, notebooks, tablets and other technologies connected to the Internet, Millennials are in contact with these gadgets all the time, every day, at any place. These tools help the individuals to organize their lives at school or university, without parents' supervision (Shambare et al., 2012).

"The emergence of social networking sites such as Facebook, LinkedIn, Instagram, and Twitter creates an even more connected Millennial generation. A study suggests that 96% of the Millennial generation belong to at least one social network", as shown in chart 4 found in the following page (Childs, Gingrich, & Piller, 2009).

Chart 4: The amount of Millennials who use social networks

Millennials preferences

4%

96%

- Millennials who use at least one social network
- Millennials who do not use social networks
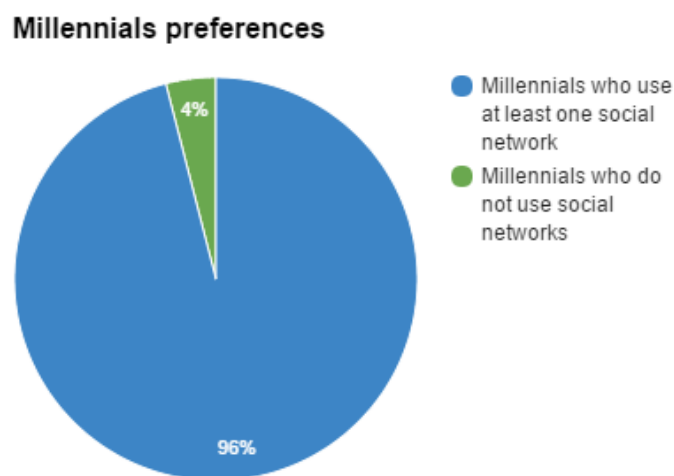
"Millennials expect technology to play a large role in the learning process by allowing access to vast areas of informational sources to be incorporated into the actual delivery of knowledge through multimedia modes with an emphasis on entertainment during the learning process" (Franz, 1998; Gardner, 2006; Chelliah & Clarke, 2011).

"Effective teachers should be creative and resourceful in designing flexible learning environments that address the variability of learners using a range of tech solutions" (CAST ORG, 2014).

2.5 The importance of technology nowadays

Nowadays technology is very important; it is an omnipresent tool for searching information, to communicate with others and express ideas, feelings or thoughts. However, technology can simplify different tasks, helping to coordinate activities making everything easier and quicker. Today the Millennial generation lives surrounded by technology; little children can manage gadgets naturally, and may use it to look for all the new information that they want to know. Moreover technology helps them to learn about a large amount of topics. Even in schools mobile phones are used to respond to student needs considering that they are part of the new generation and always connected with it.

2.5.1 Evolution of technology in education

Regardless of knowing the origin of educational technology term is possible to trace back through the time, when priests systematized knowledge, and the early culture develops different sign writing or pictographs to transmit data.

In accordance with Paul Saettler (2004), the historical function of the use of educational technology has found its first antecedents before the twentieth century, which have shown that the role of technology in education is a process and not a product; therefore it is applied consistently and systematically. It is worth noting the difference between the concern to develop technology for educational purposes and the use of products of a technology.

While cultures continue to advance over time, incorporating technology in education items is becoming more complex considering the generational changes, which involves processes thinking, speaking, acting, or feeling.

There are many examples of how technology has been used to benefit education and the students' learning process. One of the main advances in the use of technological devices was the creation of the printing press during the period in which the development of new technologies starts to join with the educational field, several trial and error attempts were made. Some educators agree that for the incorporation of technology the stages of development must be considered from the student. Maria Montessori (1870-1952), for example, generated a dynamic impact on educational technology because she developed materials especially designed to provide a coherent sequence of the theme directed to each student individually. Although today it is thought that the use of technology in educational settings is an innovative affair, actually it is a fairly long story that started at least two centuries ago.

At the beginning of the 19th century, the incorporation of new technologies was considered as an alternative to improve the efficiency and effectiveness in schools. In the mid-nineteenth century printed texts were part of a major educational reform, as they allowed students to read at their own pace. Then, at the beginning of the twentieth century, the use of cinematographic films and radio led the reformers of education to think that education could be even more effective than with a teacher in charge. Even though in the 1930's research showed that the use of films was an effective educational tool in the classrooms, very few teachers taught using this method, mainly due to technical obstacles. After the 1950's and 1960's, the arrival of television in the educational field was thought to

provide superior instruction by a few master teachers and relieve overcrowded classrooms (Saettler, 2004).

Nowadays, teachers are still looking for methods to incorporate technology in education matters, attempting to make their lessons more communicative and interesting. The goal is to capture the students' interests, motivating them to do things that they really want, as Süleyman Nihat (2008) suggests producing drama activities recording with their mobile phone is an excellent way to engage students. Furthermore, if they work in groups, they receive cooperation and support from their peers, which is a relevant factor in adolescent psychology.

After having seen some technological evolution, it is a teacher's duty to be part of this change and integrate technology resources inside the classroom.

2.5.2 The evolution of technological gadgets inside the classroom

The long story of technology in teaching and learning can be extended from long time until nowadays. This evolution shows that from at least since the 19th Century teachers have been trying to innovate in their lessons incorporating new technologies, this can be shown in the following timeline:
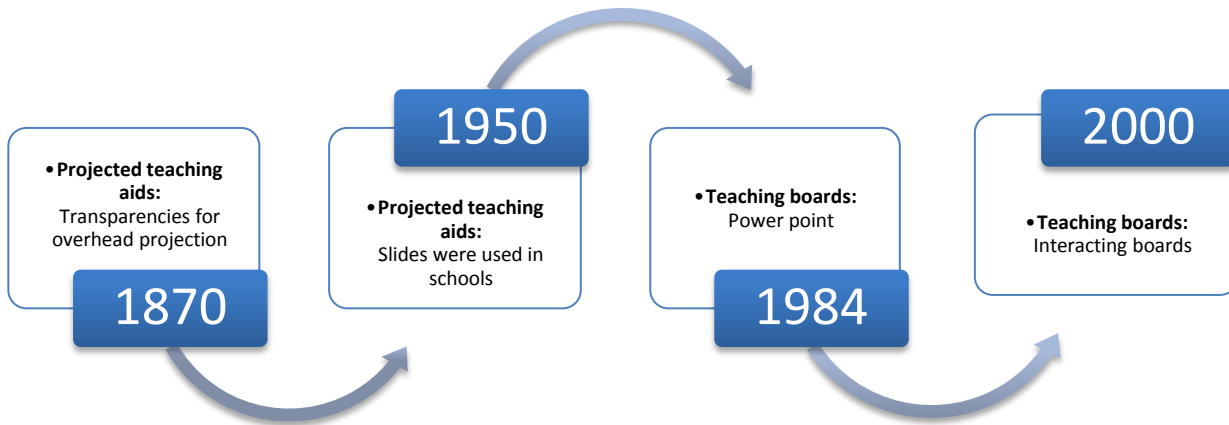
Mobile learning (m_learning)

- ''A mobile learning educational process can be considered as any learning and teaching activity that is possible through mobile tools or in settings where mobile equipment is available'' (Crestani et al, 2004).

Due to the evolution of technology has increased inside the classroom over years, mobile phones have become an option to motivate students when teaching EFL.

2.5.3 Mobile phones: An option to motivate students

nts Teachers have to tackle several difficulties when planning and giving lessons. One important problem is to engage unmotivated students in their lessons. Teachers must be creative, finding new and innovative methods to increase students' motivation and catch their attention. Centering on students' likes, the next section provides information about the great influence of technology among young students, in the form of smartphones which is used as an innovative tool inside the classroom and allows

students to experience innovative activities, interacting with their interest about technology blended with learning a foreign language. This kind of innovations inside the classroom can promote their creativity and motivation because nowadays students enjoy using their smartphones.

2.5.3.1 Mobile-phone's influence among students

The accelerated growth in the use of mobile phones among students has led them to develop new technology platforms, which will enable learning experiences not only in their daily lives, but also inside the classroom. According to Caruso & Salaway (2007), "Students have never known a world without personal access to information technologies often take them for granted and integrate them seamlessly into their daily lives".

2.5.3.2 Mobile phones inside the classroom

The decision about whether or not to allow mobile devices in the classrooms is largely left to the discretion of every individual faculty (Tindell & Bohlander, 2012). Teachers are showing interest in incorporating technology into the classroom, mainly to implement new strategies to help to improve language skills on students. It is widely accepted that technology in the classroom helps teachers to promote a constructive atmosphere, in which technology has a positive effect influencing the teaching and learning process (Muir-Herzig, 2004).

The use of technology has achieved wide acceptance in the field of education, especially among teenagers, who are the most engaged with technological items. In the 21st Century, the way of sharing, storing and publishing information has undergone enormous changes. The new generations have been growing up playing with computers, using mobile phones and many other technological devices, which they live with and coexist day to day. They have developed a set of aptitudes, which may produce a disconnection between their expectations and the learning environment found in classrooms (Oblinger, 2005). It is essential to mention that one of the reasons for the failures of teaching is that this new generation of students is being educated with old-fashioned methods (Uzun et al.). According to Rathore (2011), social, economic and cultural issues associated with technology, have demonstrated to have an impact on education. Accordingly, those issues have had a significant response among language teachers by using technological devices or multimedia tools to design, develop, manage and assess students' performance in order to improve EFL learning.

Mobile phones can be used to support classwork, especially doing activities outside of the classrooms, where they can complement information on a field trip (Ohashi et al., 2008). In this study, Snapchat will be considered as an enabling learning tool in order to support teaching tasks, considering its influence among young people.

2.6 Snapchat: Its main characteristics

Snapchat is a photo-sharing application that allows users to send photos or videos, so-called snaps, to one or several friends. Its unique feature, which makes it different from other social networks, is that their "Snaps servers are designed to automatically

delete Snaps after they have been viewed by all recipients. Opened Snaps typically cannot be retrieved from Snapchat's servers by anyone, for any reason" (Snap Inc, n.d.). According to Sarah Perez and techcrunch.com (2014), which is an online publisher of technology industry news, Snapchat is the third most popular social application among Millennials and the generations that follow it, as Generation Z or Alpha, outdone by Facebook and Instagram. There are approximately 110 million active users per day these days. 86% corresponds to people who are under 35 years old, according to the market regulator in December 2015 (BBC , 2016). Its popularity and preferences, especially within the youth, are due to four significant reasons:

1. Filters and editing tools: There are a large number of fun editing tools and many different entertaining filters in this application. Users can take a spontaneous photo of themselves using multiple filters such as dog faces, fruit faces, flower crowns, horror effects, coloured masks, laser beam eyes, face contortions, face swapping and so on (for filters samples please refer to Appendix 4), throw the camera lenses which use face detection in order to watch how these actions are being transformed by the lens on screen live. Additionally, Snapchatters (Snapchat's users) may distort her/his image or appearance, including: The option to draw, to add various stickers, to insert text, to add Geofilters (logos, names, effects based on your geographic location) into their snaps.

2. Privacy: Its particular feature of permitting the snaps to disappear permanently after 24 hours online has made a significantly increased over the last years among teenagers. Furthermore, when a user sends a snap (image or video) in a

private message to a friend, this snap disappears not even leaving any registry of it (after a few seconds of seeing by the receiver).

Nowadays, more privacy causes more excitement among teenagers and young people because they tend to look for a zone or an online community which offers them opportunities to write, post, upload images or videos to socialize and for self-expression guaranteeing their intimacy (Livingstone, 2008). Adults and elder people know very little on how to use modern social networks. Snapchat does not have an intuitive usage and it works very differently from old-fashioned social networks.

3. Real-time snaps: What makes Snapchat really special is that the users may only send or share a snap taken at the moment of using this application, not being able to send an image or a video previously stored in their mobile phones. In other words, Snapchat forces their users to upload or post new snaps every day instead of recovering old publications as other social networks such as Facebook, Twitter or Instagram that place more value on old memories posted by their active users.

4. Snapchat only works on mobile phones, being an application more accessible for teenagers, who have been born with technology and know faster than adults how to use these modern applications. According to a study from the Pew Research Center, fully 88% of American teens ages ranging from 13 to 17 have access to a mobile phone of any kind, and a majority of teens (73%) have smartphones (Lenhart, 2015).

In addition, Snapchat has special effects to videos: ''Speed Modifiers'' features letting users to use slow-motion, fast-forward and rewind filter and also there is an option of changing real voices to virtual ones.

Having mentioned the popularity and some of the most important features of Snapchat these days, it is necessary to take into account the current interests of teenagers in favour of engaging them to learn English as a foreign language in the Chilean schools.

Chapter III: Methodological framework

In this chapter, the investigation process will be carefully explained. This quasi-experimental study, in which just one group of students will be intervened in order to know their opinion about the use of Snapchat as a learning tool, has been developed over a period of seven lessons in a Chilean undergraduate freshmen students from English pedagogy at UCSH. The first two lessons will be focused on the insertion of the researchers to know the classroom environment, then the following four lessons will be developed by the freshmen class teacher, using Snapchat as a learning tool, without the intervention of the researchers and the final lesson will be conducted as a focus group.

3.1 Type of study

This study will be an exploratory research. According to Kulter Singht (2007), "The exploratory research, as the name suggests, is often conducted to explore the research issue and is usually done when the alternative options have not been clearly defined or their scope is unclear. Exploratory research allows researchers to explore issues in detail in order to familiarize themselves". This type of investigation allows the researchers to explore how Snapchat works as a learning tool inside the language classroom in Chilean undergraduate freshmen students from English pedagogy at UCSH and their opinions.

The learning tool to be used in this study is Snapchat, which is an application created in 2010 launched of 2011. In Chile, the use of this application has increased in recent years, and so far it has not been systematically studied as a tool in EFL lessons to facilitate the students' learning process. This exploratory research will help to observe

whether this application can be used as a learning tool or not and find out its benefits through the students' perception and opinions given in the focus group.

This study will provide rich quality information to help identifying the main issues on the students' perception of Snapchat as an enabling learning tool.

The focus group will be conducted with the purpose of exploring the students' and teacher's perception about the use of Snapchat as a learning tool. According to the website www.fluidsurveys.com (2014), a focus group commonly contains 8 to 12 people fitting the description of the target sample group and asks them specific questions on the issues and subjects being researched. In this case, the focus group will contain the 16 participants involved in this investigation.

Perception can be defined according to different views related to psychology and philosophy. From a psychological point of view, perception refers to the "interpretation of what we take in through our senses. It is the way we perceive our environment; it is what makes us different from other animals and different from each other" (Heffner, 2001).

According to the Internet Encyclopaedia of Philosophy, perception is "the process by which we acquire information about the world around us using our five senses" (O'brien, D., n.d.).

On the other hand, Cambridge dictionary, defines perception is defined as "a belief or opinion, often held by many people and based on how things seem". This definition related to perception was chosen to develop this study because it best represents the main objective of this research.

3.2 Design

According to Sampieri et al (2006), and the aim of exploring the students' perception about Snapchat as an enabling learning tool inside the EFL class, the study was addressed by the qualitative method application, especially through the observation and analysis of the reality inside the classroom.

Considering this a qualitative study, this research is based on an inductive process. First, the reality was explored, in this case, the classroom environment. Then, the researchers collected the data from the observation, as well as the focus group, in which it was possible to hear the participants' points of view and perceptions about the study (Sampieri, R., et al, 2006).

Finally from the analysis of the gathered information, the researchers generated theoretical perspectives to address the research question (Sampieri, R., et al, 2006).

3.3 Participants

This investigation took place at UCSH, a private tertiary education institution with a population of approximately 6.000 students according to its official website www.ucsh.cl. It is located in Santiago of Chile and gives students the option of choosing among 25 undergraduate and 3 master programs. This institution is based on the Salesian values and it has the Cardinal Raul Silva Henríquez signature.

The universe for this study were 25 students enrolled in the class "Competencias comunicativas en Inglés Nivel Básico", but an average of 16 students attended classes regularly, as shown in chart 5. For this reason, the participants included in this study are

those who stayed in the lesson until the end of it regardless if they arrived on time or not. The average of students will be taken into account for this study, with ages ranging from 18 to 20 years old, from Chilean undergraduate freshmen university students from English pedagogy at UCSH.

Chart 5: The number of participants

Participants
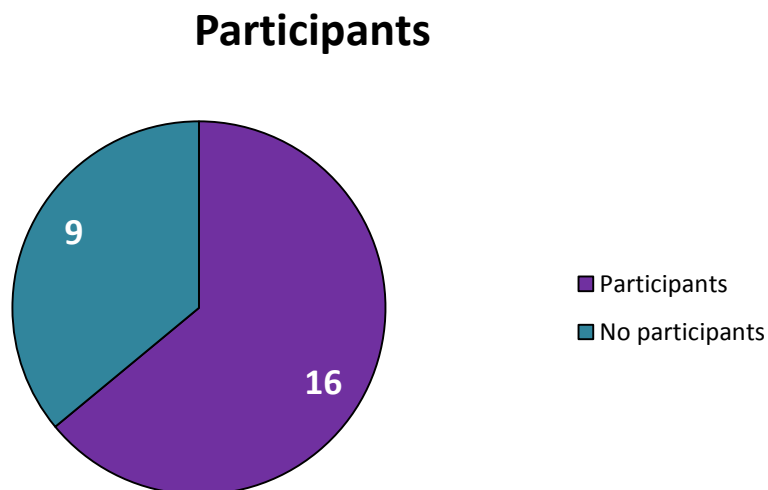
It is necessary to mention that this place was chosen due to the accessibility that the teacher of this class provided us to observe the application of this new learning tool, in order to encourage students to speak English.

3.4 Procedure

The first step to develop this study was to identify the problem, which is that social networks, such as Snapchat, are being considered a distracting element inside the

classroom without taking into account students' interests and opinions. In order to justify this exploratory research, the researchers conducted a survey in order to collect information about teachers' perception on technology and social networks when teaching, and the use of them in their lessons. The survey was validated by two teachers from the English teaching training programme of UCSH. The next step was to establish the general and specific objectives and the research question.

In addition, two researchers attended the undergraduate class, in order to observe the environment of the lesson inside the classroom and the students' context. They attended the whole lesson carried out in 1.30 hrs. By the end of the lesson, students were told about the project by the researchers and they were asked for permission to be video recorded at the moment of using Snapchat in order to have data about their behaviour using this new learning tool. After the first observation, a work schedule was developed together with the teacher to schedule and plan the four interventions using Snapchat, as well as the date of the focus group, in order to get the students' perceptions about this research. The following stage consisted of looking for information to develop the theoretical framework in favour of gathering data of concepts related to this study.

Consequently, the speaking activities to be done through Snapchat were created according to the lesson plan given by the teacher and the contents to be taught. Next, the instructions for these speaking activities were developed to be given to the teacher in order to be applied by him in the four consequent lessons (for instructions please refer to Appendix 2). It is worth mentioning that, when using Snapchat, the researchers

did not participate in the lessons at any moment, they only observed sitting at the back of the classroom in order avoid altering the development of the lesson.

After the four lessons using Snapchat, the data gathered was analysed to observe students' behaviour when facing this new learning tool. Furthermore, in the last class of this study, a focus group was developed to explore the students' perceptions about Snapchat as an enabling learning tool inside the EFL classroom. This focus group was recorded, transcribed and then the content was analysed with the purpose of generating relevant information and theoretical perspectives of the use of technology and social networks as motivational tools to develop speaking skills in English.

3.5 Intervention Stage

This experimental study was conducted over a period of seven lessons in Chilean undergraduate freshmen students from English pedagogy at UCSH. The first two lessons, the researchers participated previous to the use of Snapchat as a learning tool, in which they sat at the back of the classroom to observe the context and dynamic of the class then explained the study to the class for its further application, according to the following:

First lesson: Through this observation, it could be noticed that mobile phones were not allowed by the teacher inside the classroom because students got distracted due to the wish of using social networks. As part of the activities promoted by the teacher, students had to practice orally in pairs. At that moment, the teacher was unable to monitor the participation of all the students because when he was checking one group

classwork, the other groups got lost and started to talk about other things using Spanish rather than English. Additionally, they used their mobile phones while the teacher was not looking at them. After the observation, the study was explained to the students and they were asked to sign a consent form to video record the class while using Snapchat. After the class both, the teacher and the researchers, met to schedule the use of Snapchat in further lessons.

Second lesson: On this occasion, the researchers asked the class about the number of students who had Snapchat on their mobiles phones. Additionally, they explained students how to use it and asked them to send their snaps to the email snapchatucsh@gmail.com step by step. This was the last lesson in which the researchers participated inside the classroom in order to not alter the methodology used by the teacher in the next lessons.

As stated before, the intervention using Snapchat as a learning tool was developed by the teacher in charge during four lessons, in which the two of the researchers sat at the back of the classroom in the first stages of the lesson: Engage, study, practice. In the last stage, production, one researcher kept sitting at the back and the other one got out of the classroom to observe the students who preferred to record their snaps outside.

In the following four lessons, the application of Snapchat started to take place inside the classroom, and the teacher began to use it as a learning tool. In the first two lessons the activity took place at the end of them and in the last 2 ones it took place in the engage stage. To coordinate the activities, the teacher gave and wrote the instructions

on the board before starting (for instructions, please refer to the Appendix 2). After giving the instructions, the students started to record their snaps and the researchers took their field notes about the students' behaviour when using Snapchat (for field notes format, please refer to the Appendix 3).

After the four lessons observing the behaviour of students when they used Snapchat, the researchers conducted a focus group in Spanish in the 7th lesson. In the focus group, the researchers asked questions in order to learn the students and teacher's perception about the application of Snapchat as a learning tool (for transcriptions and questions, please refer to Appendix 5 and 6 respectively).

Chapter IV: Presentation of results.

4.1 Part 1: Field notes

In this chapter, the results of this qualitative study will be shown lesson by lesson, through the field notes format developed by the researchers when Snapchat was applied. The focus group, with the corresponding transcriptions of some opinions, will be also included at the end of the results. Furthermore, charts will be presented to sum up the information gathered in each lesson.
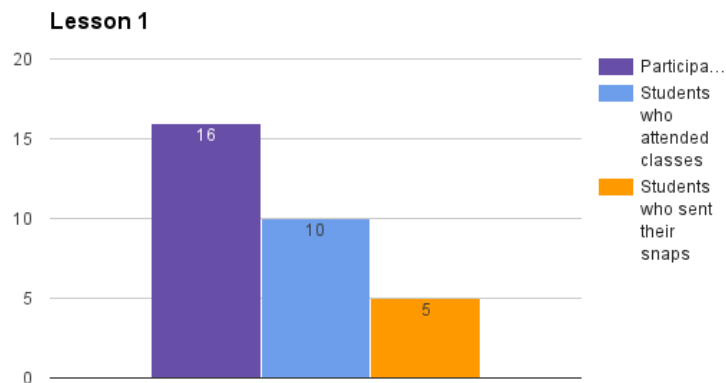
4.1.1 Lesson 1: October 24th, 2016

In this lesson, in which ten students attended class, the activity using Snapchat as a learning tool took place for the first time in the production stage. To begin with the activity, the teacher explained the instructions orally and all the students were paying attention. On this occasion, the teacher gave only five minutes to the students to record and send the snaps to the email address snapchatucsh@gmail.com inside the classroom (for instructions, please refer to Appendix 2). For this reason, it is important to mention that both researchers stayed inside the classroom during the whole lesson.

The students seemed to be interested in the application. First, they started looking for the filters and taking photos telling expressions like "I like this dog filter", "It is funny", "what a shame! But I like it", and others. Since this was the first time that students used this application, and despite the fact that they were taught how to use it, some of them looked confused saying expressions such as "How can I record?", "I am trying to record myself", "I do not understand how to record", "What is this?", "It does not work".

In this lesson, the instructions were to share the characteristics of a product previously invented by themselves with their classmates. After this they had to record a snap, in five minutes, two or three videos talking about their classmate's product. On this occasion, students spent more than five minutes doing the activity. Furthermore, it could be seen that only a fifty percent of the students were working on their videos, and the other ones spent the time talking about other things and were not interested in the activity. At the end of the lesson, just five students sent their videos to the email address stated before, as shown in the chart 6 below. It is important to mention that at this moment of the lesson, the teacher installed two Wireless Fidelity (Wi-Fi) devices in order to provide students internet to send their videos to the email address.

Chart 6: Lesson 1

After analysing how the activity was carried out, it was possible to realize and identify some weak points to be improved the next classes.

4.1.2 Lesson 2: October 28th, 2016

In this lesson, in which sixteen students attended class, the activity using Snapchat as a learning tool, took place in the production stage. To begin with the activity, the teacher wrote the instructions on the board to let students know what they had to do. After this, he explained the instructions orally and all the students were paying attention. On this occasion, he gave only five minutes to record and sends the snaps, as planned in the instructions, and he also gave the chance of video recording themselves inside or outside the classroom. For this reason, one of the two researchers who attended the lesson went out and the other one stayed inside the classroom.

One group, composed by 9 students, stayed inside the classroom and started working with their mobile phones but just six of them opened Snapchat immediately and began looking for the filters in order to record the videos. At that moment, students looked interested in the application because they laughed with the filters. Students who had little knowledge about the application, were astonished and amazed saying things such as "Oh! What a funny application!", "what a funny filter!" among others. After this, these six students created their snaps. Despite the fact that six of the students worked immediately with the application and the teacher reminded them to record the snaps, three of them started writing what they would say in their videos. Finally they did not record their snaps and did something completely different to the aim of the lesson.

The remaining seven students got out the classroom but they got distracted with the different things in the yard, for instance they bought food or went to the toilet instead of starting to work immediately. Apart from this, five of the seven students did not follow

the instructions in which they had to be near to the classroom. As the same as the ones who stayed inside the classroom, they began looking for the filters before starting to work. At this moment, 5 minutes were left and after this, they started recording the videos. As previously mentioned, some students looked interested when they used the application saying expressions such as "I liked recording the video", "the filters are so entertaining", and others. After ten minutes, the students came back to the classroom with the purpose of sending their videos all together.

It is important to mention that at this moment of the lesson, the teacher installed two Wi-Fi devices in order to provide students Internet to send their snaps. The students spent more than the five minutes given on this due to the fact that the Wi-Fi devices did not work for everyone but those students with mobile Internet on their mobile phones shared it with the rest of the class. Finally, only eleven of the sixteen students who attended the lesson sent the videos, as shown in the chart 7 below.

Chart 7
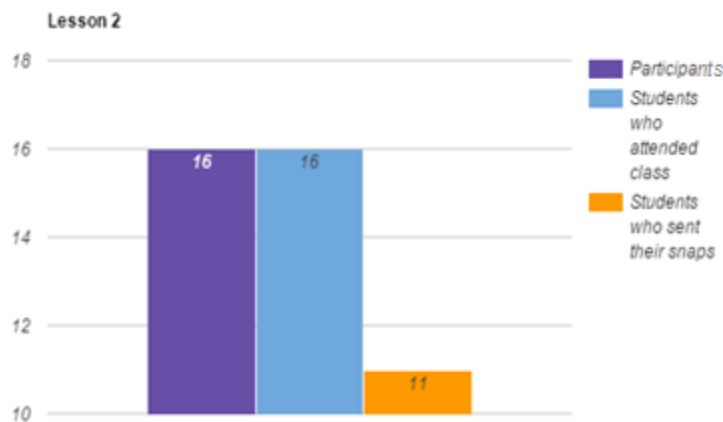
After analysing how the activity was carried out, it was feasible to realize and identify some weak points to be improved the next classes.

4.1.3 Lesson 3: November 8th, 2016

In this lesson, twenty one students attended class but six of them arrived between 5 and 10 minutes before the lesson ended, so they were unable to participate in the activity because of the time they arrived. In this opportunity, the activity took place in the engage stage and the teacher wrote the instructions on the board to let students know what they had to do but changing the time given the previous lessons and giving 20 minutes to record and send their snaps. After this, he explained the instructions orally and all the students were paying attention. On this occasion, he gave only 20 minutes to record and sends their snaps. As previously mentioned in the last lesson, he also gave the chance to video record themselves inside or outside the classroom. For this reason, one of the two researchers who attended the lesson went out and the other one stayed inside the classroom.

This time, the students worked in a similar way in relation to the previous lesson, some of them went out and the other ones stayed inside the classroom. All of them spent their first minutes doing other things such as playing with Snapchat. Hereupon, the teacher had to call their attention and told them that they had to work because they had little time left. He also left the classroom in some opportunities to check the classwork of those students who were outside. Despite this fact, there were five students who went too far of the classroom and the teacher was unable to observe their job. After 20 minutes, the students met inside the classroom to send their videos using

the two Wi-Fi devices provided by the teacher. All the students who attended the lesson on time sent the videos in the minutes given, as shown in the following chart 8 in the following page.

Chart 8
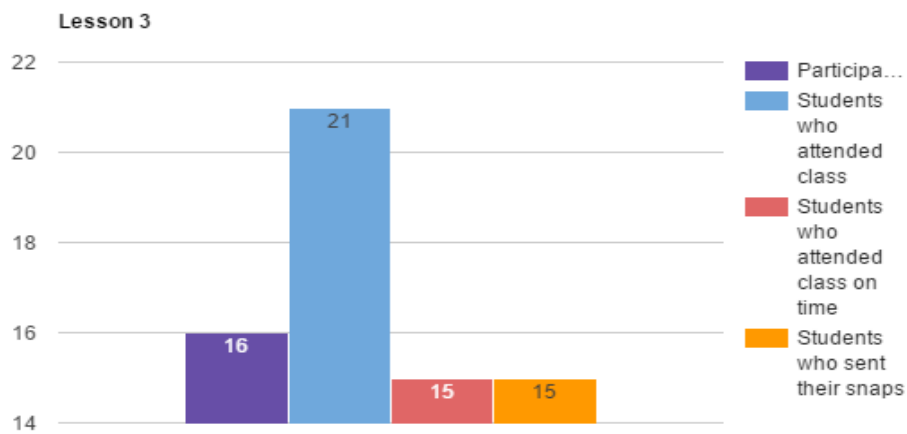
After analysing how the activity was carried out and supported by the information given in the chart 7 above, it was feasible to realize that students understood the information given by the teacher. Furthermore, students still looked interested and motivated in the activity, repeating the expressions claimed before. In spite of this, some weak points had to be improved in the next class.

## 4.1.4 Lesson 4: November 11th, 2016

In this lesson, 17 students attended class but six of them arrived too late as same as the previous lesson, so they were unable to participate in the activity. As well as the last

lesson, the activity took place in the engage stage. This time, the teacher did not write the instructions on the board, he just wrote the questions that they had to answer in their snaps and the time that they had to video record and send the videos (20 minutes in total). After this, the teacher said the questions to be answered orally while the students were paying attention and he also gave the chance to the students to video record themselves inside or outside the classroom. For this reason, one of the two researchers who attended the lesson went out and the other one stayed inside the classroom.

At this time, the students' behaviour was the same as the previous lessons and seven students went out and four of them stayed inside the classroom. It is important to mention that some of the students who went out tried to be hidden in order to be unseen by other people. These students repeated this behaviour in all the lessons using Snapchat, since they seemed to be shy and they wanted to video record their snaps alone and relaxed. In this opportunity, the teacher went out many times to check the students' work. Apart from this, four students stayed inside the classroom, two of them started to work immediately and the other ones pay their attention in different things such as looking at their mobile for Whatsapping and Facebooking. It must be emphasized that one of these two students did not work in any activity given by the teacher during the semester, but this time he went out in the last minutes given for the activity and he finally video recorded his snap. Despite this fact and in a more general view, it could be recognized by the teacher that the attitude of the students was improving through the days using Snapchat and it may be because they were internalizing the application and the use of it inside the classroom. When the time given

by the teacher ended, all the students who attended the lesson on time sent the videos in the minutes given, which information can be seen in the following chart 9.

Chart 9
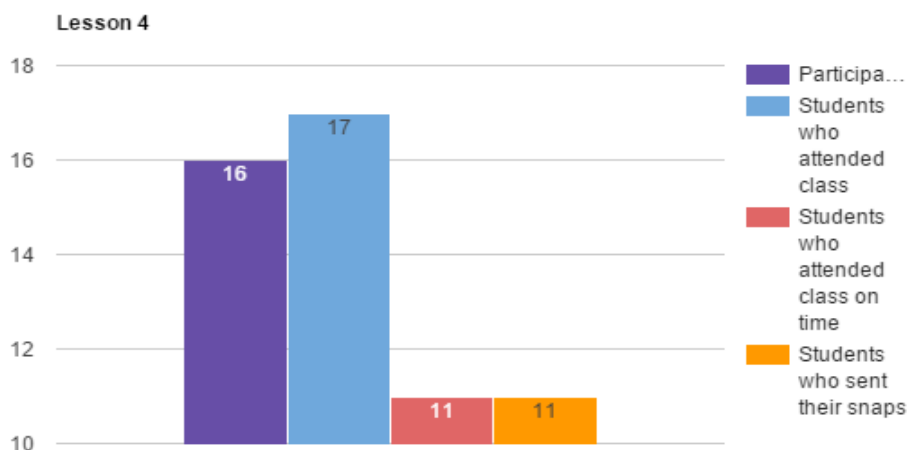
After analysing how the activities using Snapchat were carried out, it was feasible to gathered important information in order to be developed in the conclusions of the study.

4.2 Part 2: Focus group.

4.2.1 Students' perception

This focus group took place on November 11th, 2016, in which 17 students participated, was conducted in Spanish in order to learn the real students' perceptions without limitations. The questions were asked by one of the researchers and in some

cases by the other researcher, who took notes about some the students' answers (for transcription, please refer to Appendix 6).

In the following section, the results of this focus group will be presented with some extracts of the students' opinions and charts in order to support this qualitative study.

First of all, the students considered Snapchat as an attractive alternative to be implemented in classes. This statement was related to the first question about their general perception about using Snapchat as a learning tool inside the classroom. For this, they said expressions like:

"I think it was interesting because using an application gets more of your attention. It is also something you can share and add filters, so it is more striking to teach a lesson and it is much better if you can practice English with that".

"I think it was interesting because using an application catches more your attention than conventional videos. Furthermore, you can share the videos and add filters, so it is striking and better to develop a lesson because you can practice English with it".

Additionally, a student who attended class for the first time in these four lessons, wanted to express his thoughts saying: *"Even though I did not attend the lessons when using Snapchat, I think it is an awesome application. In educational terms, I think you can get distracted with the filters but also you are more confident with yourself because you can see yourself speaking".*

The filters are one of the attractions of this application, which change every day. The following question was related to the things they liked more about this application. Reaffirming the expressions told by the students in the observations developed in the methodological framework, they enunciated the subsequent:

-*"The filters were so funny, I also liked listening to myself speaking English with another voice (haha)".*

-*"It is entertaining; furthermore, some filters cover your face so maybe it is easier for people to express themselves".*

- *"The filters motivate you to use the application".*

-*"The filters are the attractive thing of this application because if I wanted to record myself in fifteen minutes, I could do it with the conventional camera".*

Everything has high and low points, and Snapchat is no exception. Students agreed when they expressed the lowest points of this social network, referring to the little time of the videos. For this, some expressions were:

- *"The videos are too short, so the teacher gave us a specific time and sometimes we spent more time in recording ourselves outside the classroom".*

-*"This is the bad thing of using the application, you have little time to express what you want to say, therefore, you have to shorten it too much".*

-*"Sometimes when you start recording yourself in English, you cannot think quickly without preparing what to say, so you can spend a lot of time on this".*

Two of the students conveyed that some mobile phones do not have frontal camera or do not work with the application:

-*"Some mobile phones do not have frontal camera, so video record was complicated because the mobile phone was not compatible".*

-*"I do not know if this happened to you, but when I tried to video record myself using Snapchat, the application got close".*

As an answer of the last statement, the students said:

-*"Maybe your mobile phone was not compatible".*

-*"But in the first class, when the researchers came to teach us how to use the application, they said that we could share our mobile phones and then share them from the same email address".*

Furthermore, there were some things that students would like to keep about the implementation of Snapchat as a learning tool such as, answering a specific questions, video record and listen to themselves when speaking English at that moment and related that with the contents of the lessons. They also gave their opinion about using Instagram instead of Snapchat, which is another social network capable to share conventional photos and larger videos, but their classmates said the following:

-"I do not agree with that because there is mistrust about speaking English, Snapchat gives you the chance of hiding your face but you can hear what you are saying too. Instagram and WhatsApp are the same as conventional cameras".

Considering the little time of the videos in Snapchat and being contemplated as a low point, the students seemed hopeful about possible updates of this application, saying the following: *"It could be possible that Snapchat is actualizing their functions, the same as Instagram, in which the videos began video recording fifteen seconds and now you can video record in one minute. So, it is possible that this application is updating to allow users to video record longer videos".*

Most of the students remarked that Snapchat was a good application to be used in class. Additionally, they thought it was a great option for those people who are less self-confident because they can take advantage of covering up their faces with the filters. One student said: *-"Using Snapchat is easier for those people who are less confident at the moment of speaking English or who are shy, so they can hide their faces behind a mask and this kind of activities can be developed in a better way in order to speak English rather than using conventional videos. I do not think that it can be bad to use Snapchat, it is a good way to make people confident when it is difficult to them to speak in front of an audience".*

Taking into account the above, the students expressed that they not only improved their self-confidence when speaking English, but also it became easier for them to speak in front of the camera over days. For this reason, it is important for students to have autonomous work and preparing them to do this job little by little. Therefore, it is

possible to say that the students showed more confidence and motivation at the moment of video recording their snaps over time.

Despite the fact that some students do not use or like social networks, they also enjoyed the activity using Snapchat and they look at this as a good alternative to be applied as a learning tool inside the classroom, due to the impact that this application has in their generation. Additionally, they said that this must be used in different subjects such as phonetics, in order that teachers and they could watch their articulation at the moment of speaking.

- "I do not like to video record myself because it takes up memory but I really like to use this application".

-"I do not use social networks because I do not like them, I only use WhatsApp. But I think that this is an innovative idea to be used for the activities inside the classroom because anything related to technology in this generation is better because it is interesting for us and for children. Nowadays, lessons with flipcharts are useless and students do not pay attention. I really liked it".

Despite the opinions expressed above, there was a student who said that he would not like to keep using this application because he did not like social networks. Despite this fact, it is important to mention that he did not attend any of the lessons during the time in which the Snapchat's activity took place.

Apart from this, the activity seemed to work in a better way in the engage stage. As it was told in the methodological framework, the majority of the students sent their videos

when the activity took place in the engage stage of the lesson, as shown in the chart 10 in the next page.

Chart 10

Comparison between the use of Snapchat in the production stage and the engage stage
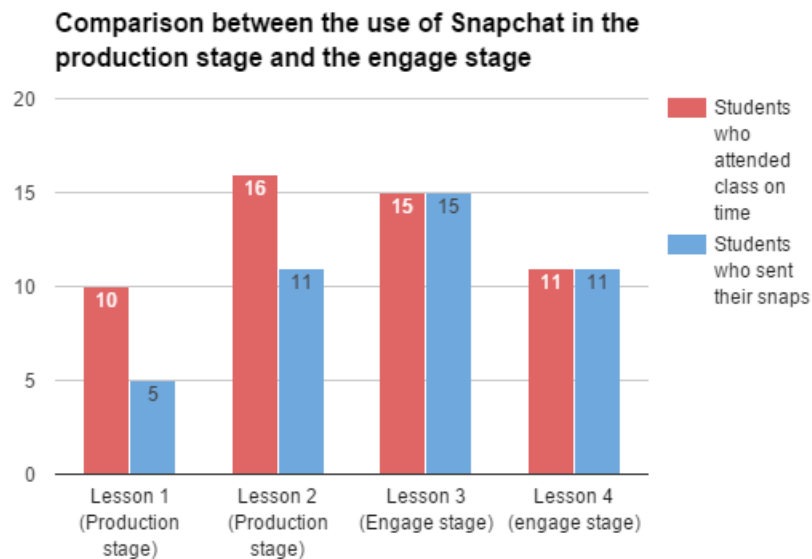
This can be also supported with the opinion of the 17 students who participated in the focus group and they expressed that using this application at the beginning of the lesson was better for them; for example a student said:

-*"I think that it is better at the beginning because at the end of the lesson students just want to finish it and their mood is not the same. If we use it at the beginning, we are more relaxed and focused on learning".*

Finally, the students showed their interest in using this activity in other subjects and in their daily lives. They expressed that they wanted to take advantage of the benefits of this application with the purpose of improving their English. For this, they expressed:

-*"In addition, we just speak English here at the university and out of lessons we do not practice so much. I think we can add more English to our lives with Snapchat and practice more through the autonomous work"*.

After all the opinions given by the students in the focus group, the teacher's opinion was asked in order to explore their perception after using this application as a learning tool inside the classroom.

4.2.2 Teachers' opinion

The teacher was part of the focus group, but he did not intervene until researcher number one asked him what he thought about the use of Snapchat as a learning tool. He expressed that he liked using this application inside the classroom because the activities were according to the lesson plans and the instructions were understood by everyone. He also expressed that he wanted to keep using this social network in his lessons and he remarked the fact that teachers have to trust their students when doing this kind of activities. He said the following:

-*"I would keep working in the same way as you did, making lesson plans and giving instructions of the big task. It is important to be confident with our students because I trust them and I gave them the opportunity to go out and video record"*.

From this focus group, some conclusions could be obtained in relation with the students' and teacher's perceptions.

Chapter V: Conclusions

The main objective of this study was to explore the perception of students about Snapchat as an enabling learning tool inside the EFL classroom, over a period of four lessons. By establishing the specific objectives, this qualitative study was adopted through both the use of field notes to observe the behaviour of the students when using Snapchat and a focus group to collect data about the students' perception.

According to the students' perceptions expressed in the focus group, it could be said that Snapchat is an innovative and attractive learning tool to be used inside the classroom, because Millennials are fond of technology, as it was mentioned in the theoretical framework.

96% of the Millennial generation uses to at least one social network, as it is shown in the chart 4 (p.31). For this, teachers need to be up to date with the students' interests, such as using technology and particularly social networks, being the case Snapchat; in order to promote learning. In spite of the fact that the students are fond of social networks, there are times when they do not know how to use new applications, but being digital natives they are able to learn to use them very easily.

Despite the fact that teachers use social networks in their daily life, they keep using conventional tools when teaching EFL, such as Microsoft Office applications, especially PPT presentations, Microsoft Word for worksheets, etc., to develop their lessons. For this reason, students are used to working with these kinds of tools; therefore, it could be a good idea to innovate lessons using technology which is much closer and attractive to students, in this opportunity Snapchat. Additionally, the researchers recommend including Snapchat as an innovative option to evaluate students, in those institutions

which promote inclusive practices, using UDL modality to support every student's learning.

Even though Snapchat can be attractive for students, teachers expressed in the survey, made at the beginning of this study, that social networks are considered a distracting element inside the classroom. On the contrary, and in accordance with the results of the study, it is feasible to conclude that Snapchat can be an enabling learning tool if teachers use it with specific purposes and clear instructions.

Besides this and considering the opinions given in the focus group, the participants consider that Snapchat seems much more attractive and amusing to record snaps with this application because of its filters and masks; enabling learners to show more confidence at the moment of speaking in front of a camera rather than with conventional videos. Despite the multiple intelligences which can be found inside a classroom, they expressed that they liked using Snapchat and they also would like to implement this social network as a new learning tool to improve different aspects when learning EFL: Fluency, pronunciation, phonology or grammar. Not only that, but personal growth that favours their self-confidence and spontaneous talk.

Furthermore, it is possible to say that Snapchat became an effective learning tool inside the classroom as it encouraged learners to go from speaking very slowly to a more confident pace. They could also realize that at the beginning they showed reluctancy and coyness to further become more open and confident when using Snapchat over days. This can be supported by the students' opinions expressed in the focus group, in which they said that over the days it became easier for them to speak in

front of the camera. In other words, they felt more confident when speaking English as a foreign language.

Additionally, the students claimed in the focus group that the length of time provided to record a snap seemed too little at the beginning of the implementation. The researchers also recognized this issue after two lessons observing the use of Snapchat because students spent more time on this to have better results. For this reason, it was necessary to modify the length of time giving them more time in the following two lessons.

Concerning the teacher's perception and according to Dörnyei's third strategy (p. 22), it is important to trust students when teaching a lesson and develop a personal relationship with them in terms of accepting, caring and listening to them; for instance, by giving them permission to record themselves outside the classroom trusting their word that they would come back to the classroom.

Additionally, the teacher considered beneficial the relation between the activities and his lesson plan, and he also expressed that the activities were well planned with their respective instructions. Furthermore, he thought that students were able to both understand and record the videos using Snapchat. Besides, he agreed that he would love to keep using Snapchat as the researchers planned.

In relation to the third specific objective, it is feasible to say that students said that this activity using Snapchat worked better at the beginning of the lesson rather than at

the end of the lesson because they felt more relaxed and focused on learning in the engage stage.

Through this research, it is possible to say that this is a job that has to be gradual because the students need adaptation time to get used to this kind of activities. In this study, it was possible to notice an improvement in the use of Snapchat as a learning tool after four lessons, so it is advisable for teachers to try this learning tool, maybe for a longer period of time.

5.1 Recommendations

First of all, for further research we recommend looking for an institution that authorizes students to use mobile phones in its regulations. Furthermore, make sure that the majority of students have mobile phones; otherwise, they can share one from a classmate. In addition, students' mobile phones must be compatible with Snapchat because it only works on a mobile phone and not on other portable devices. They as well need to have either mobile internet or WIFI provided by the institution. To develop this task, it would be recommendable to have a teacher who could manage and understand the application. Finally, the activities and instructions should clearly follow the course syllabus.

Because it is a gradual task, it is necessary to manage the length of time in a funnel shape; that is to say, during the first lessons, it is important to provide students with a flexible period of time to help them to become familiar with both the application and the kind of activities to be done. Once they are adapted with the application, the idea is to

shorten this period of time to dedicate it to improving their speaking skills and activating elements of language that they have stored in their brains, making connections with previous knowledge (Harmer, 1988).

In the case of using Snapchat as a learning tool inside the classroom with underage people in Chile, it is compulsory to ask for their parents' authorization to be video recorded.

5.2 Further Research

For the purpose of this study, we chose Snapchat as an enabling English learning tool inside the classroom.

Based on our findings, we consider that it is necessary to take advantage of technology and use it with specific purposes for improving other oral features; such as pronunciation, fluency, improvisation and discourse management. Additionally, it would be useful to do further research into the level of improvement of the features to be studied, for example: Apply a pre and post-test in order to measure the students' improvements according to a rating scale made by the teacher in a period of time which allows students to get used with the applications and its functions, for instance, a whole semester.

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Appendix 1: Survey

Survey

This survey was applied in order to gather information about the teachers' perceptions about social networks and justify our study. This survey was answered by 34 elementary, high school teachers and university teachers.

¿Alguna vez ha utilizado alguna aplicación (redes sociales) como herramienta de aprendizaje?

○ Si

○ No

En el caso que no las utilice, ¿Por qué no ha incorporado estas nuevas aplicaciones en actividades académicas para sus alumnos?

○ Desconocimiento de la aplicación

○ Poco tiempo

○ No se ve bien usar redes sociales como estrategia de enseñanza

○ No hay respaldo de su efectividad

○ Temor a que no funcione

○ No me gustan las redes sociales

¿Cuál o cuáles son las redes sociales utiliza más? *

☐ Instagram

☐ Snapchat

☐ Whatsapp

☐ Ninguna

¿Con qué frecuencia utiliza la o las redes sociales seleccionadas? *

◯ Una vez a la semana

◯ Varias veces a la semana

◯ Una vez al día

◯ Varias veces al día

¿Conoce la red social "Snapchat"? *

◯ Si

◯ No

¿Considera las redes sociales, por ejemplo Snapchat, como elemento distractor dentro del aula?

◯ Si

◯ No

¿Le interesaría realizar actividades en las cuales los alumnos puedan producir a través de una aplicación (redes sociales) en el celular?

◯ Si

◯ No

◯ No me interesa

¿Estaría dispuesto a probar estas aplicaciones (redes sociales) como apoyo en las actividades realizadas en clases?

○ Si

○ No

○ No me interesa

Appendix 2: Instructions

Friday 24th, October

 Objective: At the end of the lesson students will be able to describe a product of a classmate made by themselves using adjectives into their correct order.

Instructions:

- Look for a classmate and take a look of his/her product.

- Now, you have to record minimum two and maximum three 'snaps' in which you should describe the product of your classmate using adjectives into their correct order.

- Remember, your speech should be spontaneous because you will not have enough time to prepare it. You will have only five minutes to video record your 'snaps'.

- Finally, you should download your 'snaps' and send them to snapchatucsh@miucsh.cl.

-You can record your video inside or outside the classroom but you have to be near.

Stage	Interaction	Materials-Timing	Evaluation/Assessment
Production	-The students will be asked to record two or three videos with a description about the product of a classmate using adjectives into their correct order in five	-Mobile phone -Snapchat 5 minutes	-Asking students if they have some questions related to the use of Snapchat. -Checking if all the students sent their

	minutes. -Students can record their videos inside or outside the classroom (near) -Students will be asked to return to their desks. -Students will be asked to download and send their videos to snapchatucsh@miucsh.cl.	5 minutes	snap previously requested in this lesson.

Friday 28th, October

Objective: At the end of the lesson students will be able to record a testimonial about their products made by themselves using past simple.

<u>Instructions:</u>

- Now, you have to record two or three 'snaps' in which you should record a testimonial about your product using past simple. *For example: I tried this new product and it was amazing. It made me feel better.*

- Remember, your speech should be spontaneous because you will not have enough time to prepare it. You will have only five minutes to video record your 'snaps'.

-You are going to have only 5 minutes to record your two or three videos.

-You can record your videos inside or outside the classroom (hall) but you have to be near.

-You don't have to be close to a classmate because the noise can affect your testimonial.

-(After 5 minutes) Ok stop! time's up

- Now, download your 'snaps' and send them to snapchatucsh@miucsh.cl.

Stage	Interaction	Materials-Timing	Evaluation/Assessment
Production	**-**The students will be asked to record two or three videos with a testimonial about their product using past simple (only in 5 minutes) -Students can record their videos inside or outside the classroom (near) -Students will be asked to return to their desks. -Students will be asked to download and send their videos to snapchatucsh@miucsh.cl	-Mobile phone -Snapchat 5 minutes 5 minutes	**-**Asking students if they have some questions related to the use of Snapchat. **-**Checking if all the students sent their snap previously requested in this lesson.

Tuesday 8th, November

Objective: At the end of the lesson students will be able to record a video about what they would do with 10,000 pounds to invest in their company using second conditional.

Instructions:

- Now, you have to record two or three 'snaps' in which you should record a video about what you would do with 10,000 pounds to invest in your company using second conditional. *For example: If I had 10,000 pounds I would invest the money in free samples to make the product known among people.*

- Remember, your speech should be spontaneous because you will not have enough time to prepare it.

-You are going to have only 20 minutes to record and send your two or three videos (during).

-You can record your videos inside or outside the classroom (hall), but you have to be near. Do not go to 'patio de la virgen' you have to be seen by the teacher.

-You don't have to be close to a classmate because the noise can affect your snap.

-(After 15 minutes) Ok stop! time's up

- Now, download your 'snaps' and send them to snapchatucsh@miucsh.cl.

Stage	Interaction	Materials-Timing	Evaluation/Assessment
Production	**-**The students will be asked to record two or three videos about what you would do with 10,000 pounds to invest in your company using second conditional. -Students can record their videos inside or outside the classroom (near) -Students will be asked to return to their desks. -Students will be asked to download and send their videos to snapchatucsh@miucsh.cl	-Mobile phone -Snapchat 5 minutes 20 minutes	**-**Asking students if they have some questions related to the use of Snapchat. **-**Checking if all the students sent their snap previously requested in this lesson.

Class 6: Friday 11th, November

Objective: In the engage stage students will be able to record a video about what they think about the use of this social network as a learning tool.

Instructions: (Engage)

- Now, you have to record two 'snaps' in which you should record a video about what you think about the use of this social network as a learning tool. *For example: I really liked using social network as a learning tool because I think it is so funny!*

- Remember, your speech should be spontaneous because you will not have enough time to prepare it.

-You are going to have only 20 minutes to record and send your two or three videos (during this lesson).

-You can record your videos inside or outside the classroom (hall) but you have to be near. Do not go to 'patio de la virgen' you have to be seen by the teacher.

-You don't have to be close to a classmate because the noise can affect your snap.

-(After 15 minutes) Ok stop! time's up

- Now, download your 'snaps' and send them to snapchatucsh@miucsh.cl.

| Stage	Interaction	Materials-Timing	Evaluation/Assessment
Production	**-**The students will be asked to record two or three videos about what you would do with 10,000 pounds to invest in your company using second conditional. -Students can record their videos inside or outside the classroom (near) -Students will be asked to return to their desks. -Students will be asked to download and send their videos to snapchatucsh@miucsh.cl	-Mobile phone -Snapchat 5 minutes 20 minutes	**-**Asking students if they have some questions related to the use of Snapchat. **-**Checking if all the students sent their snap previously requested in this lesson.

Appendix 3: Field notes format

Field notes observations: November 15th, 2016

The interactions below will be observed throughout a field note in which the researchers will write down, immediately, all the behaviors shown by the teacher and students. Furthermore, other variables will be written when necessary.

Interactions (behaviors) between:

- Student - application
- Students - application
- Teacher - student - application

Appendix 4: Snaps samples

You will love them😎
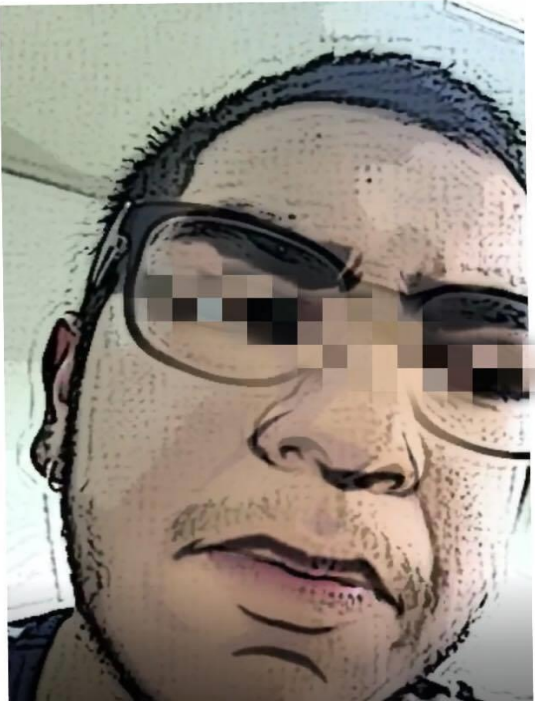
Appendix 5: Focus group questions

Class 7 Focus group: Friday 11th, November

After the Snapchat activity, a focus group will be carried out in order to know the students and teacher's perception about the use of Snapchat as a learning tool inside the classroom. This focus group will be conducted by the researchers in their native language, Spanish, because it could allow everyone to express themselves without limitations.

In this activity, some questions were previously prepared in order to be answered by the students and teacher. The audio of the focus group will be recorded with the purpose of gathering data from this experience, which will be subsequently transcript.

Questions:

¿Qué les pareció usar esta red social con un fin educativo?

¿Qué les gustó? ¿Por qué?

¿Qué no les gustó? ¿Por qué?

¿Qué cambiarían o mejorarían de la implementación de esta actividad?

¿Que mantendrían de la implementación de esta actividad?

¿Creen que funcionó dentro de la clase?

¿Creen que tuvo alguna utilidad y los ayudó en algo, en su 'speaking' por ejemplo?

¿Les gustaría seguir usando esta aplicación en los siguientes años de estudio?

Como futuros profesores, ¿Estarían dispuestos a utilizar esta aplicación con un fin educativo?

Appendix 6: Focus group transcription

Focus group

This focus group was developed in Spanish in order to know the real students' perceptions without limitations. The questions were asked by the researcher 1 and the researcher 2 took notes about the students' answers and she sometimes asked some questions.

The first question was '*¿Qué les pareció utilizar esta red social para un fin educativo'*, with the aim of exploring their perception about this social network with an educational purpose. From this question, it was possible to say that they liked using Snapchat in class saying things like:

- *'Fue súper divertido porque tiene caras chistosas y otras bonitas, además puedes cambiar la voz y eso hace que puedas tener más confianza.'*

- *'Yo creo que fue interesante porque el usar una aplicación te llama más la atención. Además es algo que puedes compartir y agregar filtros, entonces es como más llamativo para realizar una clase y mucho mejor si puedes practicar el Inglés con eso.'*

- *'Es como una alternativa súper diferente y no es convencional como estar sentado en una clase, lo cual es fome (aburrido) (risas). Es algo más entretenido, ya que hoy todos usan celulares.'*

- *'Yo creo que aunque no me haya grabado, es una aplicación bastante buena. En el ámbito educacional, yo creo que te puedes distraer con los filtros pero también agarras más confianza en ti mismo, ya que tú ves cómo hablas y te sientes más confiado.'*

In this moment, the researcher 1 asked them if they want to express something else about the application.

- *'Otro punto es que los videos son súper cortos, entonces el profesor nos da un tiempo a nosotros y a veces nos demoramos más del tiempo en salir a grabar.'*

- *'Eso es lo malo de usar la aplicación, que tienes muy poco tiempo para expresar lo que quieres decir, entonces como que tienes que acortarlo mucho.'*

Another student interrupted the last one saying *'es que supone que tiene que ser espontáneo entonces tu no tienes escrita la respuesta.'*

- *'En español es más fácil porque sabemos más palabras en español obviamente.'*

- *'A veces al empezar a grabarte en inglés te bloqueas sin saber qué decir, por lo que puedes gastar mucho tiempo en eso.'*

Here the researcher 1 started asking the second question: ¿Qué fue lo que más les gusto de la aplicación? ¿Por qué?

- 'Los filtros.'

- *'Los filtros.'*

- *'Si! los filtros.'*

- *'Los filtros eran súper chistosos, también me gustó escucharme hablar en Inglés con la voz cambiada (risas).'*

- *'Es entretenido, aparte con algunos filtros no se te ve la cara entonces quizás para la gente es más fácil expresarse.'*

- *'Los filtros te incentivan a usar la aplicación.'*

- *'Lo atractivo de la aplicación son los filtros porque si fuera por grabarme 15 segundos lo puedo hacer con la cámara normal.'*

Then, the researcher 1 asked about the lowest points of the application. For this, the researcher asked: ¿Qué fue lo que no les gusto de la aplicación? ¿Por qué?

- *'El tiempo.'*
- *'El tiempo.'*
- *'El tiempo era muy corto.'*
- *'El tiempo.'*

- *'Algunos no tenían la cámara frontal, entonces igual era complicado grabarse o a veces su celular no era compatible.'*

- *'Quizás el celular no era compatible.'*

- '*Pero en la primera clase cuando las chiquillas vinieron a enseñarnos a usar la aplicación, dijeron que podíamos prestarnos los celulares y mandar desde un mismo mail los videos.'*

Here the researcher 1 continued with the questions and asked: '¿Qué mantendrían ustedes de la implementación de esta actividad?

- *'Mantendríamos el responder una pregunta.'*

- *'El escucharte y grabarte hablando en inglés.'*

- *'El relacionarlo con la materia.'*

- '*Instagram igual podría ser una opción viable, aunque quizás no tiene el filtro de cambiarte la cara pero si tiene el filtro de verse más bonito (risas).'*

- *'Aquí yo no estoy de acuerdo porque también está la desconfianza de hablar en inglés y snapchat tiene la opción de que no se te vea la cara pero si se escucha*

tu voz. Instagram y whatsapp para grabar videos es lo mismo que la cámara normal.'

- *'Usar snapchat es más fácil para las personas que se tienen menos confianza para hablar en inglés o son más tímidos entonces se pueden ocultar detrás de eso y de igual forma se puede llevar a cabo de buena manera una actividad y hablar en inglés. No creo que sea malo usar snapchat, es súper bueno para las personas que les cuesta hablar en público.'*

- *'Puede que esta aplicación igual se vaya actualizando al igual que Instagram, en que los videos en un principio eran de 15 segundos y ahora son como de un 1 minuto más o menos. Entonces puede que la aplicación se actualice y permita hacer videos más largos.'*

In this moment researcher 1 asked students: '¿Ustedes creen que es una buena opción grabar videos dentro de la sala de clases?

- *'Yo creo que si.'*
- *'Yo creo que si.'*
- *'Yo creo que si.'*

- *'Yo creo que hay que preparar a los niños y darles más confianza.'*

- *'Quizás no dentro del aula sino que como para tarea para la casa, así se van acostumbrando de a poco por ejemplo grabarse en su pieza así están solos. Ir de a poco hasta llegar a grabarse en la sala.'*

- *'Seria bueno primero utilizarlo para un feedback y quizás después ver si ellos sienten la confianza de compartirlo con el resto.'*

In this moment researcher 2 asked students to think about their level, for this she asked: ¿Qué opinan ustedes de utilizarlo en esta clase?

- *'Yo no uso redes sociales porque no me gustan, tengo solo whatsapp. Pero me parece súper novedosa la idea de usar una red social como para las actividades porque cualquier cosa que esté más cercana a la tecnología y a esta generación, es mejor y es así como se llega a nosotros o a los niños. Porque ya no sirve hacer clases con un papelógrafo, nadie pesca. Entonces cualquier cosa que esté más cercano a la tecnología, es mejor, a mí me gustó.'*

- *'Usarlo para dar feedback es súper bueno porque uno se puede autocorregir y el profesor puede corregir nuestros errores.'*

- *'Yo creo que en fonética serviría mucho más, así como para ir aprendiendo los fonemas. El profesor podría enviar un video diciendo los fonemas correctamente y los niños graban uno hablando lo mismo.'*

'Sería interesante seguir usándolo.'

- *'Seria bueno mandar 4 videos por semana y dar un plazo hasta el viernes por ejemplo, en el caso que les dé mucha vergüenza grabar en clases.'*
- *'A mi no me gustan las redes sociales, asi que no la seguiria usando'*

Here researcher 1 asked a student who said that he would not like to continue to use it, for this she asked: '¿Por qué no te gustaría seguir usandolo?'

- *'Primero, las chiquillas no mostraron ningún video frente la clase. De hecho ellas mismas se grabaron a modo ejemplo para que nosotras supiéramos que había que hacer. En ningún momento dijeron que iban a ser publicados. Yo creo también que hay una diferencia, que cuando tú te grabas la cara, el profesor tiene mayor facilidad para ver como tu estas articulando.'*

- *'Yo creo que él tiene mala mirada hacia el Snapchat por un tema del sistema. Porque por mi parte a mí no me gusta grabarme pero igual lo hice porque lo encontré algo entretenido e innovador.'*

- *'Si, puede ser que uno se pueda grabar con la cámara normal del celular pero el usar Snapchat lo hace más entretenido y llamativo, entonces es una manera mucho más innovadora de realizar una clase. Eso es lo que llama principalmente la atención, los filtros lo hace más entretenido.'*

- *'Yo no ocupo snapchat, ocupo instagram, pero si me gusto usarlo en clases.'*

- *'Yo no soy mucho de grabarme porque igual ocupa espacio, pero utilizar esta aplicación me gustó bastante.'*

Here researcher 1 asks: *'¿Ustedes creen que funcionó dentro de la clase?'*,the answer was a'yes' very loudly.

- *'No sé cuáles eran sus objetivos pero creo que se logró que habláramos, que grabáramos y que perdiéramos el miedo.'*

- *'Se logró a que fuéramos más espontáneos porque estamos acostumbrados a leer y grabar, o a aprendernos cosas de memoria.'*

- *'Fue mucho más improvisado e interactivo.'*

Researcher 1: *'Volviendo a lo anterior, ustedes mencionaban de que era parecido a grabarse con la cámara convencional, que prefieren ustedes: Grabarse con la cámara convencional, Snapchat o solo grabar la voz?'*

- *'Yo creo que en un caso extremo en que Snapchat no funcione, ahí sería grabarse con la cámara normal.'*

'Yo creo que para sentir más confianza y que no sea aburrido, porque grabarse con la cámara normal es súper aburrido, podríamos hacer una máscara manual y grabarse con la cámara convencional. Pero esta Snapchat, entonces prefiero eso y me gusta.'

- *Yo creo que Snapchat. Es bueno porque tienen estos filtros.'*

- *'Prefiero Snapchat porque es más llamativo tanto como para el que graba y el que ve el video.'*

- *'Prefiero Snapchat pero que la cara se vea.'*

- *'Yo descargue otra aplicación que se parece bastante a Snapchat para poder realizar la actividad ya que mi celular no es compatible con la aplicación y también tiene filtros. Lo importante es que la boca se adapta a como uno habla.'*

At this moment of the focus group, the researcher 1 asks: '¿Creen ustedes que la actividad usando Snapchat tuvo alguna utilidad? En su speaking por ejemplo?

- *'Nos ayudó a improvisar.'*

- *'Nos ayudó en la capacidad de síntesis que tiene cada uno porque uno tiene muchas ideas en la cabeza, entonces había que resumir nuestras ideas a quince segundos'.*

'Mi primer intento en Snapchat fueron cuatro videos porque no me salían. Después en el último video creo que me funcionó.'

- *Al principio grabábamos como seis videos y después nos dábamos cuenta que no nos veíamos bien.'*

- *'De a poco fuimos mejorando.'*

- *'Al principio me sentía como un robot hablando y ahora encuentro que me veo más natural hablando.'*

- *'Si fui mejorando para hablar, al principio usaba filtros que me tapaban toda la cara, luego solo un poco, y al final me sentí más confiada.'*

Researcher 1: *'Como estamos todos estudiando pedagogía en inglés, ¿A ustedes les gustaría aplicar esta actividad dentro del aula?*

Most of the students say: *'Depende, pero si.'*

- *'Sería bueno para que pierdan la vergüenza de hablar con alguien más.'*

- *'Mi profe de inglés del colegio nos hacía cantar frente a una cámara y nos daba mucha vergüenza.'*

Researcher 1: 'Como pudieron notar, en las dos primeras clases esta actividad se llevó a cabo en la etapa de producción. En cambio en estas dos últimas clases, la actividad se llevó a cabo en etapa de engage (al principio). ¿Qué creen ustedes que funcionó mejor? ¿Al principio o al final?

Here most of the students say *'al principio'*

Researcher 1: ¿Por qué?

- *'Porque si es al final, los estudiantes quieren solo terminar porque el ánimo no es el mismo. Si es al principio una está como más relajada y enfocada en aprender'*

Researcher 2: ¿Qué opinan del tiempo que se les dio para hacer la actividad?
-*'Creemos que fue suficiente.'*

- *'Creemos que estuvo bien como 15 a 10 minutos.'*

- *'Yo creo que al principio debieron haber dado más tiempo para hacer la actividad y de a poco irlo acortando. Porque así empezábamos a hablar más fluido.'*

- *'Agregando otra cosa, nosotros solo hablamos ingles aquí en la universidad y fuera del aula no tenemos mucha práctica. Creo que con Snapchat podemos*

agregar más Inglés a nuestras vidas y practicar más a través del trabajo
autónomo.'

- *'Si opino lo mismo, sería mucho más entretenido grabar un video en Snapchat*
  qué hacer solo informes en la casa del mismo tema que podríamos grabar.'

Here the researchers ask the teacher about what he thinks about the use of Snapchat
as a learning tool.

Teacher's opinion:

- '*Yo opino que me gusta esto porque como ustedes saben me gusta la tecnología y agregarlas dentro del aula. Yo voy a hablar desde el punto de vista del profesor.*

- *Yo a las chiquillas les preguntaba ¿Cómo vamos a integrar esta aplicación dentro del aula? ¿Qué actividad haremos? Y las hacía pensar a ellas sobre cómo agregar esto a la unidad; por lo cual mi opinión es que fue súper bien integrado ya que planificaron en un orden, tenían objetivos, y se logró entender la actividad. A mí el Snapchat me encantó porque fue súper bien integrado. Yo no he visto los videos pero creo que es un estudio súper interesante. Me pareció además muy valioso que ustedes opinaran, sobre todo algunos que dijeron que no les gustaba grabarse. Por eso también hay que pensar en una estrategia para aquellos que no les gusta grabarse. Yo entiendo a la gente que no le gusta grabarse, porque a mí tampoco me gusta.*

- *Yo rescataría y seguiría trabajando de la manera en que lo hicieron, planificando e informando las instrucciones de la gran tarea. Es importante tenerles confianza a los estudiantes porque yo confié en ustedes (estudiantes) y les permití salir a grabarse.'*