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Thesis

USE OF SOCIAL MEDIA WITH ENGLISH LANGUAGE LEARNERS

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ABSTRACT

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The thesis deals with the use of social media with English language learners. The theoretical chapter outlines social media – what they are, reasons for using social media in language learning, ways to use social media, possible challenges that might appear and finally, pen and pencil vs out-of-class work based on technology. The greatest importance is put on the use of social media as a tool that might be implemented to complete out-of-class work within English language learning. The actual research carried out explored students' attitude to out-of-class work completed via social media. The research results revealed that all questioned students were satisfied with the greater amount of autonomy and the majority of students would be willing to complete out-of-class work via social media in the future. It was further shown that they usually complete their out-of-class work at home. The most important advantages showed to be the use of a wide spectrum of materials; storage of materials; prompt feedback. The major disadvantages were mostly caused by the technology problems.

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I. INTRODUCTION

With the majority of students owning smartphones, a great opportunity to get students to practice the English language between classes arises. According to a report on a poll conducted by GlobalWebIndex in 2014, 80% of the internet population in the age between 16 and 64 are a smartphone owner. Seventy-five per cent of mobile device owners claim to use the internet on their devices. To compare with the use of a tablet, there are 47% people owning this device. However, only 37% are online with their device (Vokáč, 2015). To compare with a report published in 2015 on the website www.pewinternet.org, there were 90% of young American adults (ages 18 to 29) using social media in 2015. In comparison to 2010, 78% of young American adults were using social media (Perrin, 2015). In a video uploaded in 2013 on youtube.com, it is mentioned that 7 out of 10 internet users, use at least one social media. It means that 1.5 billion people are somehow connected. It is claimed that the Czech Republic is one of the top ten countries using social media, next to the USA, Great Britain, Russia and other countries (Future Workplace, 2013). As a result, smartphones and social media might offer one of the best possibilities to support language learning between the classes.

This thesis is concerned with the use of social media with English language learners. With the fast development of technology, a large spectre of possibilities for the English language teachers appears. Nowadays, teachers have a large number of choices, which media, applications or devices might be used in their classroom. It is expected these possibilities of English language teaching to grow even faster in the future, as new technologies will be presumably developed on a daily basis. With the increasing numbers of students being active users of social media, these tools might be considered as one of the suitable methods to include within language lessons or as a part of out-of-class activities.

This thesis is written with the aim to explore the potential use of social media between the classes. This thesis is divided into two parts, theoretical and practical. The theoretical section defines the term social media, introduces the main features and characteristics. The question of using social media in language learning is discussed too. As the next part different ways, how to use social media in language teaching are introduced and possible challenges and issues that might appear when using social media for educational purposes are depicted. Finally, the theoretical chapter deals with the out-of-class work. The theoretical part provides a theoretical framework for the practical part of this thesis.

The following part, Methods, presents tools to obtain students' attitude toward out-of-class work completion via social media, specifically Instagram. It describes the research methods, participants, and process of data collections.

The results are presented in the form of graphs and table, the commentary follows in the section titled Results and Commentaries. The following part represents pedagogical implications, research limitations, and further research suggestions are included. The last chapter called Conclusions summarises the most important findings of the research. It presents findings of implementing social media in the process of language learning.

II. THEORETICAL BACKGROUND

The theoretical chapter is written in order to present an overview of the theoretical background on the topic and provide readers with basic knowledge that is essential for understanding the research of this thesis. Firstly, the term social media is outlined with arguments in support presented. Secondly, description of possible ways how to use social in language learning follows. Thirdly, possible challenges and issues that might appear are described. Finally, the chapter deals with the issue of out-of-class work.

With the turn of the century, new terms have appeared. According to Prensky (2001), schools are filled with 'digital natives'. This term describes young students that have grown up with 21st-Century digital technology. Those students are everyday users of digital technology and it is a natural part of their life. He stated, "Today's average college grads have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV)" (Prensky, 2001, p. 1). Students are familiar with the technology and do understand technology well.

Another term worth mentioning is 'digital immigrant'. This term represents people, who were born before the boom of technology. However, those people had met the technology at some point in their lives. They try to adopt and follow the technology progress. However, they often might have some difficult time (Prensky, 2001, p. 2). Prensky (2001) said, "Our Digital Immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language" (p. 2).

Tapscott (1998) mentioned term defining a stage between being a digital native or digital immigrant. This stage is named The 'Net Generation', other authors use different terms, such as Net Gen, Generation Y, Millennials etc. Tapscott (1998) proposed the following definition of the 'Net Generation': "The *Net Generation…*describes a demographic born between 1980 and 1994 who are very tech-savvy, accustomed to multi-tasking, and expect to control what, when, and how they learn" (as cited in Anderson, 2008, p. 203).

<center>**Social Media**</center>

What Are Social Media

Different authors offered different definitions of social media. Poore (2016) defined the term social media as follows: "The term 'social media' encompasses all those forms of digital technology that allow us to communicate and share information or 'content' with each other using the internet" (p. 3). The following definition considers social media more from the user's view. Social media are such media that enables the reader to immediately react, edit, comment and also to interfere with a text or content (Bouda, 2009). To summarise social media are tools, established with the aim to create a community. The community then is considered to be a group of people with similar interests and the community members interacts with each other.

History of Social Media

According to Kaplan and Haenlein (2010), the progress of Social Media began in the 90s. The pioneers of this idea were Bruce and Susan Ableson the founders of OpenDiary.com. The principle of this website was the creation of a community within online diary writers that would enable the writers to connect with other community members. As a result the first social networking site was launched in 1998. Kaplan and Haenlein discussed the development of high-speed Internet. As high-speed Internet enabled the development and expansion of social networking sites to the end-users. Discussing this problematic, Kaplan and Haenlein exactly mentioned, "The growing availability of high-speed Internet access further added to the popularity of the concept, leading to the creation of social networking sites such as MySpace (in 2003) and Facebook (in 2004)" (p. 60).

Web 1.0 and web 2.0 difference. Kaplan and Haenlein (2010) defined the term Social Media as follows: "In our view…Social Media is a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content" (p. 61). Poore (2016) outlined the difference between Web 1.0 and Web 2.0 as follows. She mentioned that Web 1.0 was a form of unsocial connection. The main reason why Poore considered Web 1.0 as not social is that an average user was not able to take part in the content. The average user not having a certain piece of knowledge, such as the ability to write an html code, could only read the content produced by someone who mastered this particular knowledge. With

<center>4</center>

the Web 2.0 a read-write web was born. The users no longer had to master some knowledge to create a content. The users could write and create their own content. Poore (2016) considered the possible interaction as one of the most important features of Web 2.0 which can be seen clearly seen in her statement: " 'Web 2.0' therefore simply described a 'second generation' of the internet, but one that allowed us to interact with each other – and be social – in ways we hadn't done before" (p. 5).

   User-generated content. In the definition above, the term User-Generated Content is mentioned. User-Generated Content (UGC) refers to "the various forms of media content that are publicly available and created by the end-users" (Kaplan & Haenlein, 2010, p. 61). Kaplan and Haenlein used the term UGC. However, the Organisation for Economic Cooperation and Development (OECD) prefers the term User-Created Content (UCC). The UCC has to dispose with the three basic requirements. First, the content has to be publicly available (Wunsch-Vincent & Vickery, 2007). To this requirement Kaplan and Haenlein (2010) mentioned that there is a possibility to make the profile on social media private and then the profile is not available to the public. However, it is available for people who sent a request to the owner of the private profile and the owner added them to a group of people who can follow the private content (p. 61). Second, some creativity afford must be provided by the author; and finally, the content must be created outside of professional routines and practices (Wunsch-Vincent & Vickery, 2007, p. 4).

Characteristics of Social Media

   Bouda (2009) suggested the following typical characteristics of social media:
1. Immediacy; Firstly, if the users follow some accounts and the accounts' owners update their pages, such as YouTube channel or blog, the followers get an immediate notification. Secondly, if the followers participated in a discussion, for example, they wrote a commentary to a picture posted on Facebook, the users participated in the discussion get a notification that another user commented on the picture as well.
2. Mass modification of content; In the meaning that the users have an opportunity to write their opinion on the topic which is being discussed. Thus, discussion participants might influence the opinion of others users reading the commentaries.
3. Social validity; Users can react to the posted material; users might support the author, by for example giving a like on Facebook, subscribing to the author on YouTube.

4. Mutual content sharing; Users are given the opportunities to share a content that was published somewhere else on one's personal network, for example sharing a YouTube video on one's own Facebook profile.

Typical Features of Social Media

This basic characteristics might be applied to most of the social media. Saxena (2013) depicted the social media disposing with the following typical features:

a) Free web space; User can use this free space to publish the content;

b) Free web address; Every social media user has a unique web address, where one's published content can be reached;

c) Possibility to build own profile;

> The profiles serve a dual purpose: they allow friends or contacts to identify members from their profiles; and the data entered by the members is used by Social Networking Sites to connect with other members who have a similar background.

d) Opportunity to upload; Users can upload a picture, video, audio, message and other content which is published immediately in real time;

e) Opportunity to build a conversation; network members can comment the content published by other members of the community;

f) Opportunity to use a chat client; Most of the social media application offers the possibility to chat with other members in real time (Saxena, 2013).

One typical feature might be added, most of the social media application might be installed on devices free of charge, and there are usually more versions of the application. Consequently, users of different operating system (OS), such as Android, Apple iOS or Windows Mobile, have the same opportunity to become active users.

Reasons for Using Social Media in Language Learning

Twenty-first century skills. Scrivener (2011) mentioned that "Technology is at the heart of education now" (p. 335). As mentioned earlier students, which have been called digital natives, have a different learning style than people who were born before the technology boom. Therefore, changes in language learning are demanded. Anderson (2008) said, "Educators today must not only prepare students for future careers, but also prepare students for the 'real world,' where state-of-the-art technologies will be encountered on a regular basis" (p. 204). These realities, social and cultural changes specifically, brings into the discussion 21st century skills. Social and cultural changes

during the last decades create a space for discussing the competencies of the 21st century person (Neumajer, Rohlíková, & Zounek, 2015, p. 15). In a similar vein, a report from the 21st Century Literacy Summit (2002) outlined that as a result of technology growth, there is need to master and develop new knowledge and skills. "Information and communication technologies are raising the bar on the competencies needed to succeed in the 21st century, and they are compelling us to revisit many of our assumptions and beliefs" (p. 4). The following skills are usually listed:

Communication. The twenty-first century person, firstly, should be able to create logical arguments during discussions, to draw a conclusion, to be aware of other communication participants. Secondly, the persons should be aware of different forms of communication and be able to use these forms to encourage the communication (Neumajer, Rohlíková, & Zounek, 2015, p. 15).

Creativity and innovation. A person should be able to think and produce work with others creatively, be open to new possibilities, transfer the innovation in the life (Neumajer, Rohlíková, & Zounek, 2015, p. 16). Partnership for 21st Century Learning (P21) is an American coalition of business community, education leaders, and policymakers. The aim of P21 is to emphasise the importance of 21st century skills for all students of primary and secondary education. P21 (2015) said that the 21st century person should be able to "elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts" (p. 3). Similarly, Shirky (2010) mentioned that there is a great amount of opportunities for creativity as new social context is created. He said:

> What matters most now is our imaginations. The opportunity before us, individually and collectively, is enormous; what we do with it will be determined largely by how well we are able to imagine and reward public creativity, participation and sharing. (as cited in Kessler, 2013, p. 310)

Collaboration. The collaboration among the members of teaching or working group is essential to produce effective outcomes. This cooperation might be done effectively via different internet sites, which become the base, instrument and environment for virtual cooperation (Neumajer, Rohlíková, & Zounek, 2015, p. 16). P21 (2015) mentioned the importance of collaboration with others, the team members should "demonstrate ability to work effectively and respectfully with diverse teams" and "exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal" (p. 4). Similarly, Weinberger (2012) outlined that during the collaborative

projects the participants meet diverse ideas and have to interact with others. With the participants having different opinions, the participants have the chance to encounter other contexts (as cited in Kessler, 2013, p. 311).

> This engagement with 'others' who are not likely to share much in common with us or encounter us in other contexts is critical to our understanding as global citizens. We may simply assume that such individuals will generally not agree with us, but through collaborative dialog we can establish a more nuanced understanding of others as well as ourselves. (Kessler, 2013, p. 311)

Thus, collaboration is not important only in an educational context, but also in the context of community membership and citizenship. Additionally, collaboration is beneficial in the work field as well (Kessler, 2013, p. 313).

Critical thinking and problem solving. A person should be able to "use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation" (P21, 2015, p. 4). According to P21 (2015), in order to make judgements and decisions one should firstly, "effectively analyze and evaluate evidence, arguments, claims and beliefs"; secondly, make analysis and evaluation of alternative opinions; thirdly, make connections between information and argument; fourthly, "interpret information and draw conclusions based on the best analysis"; lastly, "reflect critically on learning experiences and processes" (p. 4). In order to solve problems, use both conventional and innovative ways and ask questions to find the best solution of the problem (P21, 2015, p. 4). These 21st century skills are usually called 4C's.

Benefits of Social Media Use in Learning

Learning extension. Stanley (2013) mentioned that social media do not only bring benefits in learning, but they might also support relationships within a learning group. Another benefit is the possible extension of learning opportunities outside the classroom. Thanks to the existence of online communities' tools, such as email, blogs or social media, learning opportunities can be easily extended outside the classroom (p. 25). Lave and Wenger (1991) said, "…social learning can easily be extended, especially by making it easier for language users and learners to be in touch with one another. This can result in the building of a *community of practice*" (as cited in Stanley, 2013, p. 25). This community of practice binds people of similar interest, which is in this case an educational purpose, with the aim of regular contact with each other over an extended period of time. Stanley (2013) mentioned that a great opportunity arises, as many students are already active users of

social media. Although these media were not created with the aim of language learning, by adapting the activities, they may be used with this intention (p. 25).

Relationships support. According to Stanley (2013), there are many possibilities, how to connect the learners, such as blogging or using social networking. Stanley mentioned that acquiring of those possibilities can have a beneficial effect on the relationships. Stanley stated, "Perhaps the most intriguing factor of social networking is its impact on our daily lives. Research has found that social networking can strengthen relationships, and there appear to be positive psychological benefits, including enhanced well-being and self-esteem" (p. 25). Thus, social media might be used not only for educational purposes but also to support in class relationships.

Continual development. Poore (2016) listed arguments in order to support the use of social media in education as follows: "Social media are ideal for educators because they are nimble, flexible, easy to use" (p. 7). There is continual development of those media. As a result, improvements to the applications are made and the students have the possibility to work with the newest version of the application that has been released.

Focus shift. Social media gives a unique opportunity for the students to become a creator of the content and their own learning spaces. Which brings the potential shift from teacher-driven to student- and class-focused learning, the students then might be in the centre of their more creative and active learning process (Poore, 2016, p. 7). Smikle (2013) when talking about using cell phones in the classroom mentioned "These handheld tools empower learners to complete and review class work on their own time; resulting in engaged, autonomous learners" (p. 14). Kessler and Bikowski (2010) outlined a successful autonomous learner in this way:

> 1. the ability to use language to independently contribute personal meanings as a collaborative member of a group;
> 2. the ability to use appropriate strategies for communicating as a collaborative member of a group; and
> 3. the willingness to demonstrate these abilities within the group. (as cited in Kessler, 2013, p. 315)

Eventual adaptation. When designing a task, the teachers can take into consideration:

a) Biological factors, such as age and gender of the community members;

b) Personality factors, such as confidence and self-esteem;

c) Cognitive factors, such as aptitude, learning style and memory;

d) Affective factors, such as motivation and anxiety (Thornbury, 2006, p. 101).

Students can decide on their own, when to complete the task and can set up their pace for the completion as limited amount of time might be stressful for the students to accomplish the tasks.

Intellectual benefits. Poore (2016) discussed potential intellectual benefits that students might obtain by using social media in English learning. The most important aspect is the maintenance of multiple literacies such as: traditional literacies, with properly designed tasks and activities development of reading and writing can be endorsed; visual literacy, with the use of social media the teachers can teach student how to decode and interpret visual materials; media literacy, to teach students to view critically on the content published via media and its role in shaping the society and culture; functional literacy, to teach student how to use social media application, such as create username, upload images, manage a profile and so forth (Poore, 2016, p. 8).

Benefits for 21st century skills. Poore (2016) also mentioned the social media might be used with the aim to enhance 21st century skills. First, social media are a suitable platform which can be used in order to make students communicate and collaborate with others, and consequently, they are a suitable tool to use to complete a teamwork. Second, they offer diverse perspectives, and therefore they might be used to support critical thinking. Last but not least, social media offers a way to engage students and give a large number of opportunities how to be creative (p. 8). Poore (2016) referred to social media as a platform that might be used to teach students appropriate online behaviour or to include peer learning (p. 9).

Higher motivation. Poore (2016) claimed the use of social media increased students' effort to complete tasks or activities via those applications: "Students try harder when they know their work is being published to the world" (p. 9). She also added that receiving a feedback from users in the world can be very satisfying and exciting for students (p. 9).

Management and administration benefits. Use of social media can bring benefits for the educator as well. With the application enabling to write feedback directly to the content posted, it is easy for the teachers to provide feedback. With all the content being saved, it is easier for the teachers to observe students' improvement (Poore, 2016, p. 10).

Both receptive and productive skills. Kenny (n.d.), academic staff at Institute of Technology Blanchardstown, made a valid point in her presentation about the use of social media in language teaching. She pointed out that social media offer an opportunity to

include both receptive (listening, reading) and productive skills (speaking, writing) in the educational process of language learning (Kenny, n.d.). Some of the social media might be more suitable for practicing productive skills, such as blogging, Twitter, Facebook, Instagram and some might be more suitable for receptive skills, for an example YouTube where videos can be watched.

All the points mentioned above correspond with the term 'Community of Inquiry' (Garrison & Vaughan, 2008) which is a "model of a good practice for the online classroom and online learning" (as cited in Kenny, n.d.). The 'Community of Inquiry' comprises three core elements: social presence (as already mentioned, social media can support the relationships in the classroom, collaboration, peer interaction, etc.); cognitive presence (exchanging information, connecting ideas, applying new ideas); and lastly teaching presence (shearing person meaning, focusing discussions, etc.). Connection of those core elements leads then to the educational experience (as cited in Kenny, n.d.). In the same way Dow (2016) mentioned, "I realised that in addition to the well-understood aspects of language learning that are commonly tested (reading, listening, writing, speaking) there are 4 key components to successful language learning: accountability, documenting, connection, and progress" (Dow, 2016). Dow suggested that social media could be used for all of those components.

Ways to Use Social Media in Language Learning

Personal learning network. When using social media, teachers can build a Personal Learning Network (PLN) to support their students' learning. Stanley (2013) defined PLN as follows: "A PLN the group of people someone chooses to connect to (both online and offline) for help, support, advice, encouragement and knowledge" (p. 26). Similarly, Scrivener (2011) outlined PLN as follows:

> A personal learning network (PLN) is an online group of people you communicate with to discuss course and education-related issues. The grouping can be deliberately formed – or grow informally, as a simple accumulation of those people who read and respond to your messages. (p. 344)

The PLN creator can make all the choices, they answer:

a) What they want to use within the PLN: "A PLN can be maintained by any online method that facilitates the communication (eg Facebook, a shared blog)" (Scrivener, 2011, p. 344).

b) Who will be connected to the network: "A PLN may be students in the same class as each other or contacts from other schools or around the world" (Scrivener, 2011, p. 344).

When designing a task which should be accomplished via social media, the procedures should be the same as when designing a task for a face-to-face lesson. Poore (2016) mentioned that firstly, the teachers should think about the purpose and intended outcome. The teachers should determine the aim of the activity. In the other words, what students should manage, do, know, etc. after completing the task. Poore stated that this part of planning can be problematic as some teachers might be more focused on the platform which they want to use with the students in order to accomplish the task resulting in non-effective use which does not complete the aim of the task. Poore said:

> Only when you have established what is that you want students to achieve, do, or understand can you go about finding the best way for them to accomplish that. If you decide that using social media does best support your purposes, you then need to move on to planning your teaching and learning episode, scaffolding student learning, and writing up rubrics (that, is matrices for success criteria) to clarify your expectations. (Poore, 2016, p. 23)

In addition to defying the purpose of the task, Poore (2016) discussed the process of consideration before practically implementing social media as a suitable tool to accomplish the task. She stated three questions which should be answered before the use of social media:

1. What is the focus of the task for the students? (comprehension, analysis, critique, etc.)
2. What types of exchanges should students be involved in? (knowledge, opinion sharing, collaboration, etc.)
3. How can students accomplish this? (are social media suitable or not) (p. 23).

After thinking about the focus and intended outcome which the teachers want the students to achieve after finishing the task, the selection of a suitable tool can follow. Poore (2016) mentioned that there is usually a need to create an account in order to use social media. The process of creating an account involves one's user name, password, and email address. Teachers have a large number of choices which tool might be used to complete the task. The process of creating an account includes following: firstly, user name, two users cannot dispose with one user name, it is possible that the user name cannot be changed later; secondly, password, the stronger the better, it can be changed later; lastly, email address, to confirm the process of creating an account (p. 36, 37). The

teachers have a large number of choices which tool might be used to complete the task. Following tools might be implemented:

Blogs. Hayton (2009) suggested the following definition of blogs:

> A blog (from the term, 'weblog') is a self-published, web-based collection of writing and (sometimes) photos. Blogs differ greatly in focus, sophistication (of topics and language) and popularity. The culture of blogging calls for regular updates, exchange of comments, and (usually) short posts.

Thornbury (2006) mentioned that blogs are a form of asynchronous tool because the communication is delayed. Users post a message on a message board, or reading and posting response to web logs in the form of a commentary (p. 43). Stanley (2013) mentioned that using a blog can be very valuable in the language learning: "Through writing a blog, a learner can develop a sense of voice, get lots of writing practice and learn to participate in a community of writers" (p. 121). Campbell (2003) suggested that there are three main types of blogs: a tutor blog, a class blog and a learner blog (as cited in Stanley, 2013, p. 121). According to Dudeney and Hockly (2007) all blogs that are used for educational purposes are called edublogs (p. 87). A brief characteristics of three types of blogs follows:

1. Tutor blog; This blog is led by the tutor of the class. Teachers then can provide materials; encourage the students to explore English websites by posting links related to the discussed topic; provide sources for self-study, such as English websites containing different quizzes, videos, audio, and so forth (Campbell, 2003).

2. Class blog; Students take turns in writing a post and the rest of the class can write a commentary to the post. Teachers then have usually a role of a moderator (Hayton, 2009).

3. Learner blog or student blog; Students create their own blog or a blog of a small cooperative group. Campbell (2003) said:

> Individually, blogs can be used as journals for writing practice, or as free-form templates for personal expression. The idea here is that students can get writing practice, develop a sense of ownership, and get experience with the practical, legal, and ethical issues of creating a hypertext document.

Dudeney and Hockly (2007) mentioned possible feedback : "Other learners, from the same class, from other classes or even from classes in other countries, can be encouraged to post comments and reactions to student blog postings" (p. 87).

Hayton (2009) added that running a blog might be difficult for students and teachers have to be prepared to help their students to produce a blog. Thus, teachers must

be aware of the features of the blog and provide scaffolding; then the students can be successful in completing tasks with the use of blogs. The necessity of the teachers' activity was discussed by Stanley. Stanley (2013) said, "The teacher should work hard in the role of facilitator, responding to learners' posts promptly and writing short comments relating to content, rather than trying to correct learners' work online" (p. 121). Teachers should discuss the features of a personal blog with the students, such as a blog being written in informal or colloquial language, first person perspective, possible dialogue with the readers in the form of commentary, etc. (Hayton, 2009). There are many blogging platforms that can be used in the classroom, such as edublogs.org, blogger.com, tumblr.com, etc.

Wikis. Teachers First (n.d.) outlined wiki as follows: "It is a living collaboration whose purpose is the sharing of the creative process and product by many." It can support the students' collaboration on a certain project. Dudeney and Hockly (2007) said, "A wiki is a collaborative web space, consisting of a number of pages that can be edited by any user" (p. 86). However, because wikis are created by many authors their content might not be accurate all the time. The main difference between blogs and wikis is that any visitor can take a part in creating the content. Dudeney and Hockly (2007) outlined the main difference between blogs and wikis as follows:

> Essentially a wiki is not linear, like a blog. A blog consists of a number of postings, which are published on one web page, in reverse chronological order with the most recent posting at the top. A wiki has a non-linear structure, and pages may link back and forwards to other pages. (p. 94)

Twitter. Is a social networking site taking a form of microblogging. It is called microblogging because users can write and post short updates only to 140 characters long. These short updates are called 'tweets'. There is a possibility to follow other users, if you follow the users their tweets appear on your news feed and the user can reply or retweet (reposted or forwarded message on Twitter) the original tweet. Scrivener (2011) mentioned the benefits of hashtags:

> One useful Twitter tip concerns hashtags (ie any words beginning with a # symbol). These are used as a simple but effective way of marking your tweet as being on a certain subject. So, for example, if I send a message about English-language teaching I could include a word such as #elt or #tefl in it. Anyone wanting to read messages on such topics could do a search for #elt and find every message anyone has sent using that same tag. (p. 344)

Hayton (2009) suggested, "The short length of tweets is linguistically interesting because it forces the writer to be very concise, and to focus very specifically on the readers' interests."

Facebook. With this social networking side, the users can communicate with the use of status updates or via messaging. Thus, the opportunity for language learning arises. This social networking site offers to create private or public groups. Teachers then can create a class group. Once again, teachers should be involved in administration and be prepared to help. Teachers then suggest topics for discussions, share links that students should react to, go through, and much more (Hayton, 2009). Hayton (2009) suggested that the school can create a profile; students then can become friends with the school and the school can react to questions made by students or engage them in discussion. In addition to Hayton's suggestions, school can use this profile to inform students about schedule changes, school activities, etc. In the same way Loyola (2014) suggested, Facebook gives the chance to stay in touch with students. She said:

It's as simple as creating a group page for your class, having them 'like' it, and posting questions for them to answer and debate. This is also usually the easiest way to get in touch with them outside of class. (Loyola, 2014)

Gibson (2012) mentioned that teachers can create a Facebook page that can be added by students to follow. Teachers post the updates on the profile in L1, asks students to translate the update via the use of Facebook's in-line Bing translator, students go through the translation and should consider; if the translation is accurate or not. If the translation is not accurate, students should create an accurate translation. Koltai (2013) mentioned that the use of Facebook might be beneficial for both the teachers and the students. As there are many pages that give opportunities to learn or get some tips, materials that can be used in learning English. These Facebook pages upload daily many materials, such as quizzes, vocabulary, exercises to correct errors, etc. Some of the pages that Koltai recommended are: MyEnglishTeacher.eu, Grammarly, British Council, etc.

Instagram. It is a social media platform that was created with the aim to share experiences, memories, moments in one's life through pictures. Users must download the Instagram application which can be downloaded from one of the application stores for free. The Instagram application can be downloaded to iOS, Android, and Windows phone users. Users can choose, if the profile is private or public. Instagram enables the user before posting the image, which might be a picture or a short video, in the length up to sixty seconds at the present day, to use a wide range of filters (Instagram, 2016). Before posting

the image, users can label the picture: where the image was taken; people in the picture; write something about the picture; lastly, choose, if the user wants to share the image on additional social network, such as Facebook, Twitter, Tumblr, Flickr. Within the picture description, the user can use hashtags that will enable other users to find this image. Such as the user writes #englishlearning, after clicking on this hashtag all the images that were uploaded by the users with public accounts with this description will appear (Cox, 2015). This use of hashtags might be used in learning English, as you can create your own hashtag. Therefore, you can easily reach all the images that were uploaded by the students using this unique hashtag. In 2016 Instagram created a new feature called 'Instagram stories', the user can add temporary images or videos, there can be a mixture of pictures and videos in one post, and this content is not being saved on the user's page. There are different tools which can be used to add something to the image, such as: placing text in the picture, drawing, underlining, etc. The content is deleted after 24 hours (365 tipů, 2016).

Possible Issues and Challenges of Social Media Use

The growing use of social media in education is discussed not only as a positive phenomenon but also as a tool bringing into discussion some negative issues that might arise when these media are implemented.

Distraction. Many educators believe that social media can be distracting in the classroom. As some students have a tendency to multi-task, check social media while studying which might lead to the lower ability to concentrate. As a result, students' academic performance is reduced (Dunn, 2011). Lederer (2012) added to this issue, "With the possibility that the use of social media tools can be an invitation for students to goof off, instructors should make sure they won't be abused." Thus, before starting to use those media educators should set some rules with their students.

Cyberbullying. Without any doubt, social media can be a tool of malicious behaviour. Regarding to cyberbullying Schurgin O'Keeffe, Clarke-Pearson & Council on Communications and Media (2011) said: "Cyberbullying is deliberately using digital media to communicate false, embarrassing, or hostile information about another person. It is the most common online risk for all teens and is a peer-to-peer risk" (p. 801). In addition, this behaviour might cause anxiety, depression, isolation, etc. Thus, educators should be aware of potential risk of using social media. Lederer (2012) made a valid point regarding to cyberbullying, "Instructors who use social media as part of their course

activities should be aware of potential dangers and plan to intervene on minor incidents before they become more serious." In a similar vein, Kessler (2013) said that with the raising opportunities to share opinions online, there are many ways of disuse. As a result, teachers should teach the students how to avoid these potential threats and how to protect their identities (p. 312).

Negative impact on face-to-face communication. Some educators mention that excessive use of social media can have a negative impact on students' ability to express and communicate in face-to-face situations because social networking sites do not provide aspects that appear in real life situations, such as body signals, tone, inflection, etc. Dunn (2011) said, "Because of the lack of body signals and other nonverbal cues, like tone and inflection, social networking sites are not an adequate replacement for face-to-face communication." Lederer (2012) added, "Students may find themselves at a disadvantage during college admission or job interviews when they need to command attention and deliver a coherent message."

Accuracy depreciation. The study made by English Spelling Society found out that the use of social networking sites and chatrooms is making users laxer in the area of grammar and spelling. The study said:

> The increasing use of variant spellings on the internet has been brought about by people typing at speed in chatrooms and on social networking sites where the general attitude is that there isn't a need to correct typos or conform to spelling rules. (Press Association, 2010)

The majority of the surveyed group in the age between 18 and 24 said, "Unconventional spellings are used on the internet because it is faster and has become the norm." In addition, 22% of the interviewee would use a spell checker before sending an important email (Press Association, 2010).

Implementation challenge. Before implementing any of the social networking sites teachers should think about the whole process. Stanley (2013) outlined a checklist of questions that teachers should answer before implementing some technology:
1. Why use the technology?; Teachers should consider suitability of social media use within the activity. Learning process should be enhanced with the use of social networks or technology in general. If the technology is not enhancing learning outcomes, not bringing any benefits, teachers should not use it.

2. Who is the technology best for?; Teachers should think of students, for example, how old are their students, what level of English is necessary to complete the task, how much technical experience is required, and so on.

3. What is the technology best used for?; Discussing the best technology that might be used to suit their stated objectives.

4. Where should it be used? Teachers should think of the place where the technology is used. They should answer following questions: Is it suitable for the classroom, as some of the students might need a guidance? Is there no problem to use it as a class extension and the students are able to work with the technology without any problems?

5. When should the technology be used? Teachers should think of the part of the lesson, when technology is aimed to be used. Is the implementation of technology better at the beginning of the lesson, at the end of the lesson?

6. How should the technology be used? Is the use of technology saving teachers' and students' time, is it practical? (Stanley, 2013, p. 4, 5).

Teachers should be aware that students expect them to be familiar with the chosen platform, additionally, the teachers should be prepared to learn as the platforms being developed constantly and new features are added.

Homework

Thornbury (2006) outlined homework as some work that students complete between lessons. The role of this out-of-class work is to enhance the learning process. He said:

> Few language learners will achieve high levels of proficiency solely on account of the time they spend in classrooms. In fact, there are grounds to believe that what happens between lessons may be of as much importance as what happens during lessons. (p. 96)

Similarly, Ur (2012) outlined out-of-class work as something offering the students chances to practice and improve their knowledge outside of the classroom and support their autonomy and independence (p. 55).

In addition, the internet is a place of many possible sources that can be used as part of the out-of-class work and it enables the peers to interact with other class members with the use of different social networking sites, sharing blogs, etc. (Thornbury, 2006, p. 96). With this range of possible sources teachers can support their students' autonomy, giving them choice, for example students have to write their opinion on recent events and students can choose any of events they would like to comment on. Furthermore, students have the

choice of place where they want to complete the task. Thus, they do not have to do homework at home. Therefore, the term 'out-of-class' or 'between-class work' might be more suitable.

   Pen and pencil out-of-class work vs out-of-class work based on technology.
There are certain principles for both traditional and out-of-class work based on technology that have to be completed in order to be effective. Ur (2012) outlined some practical tips. Firstly, teachers should take time to give clear instructions, how it will be evaluated and give the opportunity to ask questions. Secondly, students should understand the usefulness of the out-of-class work; thus, teachers should explain the purpose of the task properly. Thirdly, teachers should motivate students to constantly complete the out-of-class work, this might be provided by making the out-of-class work part of the final grade. Fourthly, teachers should prefer the time rather than quantity, as the students have individual work pace, some students might work on out-of-class work for five minutes and others four hours. Thus, teachers should give the time limit to complete the task and additionally give some optional assignment for those students who finish the compulsory task quickly (p. 57).

   In order for out-of-class work to be effective, the whole process should include these parts: instructions, submission, feedback, possible obstacles that might appear in completing the work.

   Giving instructions. Ur (1996) outlined the basics when giving instructions, teachers should prepare the clear brief instructions, make sure that students listen to them; this part is easier when giving out-of-class work based on technology, as the instructions are usually written and students can read them, when giving oral instructions teachers should repeat them, provide examples, finally teachers should check if students understood the instructions clearly (p. 16, 17).

   Submission. Teachers have to make sure that students know the exact date of the out-of-class submission. Students have to know how the work must be submitted, whether they should submit work to their teachers, send it via email, or post it somewhere.

   Feedback. Thornbury (2006) defined feedback, "Feedback is the information, either immediate or delayed, that learners get on their performance" Additionally, he mentioned that feedback can provide a long-term effect on the students' competence (p. 79). Darn (2007) mentioned that teachers do not have to be only one giving the feedback, he said, "Peer and self-assessment can encourage learner independence as well

as reducing the teacher's workload." With the out-of-class work based on technology, it is easy and quick for students to provide some feedback on peers' work.

Obstacles in completing the work. With the traditional out-of-class work the only obstacle that can appear is that students forget to bring their work. However, with the technology based out-of-class work some technical problems might influence the accomplishment of the task, such as no internet connection, errors in the application, etc.

Out-of-class work via social media. With the development of technology the opportunities how to complete homework changes. Researchers say that the use of internet to complete the out-of-class work gives an opportunity to assign the task, give the students feedback, determinate grades and to store every assignment in one place with the possibility to quickly go back to it (Penner, Kreuze, Langsam & Kreuze, 2015, p. 1). Boyce (1999) outlined four outcomes that have to be completed when designing an out-of-class work to be done online:

1. Efficiencies and benefits both for the students and the educators;
2. Possible expansion of the curriculum to include new topics that cannot be covered in the lessons;
3. Help students to learn by understanding interrelationships and concepts;
4. Support educational process by development of many skills, such as writing, technology skills, etc. (as cited in Penner, Kreuze, Langsam & Kreuze, 2015, p. 1).

Traditionally, pen and pencil homework are used to practice productive skill – writing and receptive skill – reading, with the use of social media, there is a possibility to aim the out-of-class work to practice listening and speaking as well. With the use of modern technology teachers have a much wider spectrum of tasks that can be implemented. These days, mobile devices and computers enable students to watch different video, listen to different podcast, make a voice recording or even record a video. Teachers then have a chance to use different tasks, such as digital storytelling, web quests, etc.

There is no doubt that technology is beneficial in the educational process. It enables to develop and complete task that would be impossible to develop and complete without the use of technology. The most beneficial is the fact that students are provided with a larger amount of autonomy which might lead to raise of motivation during the learning process.

The theoretical framework, explaining key concepts, such as what are social media, benefits and reason for using social media, ways how to use social media, possible

challenges and issues of social media use, and especially the pen and pencil vs technology based out-of-class work comparison.

The next chapter is a description of the practical part of this thesis, including practical research on the topic use of social media with English language learners, research methodology, and involved tools that were used during the research.

III. METHODS

This chapter provides a description of the practical part of this thesis. It outlines methods which were used during the research. Firstly, information about setting up an Instagram account as a tool to complete created out-of-class tasks is introduced. Secondly, the questions of the research are listed and the information about the respondents and the time and place of the research are included.

Within this diploma thesis writing and preparing the activities, the following questions occurred:

1. Are the students satisfied with the greater amount of autonomy?
2. Are the students willing to complete out-of-class work via social media in the future?
3. Is it from the students' point of view beneficial that they do not have to complete the tasks only when being at home?
4. Were there some advantages from the teacher's point of view when developing and administrating tasks to be completed via social media?
5. Were there some disadvantages from the teacher's point of view when developing and administrating task to be completed via social media?

Research Tools

This research is a combination of a questionnaire and a personal experience of the author of this thesis. I developed a few activities, used an Instagram application to upload them. Instagram was used in order to create a space where the students had to complete the tasks.

The questionnaire was written in the Czech language and was used to gain the information from the students after completing the tasks. It was conducted during one lesson of my teaching practice. The questionnaire consists of seventeen questions. Within the questionnaire there were nine closed-ended questions, eight questions were open-ended in which five asked for additional comments on students' answers.

A part of the questionnaire included questions about personal data such as students' gender, age the number of years learning English. What is more, the aim of this questionnaire was to find out the students' attitude toward the out-of-class work via social media. The questionnaire was given to the students during the lesson on the 23rd of February 2017 during my teaching practice. Before completing this questionnaire, students

were instructed to complete three chosen from the total number five out-of-class tasks via Instagram. Students had to complete the tasks from the 9th to the 22nd of February 2017. The blank version of the questionnaire in both Czech and English languages can be found in the Appendices (Appendix 4).

Additionally, the data about submission of the tasks were analysed from the point of view which tasks the students chose to complete. Moreover, the students were asked to reason their choice of tasks.

Designing the Out-of-class Tasks

When designing the activities I tried to intensify the aim of the lessons with the design of suitable out-of-class tasks. The topics of the lessons during my teaching practice were different natural disasters, second conditional clauses and wish-clauses. I somehow tried to link vocabulary and those grammatical phenomena. I designed five out-of-class activities (Appendix 1). After designing the activities I set up an Instagram account.

Creating an Instagram Account

The application which was used to upload designed out-of-class task was Instagram. I chose this application mostly because the visual aspect is involved. This application is designed for iOS, Android and Windows Phone users. It is reachable for free on the chosen application store. It is designed mostly for the use via smartphones or tablets. The aim of this social media is not educational purpose. However, if teachers design tasks and upload it, it can be used for this purpose. The benefits of this application are the use of hashtags, as teachers can create their own personal hashtag resulting in the reach of posts that were posted with the unique hashtag. This gives teachers the opportunity to see only works of the certain group of their students, e.g. to divide the classes.

I set up an Instagram account to create a space for the students to complete some of chosen tasks. The students had the possibility to choose three out of five tasks. As a result, it was their autonomous decision which out-of-class tasks they decided to complete. I set up an Instagram account using **eslmiko** (abbreviation for English as a second language Michaela Kolčavová) as a user name and then creating my personal hashtag **#esl2B.** After posting the tasks on this account, I gave students instructions during our lesson. They had fourteen days to choose three tasks. I provided students with feedback. See Appendix 2 for some examples of accomplished tasks.

Research Participants

The research was carried out at Obchodní akademie, Plzeň, a state secondary school offering either Economic Lyceum or Business Academy school programmes. They are both a four-year school program ending with the maturita exam. The numbers of hours of the first foreign language are: 4 lessons (45 minutes per lesson) in the first and second grade and 3 lessons (45 minutes per lesson) in the third and fourth grade per week. This school is attended by circa 600 students.

For the research purposes, a class attended by 12 students was instructed to complete the out-of-class task via Instagram in order to get data for the research. This class of second graders (2. B) consists of 3 boys and 9 girls. However, the class is attended by 12 students, one student was not instructed to do the tasks. The main reason was that at the time when the task was presented and the instructions were given he was not present. With the following a weeklong spring break, there was no possibility to instruct him, as he would not have the same amount of time to complete the tasks. As a result, 11 students participated in the research, in which 2 boys and 9 girls participated in the complementation of the tasks and questionnaire. Students were between 16 and 17 years of age. These students have been studying English between 7 and 12 years and the majority of the students have positive attitude towards English language learning.

In order to answer these questions: "Were there some advantages from the teacher's point of view when developing and administrating task to be completed via social media?" and "Were there some disadvantages from the teacher's point of view when developing and administrating task to be completed via social media?". I reflected on the whole process of developing tasks, posting them, and administrating them, and giving feedback. I tried to comment on the advantages and disadvantages that have arisen during the whole process.

The following chapter comprises gained data and their analyses.
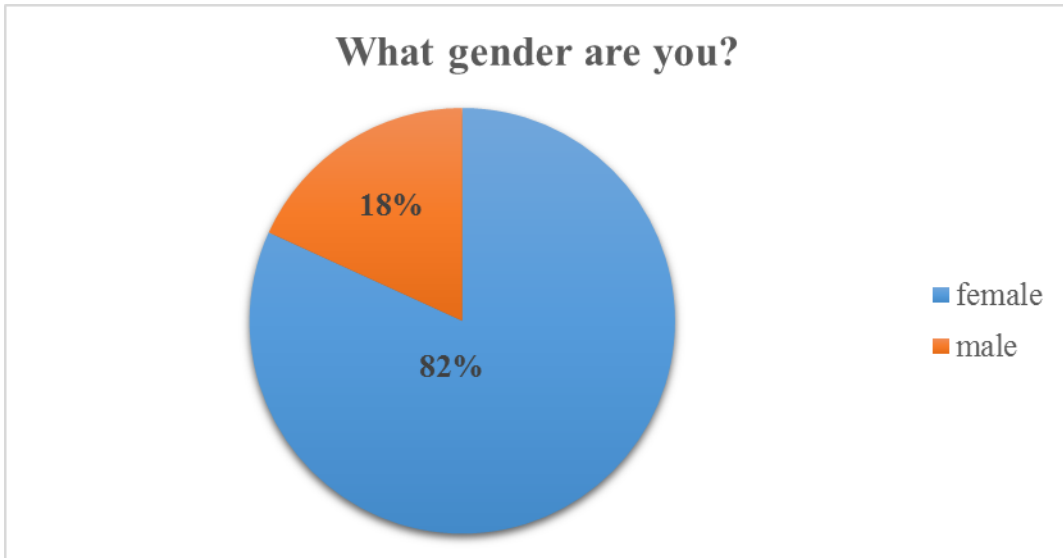
Graph 1. Students' gender.

There were nine females and two males in the total number of eleven students completing the tasks.
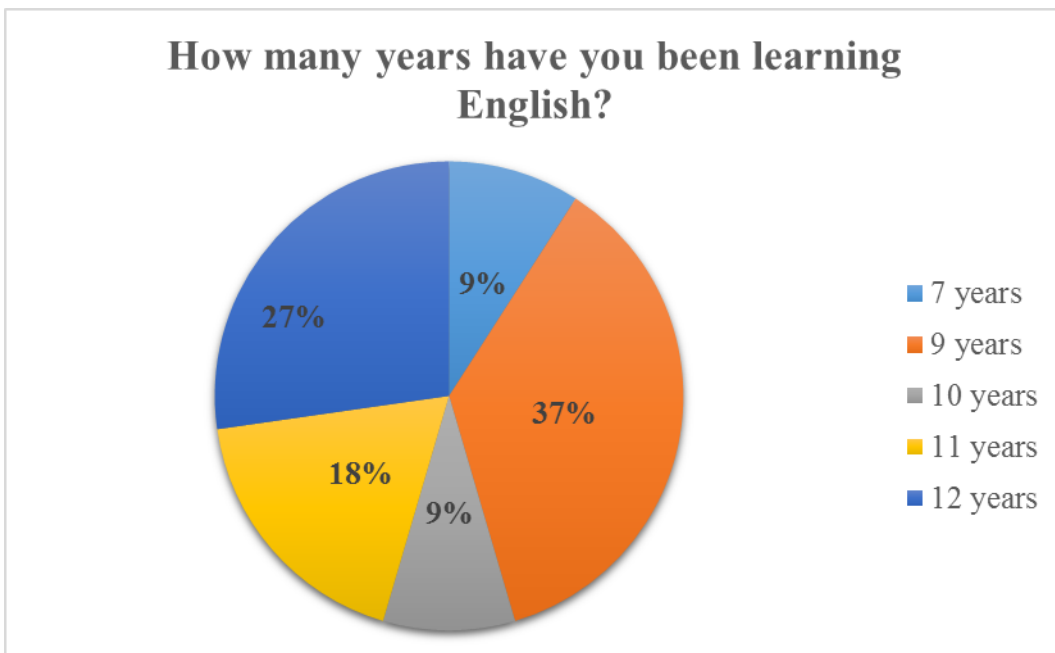
Graph 2. Number of years learning English.

Students stated that they have been learning English between 7 and 12 years. There was one student learning English for 7 years. Four students were learning for 9 years. One student was learning for 10 years, and two students were learning for 11 years and three students learning for 12 years. The median of years learning is 10 years.

What is your attitude toward English?

- ■ positive
- ■ neutral
- ■ negative

36% 64%
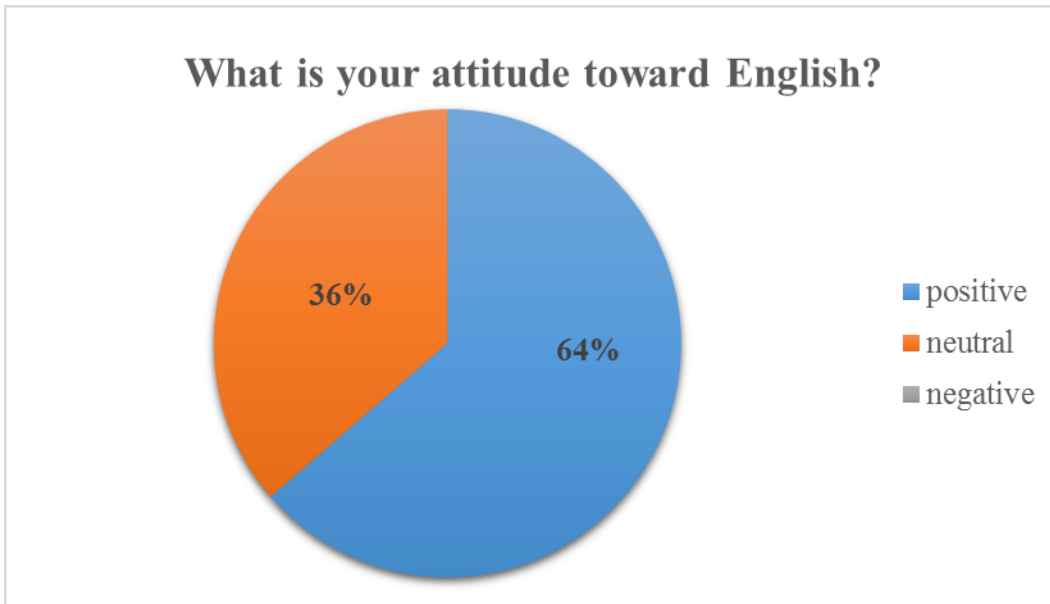
*Graph 3*. Students' attitude to English language.

      Seven students answered to have a positive attitude toward English language, while four students stated their attitude being neutral, none of the students would describe their attitude as negative.

IV. RESULTS AND COMMENTARIES

As it was outlined in the previous chapter, this thesis aims at exploring students' attitudes toward out-of-class work via social media. This chapter comprises data that were collected during the research and the analysis follows. The outcomes of the questionnaire that the students completed in February 2017 are presented in the form of graphs followed by the commentary. Additionally, there is a table showing which tasks the students decided to complete and the exact dates of completion are listed. Finally, the results are summarised, confronted with the research questions and conclusions are drawn.

Questionnaire

Results
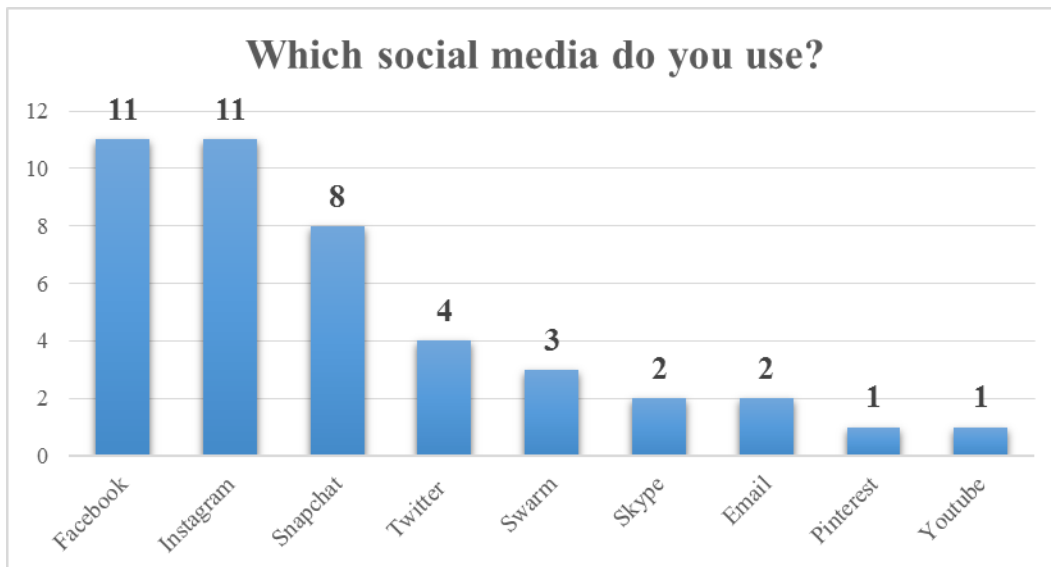
Graph 4. Social media used by students.

In this open-ended question students named social media that they are using. All of the students are Facebook and Instagram account owners. As a result, no one had to create an Instagram account to complete the tasks given. These social media are followed by Snapchat and Twitter, in which eight students are active users of Snapchat and four students are users of Twitter.
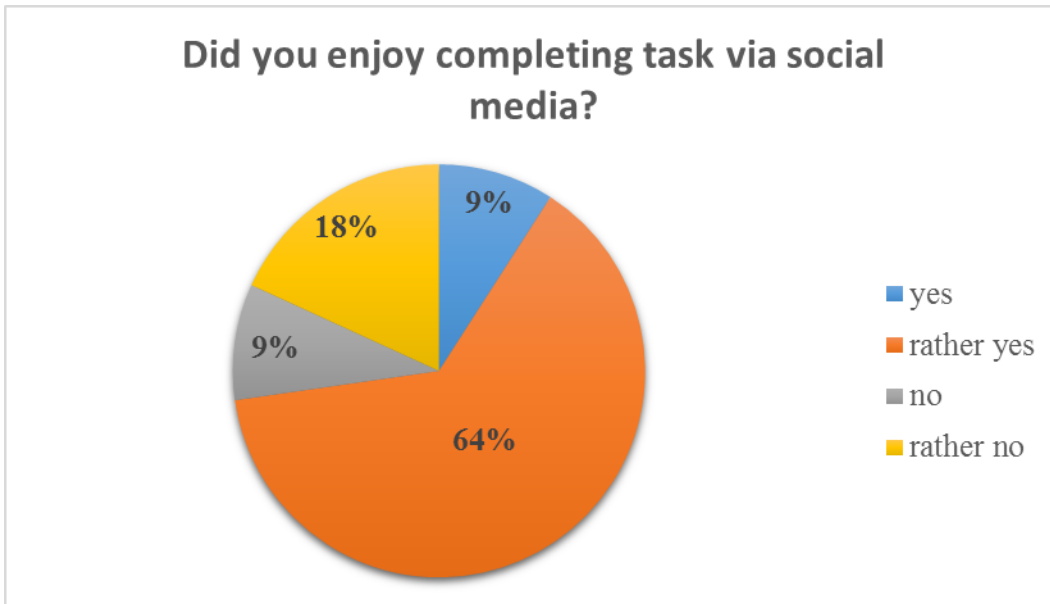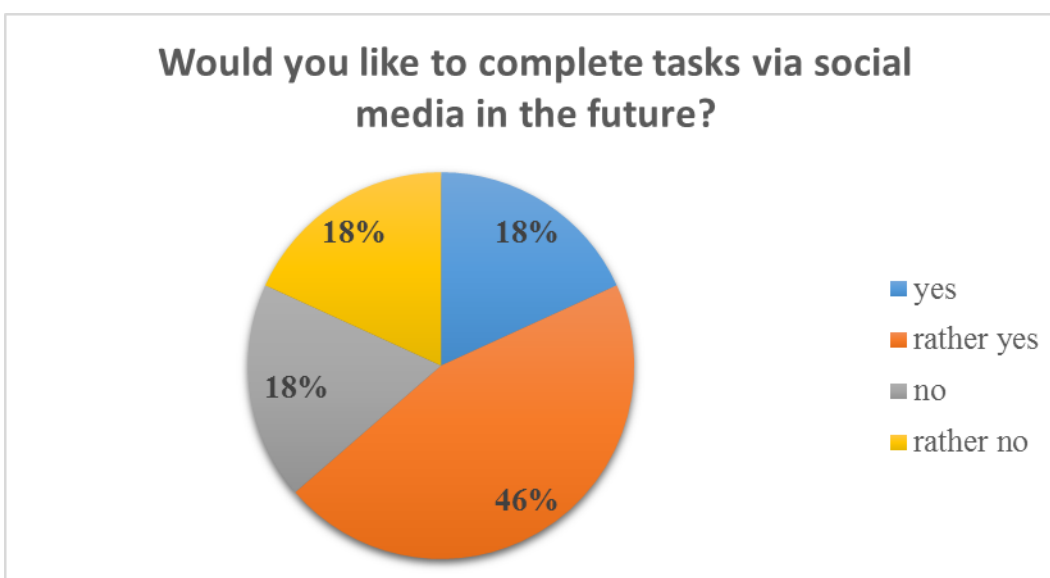
Graph 5. Students' attitude to social media tasks completion.

The majority of the students, 73%, enjoyed completing task via Instagram. One student answered yes; seven students answered rather yes. 27% of the students would not prefer to use social media as a tool to complete tasks, in which one student answered no and two students answered rather no. In the following open-ended question students answering no or rather no had to reason their opinion. Their answers follow:

"I found it useless."

"I do not like this topic. I might enjoy it when the topic was different."

"I prefer traditional pen and pencil homework."

Graph 6. Students' attitude to future social media tasks completion.

64% of students would like to complete some tasks via social media in the future, in which two answered yes; five answered rather yes. 36% would not prefer to complete tasks via social media in the future, in which two students answered no and two students answered rather no.
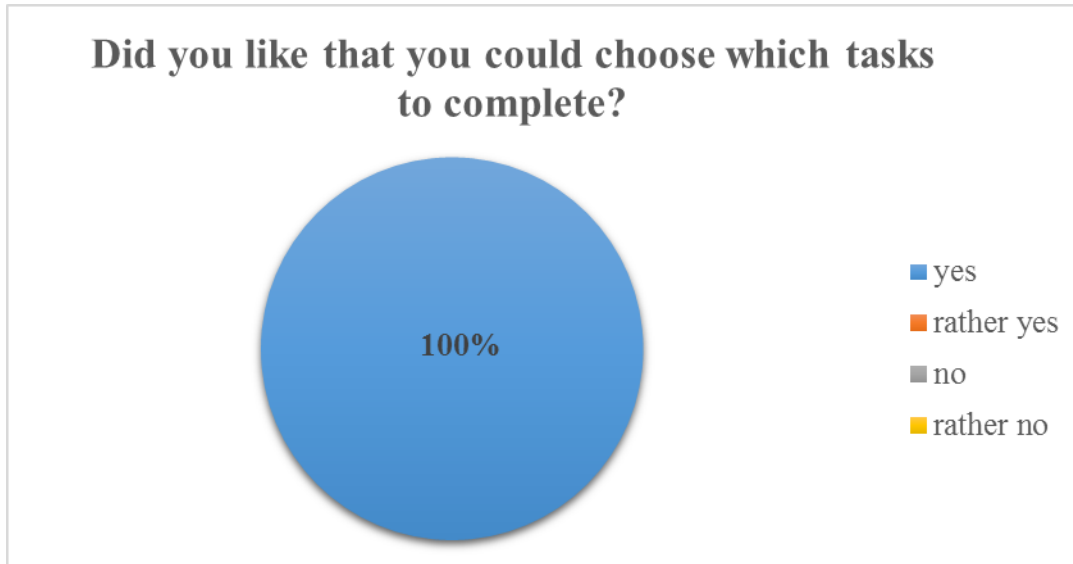
Graph 7. Students' attitude to autonomous choice of tasks.

All of the students appreciated to have the choice to choose which tasks to complete. In the following open-ended question students had to reason their opinion. The answers of the students are listed:

"I did not know what to say in some of the tasks. I was glad that I could choose the tasks to complete."

"I could choose tasks according to my preference."

"I could choose the tasks that were interesting, such as to write my opinion to the topic of global warming."

"I found it good because some of the tasks were easier and some of them were more difficult."

"I was satisfied with the possible choice."

"I like to have more choices so I can choose which tasks to complete."

"It is better to have a choice so I do not have to complete something that I am not good at."

"I could choose something that I found interesting to think and write about."
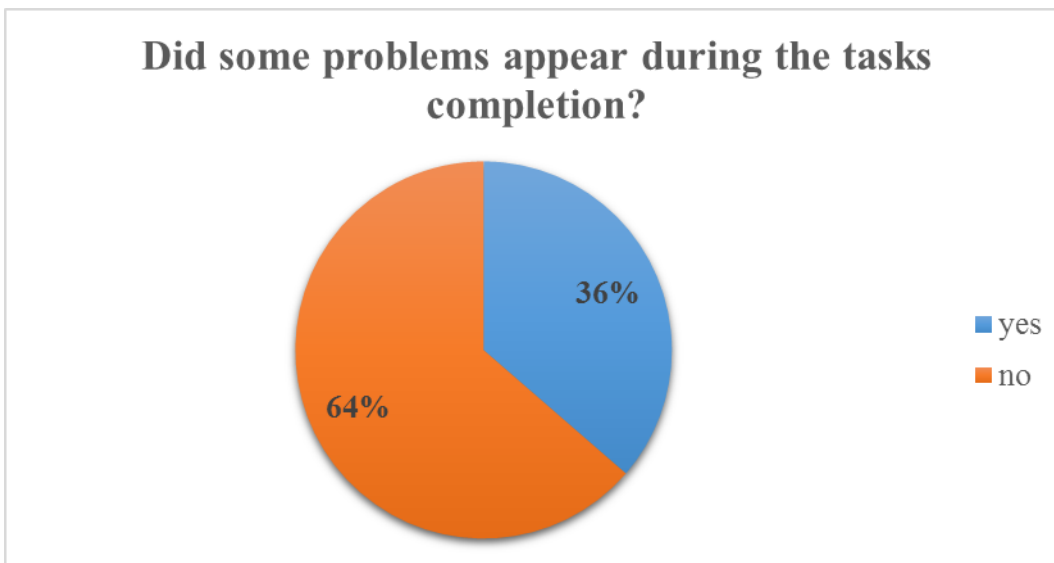
"I could complete the tasks that I was able to manage."

"I did not know what to say in some of the tasks. I was happy that I had the choice."

29

Graph 8. Places of tasks completion.

Ten students stated that they completed all the tasks at home. One student answered to complete one of the tasks on his way home.

Graph 9. Numbers of students having some issues with the tasks completion.

Seven students did not have any problems during the tasks completion. Four students faced some problems that appeared. These problems were mentioned:

> *"Yes, at some point I was not able to post my comment because it was not working."*
>
> *"Yes, I did not like that there is no possibility to change the commentary after posting it."*
>
> *"I misunderstood the instructions of the tasks completion."*
>
> *"I was not able to post my comment; the post was probably too busy."*

Graph 10. Numbers of students completing individual tasks.

Nine students chose to complete the task *"Create a story",* only one student decided to complete the task *"What do you think?",* where the students watched a video about global warming and wrote their opinion about it. The task *"What happened?",* writing a report, was completed by seven students, the task *"I wish I were/was",* wish clauses, was completed by ten students and the task *"What would I do if?",* second conditional exercise, was completed by one student. All of the students were instructed to complete three tasks according to their preference. In the following open-ended question students reasoned their choice of tasks:

"I could express my opinions, ideas and thoughts."

"I chose the tasks that I like the most."

"I chose the tasks that I was able to complete."

"I enjoy creating stories because I can use my vocabulary knowledge and additionally I can learn something new."

"I chose these tasks because I did not have to find something extra e.g. videos, information."

"I chose these tasks because I was able to complete them quickly."

"I chose the tasks that were fun to complete."

"I liked them and I found these tasks the easiest ones."

"I wanted to complete another task. However, during the work I found out that I did have ideas what to write."

"I liked the opportunity to create my own article."

Commentary

The questionnaire found out that the group of the students is a quite heterogeneous class, in which the students have been learning English between 7 and 12 years. The most students have been learning English for 9 years (37%) and 12 years (27%). Four students have been learning 9 years and three students have been learning 12 years. The median of years learning is 10 years. Which makes a difference between the level of knowledge if one consider the fact that there is a 5 year difference between the student with 7 years of English and students that have been learning English for 12 years.

Next, the students expressed their feelings about learning English, in which the majority of them showed a positive attitude and the rest had a neutral attitude to the English language. Therefore, teachers can presume that the group of this type would not have any complaints about completing the assigned out-of-class tasks. As they are motivated to improve their knowledge. During the work there were no problems with this particular class to complete the tasks given. The majority of the students showed some effort to complete all three tasks.

Regarding the use of social media, the students are users of a wide range of social media with the Facebook and Instagram leading. As all of the students are active Facebook and Instagram users, those two media were the most suitable tools to complete the tasks. Due to the fact that some of the students might not be willing to create a new social media account in order to complete the out-of-class tasks.

With the majority of the students enjoying the tasks completion and their future preference, social media might be used in the future as one of the tool of out-of-class work completion. However, there were some students that would not prefer to use social media in the future. With the respect to this fact, the teacher of this class should not use social media as the only tool to complete the task. There should be some combination of out-of-class work via social media and common pen and paper out-of-class work.

Regarding students' autonomy, the whole class answered that they preferred to have a choice of tasks to complete. Students listed some persuasive reasons why they prefer the choice, such as:

"I could choose tasks according to my preference."

"I could choose tasks that were interesting, such as to write my opinion on the topic of global warming."

> *"I found it good because some of the tasks were easier and some of them were more difficult."*

This autonomy might be beneficial because of the class heterogeneity. As the teacher can choose some easier and some more difficult tasks to complete.

Next, the majority of the students completed the tasks at home, which can be seen also in the *Table 1.*, as the students completed the tasks during the evening. Only one student took the advantage of completing the tasks somewhere else, as this student completed one task on the way home. When I additionally asked the students why they did not use this possibility, they mentioned mostly that they need to be at a silent place to focus on the task and that they are used to finishing their out-of-class work in the evenings.

Technology issues are something that teachers must think of. Some of the students might intent to post the work; however, because of some technology issues as not working media, not being able to post a commentary or not working internet, they are not able to complete the task.

Lastly, the graph showed which tasks students chose to complete. The task *"What do you think?"* was finished only by one student. It might be caused by the nature of the tasks, as the students had to watch a video and write their opinion. Firstly, because of the language skills; secondly, because of the more difficult topic – global warming. Some students reasoned their choice of tasks as follows:

> *"I could express my opinions, ideas and thoughts."*
> *"I enjoy creating stories because I can use my vocabulary knowledge and additionally I can learn something new."*

On the other hand, some of the students chose the task which was easy and quick to complete:

> *"I chose these tasks because I did not have to find something extra e.g. videos, information."*
> *"I chose these tasks because I was able to complete them quickly."*
> *"I chose the easiest tasks."*

This part of thesis outlined students' attitude toward out-of-class work completed via social media, reasoned their choices and discussed some issues that appeared during the tasks completion. The following part discusses student' behaviour during the out-of-class work completion.

Data Analyses

Students were instructed to complete three out of five tasks that were uploaded to a special Instagram account. According to their preferences, students chose which three tasks to complete. The due date was on the 22nd February 2017. All the data that gained from the application are presented in the *Table 1*.

Student's number	Task 1 Create a story	Task 2 What do you think?	Task 3 What happened?	Task 4 What would I do if…?	Task 5 I wish I were/was…?	Results	Results
	Due date 22nd February 2017	Due date 22nd February 2017	Due date 22nd February 2017	Due date 22nd February 2017	Due date 22nd February 2017	Total number of completed tasks per student	Expressed in percentage
Student 1	21.02. 2017, 15:50		21.02. 2017, 21:01		15.02. 2017, 16:40	3	100%
Student 2	19.02. 2017, 18:30		19.02. 2017, 19:00		19.02. 2017, 19:15	3	100%
Student 3	21.02. 2017, 18:46	21.02. 2017, 19:30			21.02. 2017, 18:55	3	100%
Student 4	21.02. 2017, 22:15		21.02. 2017, 22:48		21.02. 2017, 22:25	3	100%
Student 5	21.02. 2017, 20:45		21.02. 2017, 21:00		21.02. 2017, 20:28	3	100%
Student 6	22.02. 2017, 18:45		22.02. 2017, 19:02		21.02. 2017, 23:59	3	100%
Student 7					21.02. 2017, 21:00	1	33,33%
Student 8	21.02. 2017, 21:58		21. 02. 2017, 23:30			2	66,66%
Student 9	22.02. 2017, 22:20		21.02. 2017, 20:28		22.02. 2017, 16:00	3	100%
Student 10	21.02. 2017, 21:50			21.02.2017, 22:17	21.02. 2017, 22:03	3	100%
Student 11					22.02. 2017, 19:00	1	33,33%
Total number of students who submitted	9	1	7	1	10		
Expressed in percentage	81,82%	9,09%	63,64%	9,09%	90,90%		

Table 1. Overview of students' out-of-class work completion.

Commentary

The table shows that the majority, circa 73% of students, completed all three tasks. Only two students, circa 18% completed one task and one student, circa 9%, completed two tasks out of three, this student mentioned that there were some technical issues so she could not post the last task. The students usually completed the tasks shortly before the due date. The majority of the students posted their tasks on the 21st of February. There were two students who completed some tasks on the 15th and 19th of February.

It is obvious that the majority of the students completed the task during the late evening hours.

The task which was completed by most of the students, ten out of eleven completed this task, was task number 5 *"I wish I were/was"*. It might be caused by the fact that we talked about this grammatical phenomenon during the last lesson before the task submission. Nine students decided to complete Task 1 *"Create a story"*, which might be caused by the fact that the students had to post only one sentence so every student had to post one sentence to continue and somehow create a story. Task 3 *"What happened"* was completed by seven students. In this tasks students had to write an article which will be suitable for the picture posted. The students had the chance to use a wide range of vocabulary which was related to the topic natural disasters. The vocabulary that the students used in their articles were, for example: drought, dry up, forecast, suffer from hunger, die of thirst, disease, well, water tanks, non-potable water, etc. Examples of completed tasks can be found in the Appendix 2. Task 2 *"What do you think?"* was completed by one student, the aim of this task was to watch a video about global warming and share one's opinion on this problem with others. This task was more difficult for the students. The task completed by this student can be found in the Appendix 2. Lastly, Task 4 *"What would I do if?"* was also completed by one student; this task was aimed at practicing second conditional.

Personal experience

From my point of view, there are many advantages in using social media as a tool for out-of-class work completion. As the most important factor, I would refer to a wide spectrum of materials that can be implemented. Thanks to various tasks posted I have discovered what is problematic for students, such as irregular plural forms, prepositions in the phrases be better/good at, die of, I decided to post the problematic issues to the

Instagram account Appendix 3. What is more, I discovered that some of the students have problems with the word order. Regarding this issue, I decided to discuss the word order during the next lesson. The model of SVOMPT (subject, verb, object, adverbial of matter, adverbial of place, and adverbial of time) was introduced and the students had to finish the task to practice the word order. With the pen and paper out-of-class work, some of the task would not have been possible to implement, such as the use of different videos, podcasts, etc. When using social media, all the materials are stored in one place which makes the whole out-of-class work well-arranged. Above all, all the tasks completed by the students can be quickly and easily reached and both students and teachers dispose with the chance to go back to all the tasks anytime. As another important factor, I would mention the importance of feedback. In my opinion, teachers can give students instant feedback or they can encourage students to take part in peers' feedback which would be rather impossible with the pen and pencil out-of-class work. Lastly, I would express the practicality of tasks, as teachers do not have to copy all the materials in case teachers want to implement something not being a part of a workbook or students' book as an out-of-class assignment.

However, during the whole process of preparing the activities, creating the account, giving instructions, etc. some disadvantages arose. The development of the tasks might be problematic, as teachers might want to download suitable pictures from the internet, find some videos and upload it with the instructions. In my opinion, this whole development process is easier and faster with the use of a computer. From my point of view, the biggest issue is that there is not possibility to upload the content directly from one's computer after reaching the Instagram website and logging in. To upload the content directly from the computer, one must download official Instagram application or use a special programme. There are more programmes that can be used, for my work I have used Gramblr. Another disadvantage is broken hyperlinks that are a part of the post. The only case of working hyperlinks is that if they are written in the profile bio then they redirects to the given website, otherwise users have to copy the link into the searching engine on their own. Another disadvantage that was also mentioned by some of the students is that there is no possibility to correct one's commentary after posting it. Some of the students corrected the mistakes in the next post.

V. IMPLICATIONS

This chapter contains three parts. Firstly, pedagogical implications are outlined. This part provides teachers with some advice on the research findings. Secondly, limitations of the research are discussed. Lastly, suggestions for further research are included. The final part briefly examines several possibilities of expanding this research.

Pedagogical Implications

The findings of this research are to a certain extent debatable. There were no difficulties with the participating group of students. The group of students followed the instructions and completed the tasks. The majority of the group were active users of this application. As a result, the students already had their Instagram account and were willing to use it. If students did not have an Instagram account, it might be problematic, as some of them might not be willing to create an account. This group was a group of students with positive attitudes to English language learning. If this research was aimed at a different class, e.g. class with a negative attitude to English language learning, students refusing to create an account, or preferring pen and pencil tasks, there would be some drawbacks. It is important to realise the differences among students, e.g. before starting to work with a class, teachers might ask students to complete a questionnaire to know more about their preferences and then teachers can modify the out-of-class work based on the finding.

Next, before starting to implement out-of-class work via social media, teachers should discover which social media students use. Again, this can be identified through a brief survey etc.

Then, teachers have to be prepared to scaffold students' work. They should demonstrate how the exact social media work and be prepared for possible problems to arise. As a result, teachers should be able to help students if there are some issues that enable students to complete the tasks. During my research students mentioned some technical problems, such as problems with commentaries (not working, no editing possibilities). Additionally, there is a need to set up rules for using social media out-of-class tasks completion. Teachers should inform students about new tasks being uploaded, due dates, how to complete the tasks, etc.

Moreover, teachers should respect the differences between the classes they teach and provide opportunities to allow students develop their English language knowledge based on their preference and enable them to be engaged and motivated during the whole

language learning process. During my research I found out that some of the students would not prefer to use social media as a tool to complete tasks, so some combination of pen and pencil tasks and social media based tasks would be beneficial.

Limitations of the Research

The main limitation of this research was the size of the group of the students that participated in this research. As a result, this research cannot be generalised. This research was aimed at a group of 12 students, in which 11 of them completed the tasks and completed the questionnaire. However, this group of students was completely unproblematic to work with. The students were responsible and interested in learning. If this research was completed by another group of students, there might presumably occur some problems with the students completing the tasks.

Additionally, the type of the school might be important in the research results as well. Students of Obchodní akademie, Plzeň, are usually students with no behavioural and educational problems. Language learning is important there. Numbers of hours of foreign language learning are rather high and students have to choose two foreign languages to learn. If the research was conducted at a different type of school, for example where the learning process is influenced by some behavioural or educational problems, or where the numbers of English lessons are lower, the result would be presumably very diverse from the one gathered during the research.

Next, there was a time limitation, as this research was conducted during my teaching practice, the students had only fourteen days to complete the tasks. If the tasks had been uploaded, for example, during a longer period of time, the result might have been different.

Suggestions for Further Research

There is no doubt that this research could be extended in various ways. Firstly, a larger amount of students might be involved in the out-of-class via social media tasks and completing the questionnaire. Additionally, different types of schools might take part in the research. Thus, the reliability of the research would be presumably increased.

Next, it would be interesting to work with the students for a longer period of time. For example: teachers could post a new task every fourteen days and a weekly vocabulary posting would be possible, as teachers could create a list of vocabulary not presented in the students' books or workbooks but somehow linked to current topics. As a result, teachers

could support the practical use of the language as they would have the chance to post different phrases, vocabulary that are used in everyday English.

Another area that might be interesting to observe, could be teachers' and peers' feedback. Teachers could encourage students to react, post a commentary on tasks uploaded by their peers.

Although this result presented many interesting results and students' opinion on the use of social media in English language learning, the outcomes cannot be generalised as much. As they were some research limitations, especially the number of students participating in this research.

VI. CONCLUSION

This thesis intended to explore the use of social media with English language learners as a tool of out-of-class tasks completion. With the majority of students owning smartphones, a great opportunity to get the students to practice the language between classes arises. Additionally, there is a great amount of different social media on the market that can be implemented in the language learning process. The theoretical chapter outlines social media – what they are, reasons for using social media in language learning, ways to use social media, possible challenges that might appear and pen and pencil vs out-of-class work based on technology. The greatest importance is put on the use of social media as a tool that might be implemented to complete out-of-class work within English language learning. The practical part includes the following research questions:

1. Are the students satisfied with the greater amount of autonomy?

2. Are the students willing to complete out-of-class work via social media in the future?

3. Is it from the students' point of view beneficial that they do not have to complete the task only when being at home?

4. Were there some advantages from the teacher's point of view when developing task to be completed via social media?

5. Were there some disadvantages from the teacher's point of view when developing task to be completed via social media?

All of the students that participated in this research were satisfied with the greater amount of autonomy. Students mentioned that they prefer to have the choice because then they can choose something interesting to complete, tasks according to their preference, language level, etc.

The majority, 64% of the students, are willing to complete out-of-class work via social media in the future. 36% would not prefer to complete such tasks in the future. Some of the students mentioned that they found it useless and they prefer traditional pen and pencil homework.

The majority of the students do not find it beneficial to complete the task somewhere else than at home; only one student completed one of the task outside home – on the way home. This might be a result of the fact that the students are used to completing the out-of-class work in the evenings.

This thesis also discussed advantages and disadvantages of implementing social media as part of the English learning process from the teacher's point of view. The most important advantages being the wide spectrum of materials that can be used, the fact that all the materials are stored at one place and they can easily be reached by both the teacher and the student at anytime. It is also possible to provide easy and prompt feedback.

However, there are some disadvantages, as well. The students mentioned problems with commentaries. The most important ones are of a technological character, as sometimes both students and teachers can have problems with the internet connection and then they cannot upload the tasks. Another problem broken hyperlinks in Instagram posts. However, if another social media were used, there would not be this problem, for example, Facebook directly redirects to the website given.

There is no doubt that social media can be used with English language users. However, teachers should be aware of the preferences of their students. As a result, there should be some compromise between the use of social media and pen and pencil base out-of-class work. Before implementing social media teachers should think if it is necessary to use social media as a tool to complete the tasks. If it is necessary, then teachers should use it. Lastly, teachers should set up appropriate rules.

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APPENDICES

Appendix 1

Designed tasks

1.1 Create a story
Main goal: Students are able to make a coherent text.
Level: Any, as the students use that level of English language they have mastered.
Time: 10 minutes
Learning focus: Narrative sequencing writing, use of past tenses.
Preparation: Teacher has to find a picture, write the first sentence of the story, and upload the task with the instructions.
Technical requirements: Learners must have access to the internet and account on the chosen media where the task is to be completed.
Procedure:
1. Teacher finds a suitable picture corresponding with the first sentence of the story and thinks of the first sentence.
2. Teacher uploads chosen picture, gives students clear instructions and write down first sentence. Teacher should remind the students that they have to read the previous sentences to create a coherent text with a logical text structure.
3. Every student has to write one sentence to create a story.
4. Teacher has to control their work and give feedback. Because a situation when every student participated and the story is still not finished might appear. Then it is necessary, the teacher gives instructions to finish the story.

eslmiko 1. Create a story #esl2B
It was 9 AM, I woke up, ate my breakfast and I wanted to collect the newspapers outside, when I opened the door there was water everywhere... ↻ Look at the picture how could the story continue? Everyone has to write down one sentence to continue the story. Remember, you have to read all the sentences to be able to continue. You must continue in such a way that the story makes sense.

1.2 What do you think?

Main goal: Students are able to express their opinion.

Level: A2 and above, depends on the level of language used in the video.

Time: 20 minutes

Learning focus: Reading and giving opinion based on the watched video.

Preparation: The teacher has to find a video of the language level corresponding with the English proficiency of the class. Set up questions and upload the content.

Technical requirements: Learners must have access to the internet and account on the chosen media where the task is to be completed.

1. Teacher finds video and provide link to it.

2. Teacher instructs students to watch the video.

3. Teacher sets up questions that enable the students to share their opinion on the problems discussed.

4. Teacher provides feedback.

Variation: Teacher can base students' opinion sharing on the written article. There are many sites where articles, news, etc. comprising modified language can be found. Examples: http://www.breakingnewsenglish.com/, https://learnenglishteens.britishcouncil.org, etc. On those websites the language levels are written and some task are added, as well.

eslmiko 2. What do you think? #esl2B ⟳Go to YouTube and find the video WHO CARES ABOUT CLIMATE CHANGE? (link above in bio) and watch it. After watching it write your opinion.
What do you think? Do you believe that global warming/climate change exists and the people are to blame? Do you believe that climate change doesn't exist and it's a product of the media? Or do you think something completely else? Reason your opinion.

1.3 What happened?

Main goal: Students are able to write a short report.

Level: A2 and above

Time: 20 minutes

Learning focus: Writing a short report corresponding with the picture.

Preparation: Teacher has to find a picture, give the students instructions and upload the content.

Technical requirements: Learners must have access to the internet and account on the chosen media where the task is to be completed.

1. Teacher finds a picture.

2. Teacher instructs students to write a possible headline that might appear in the newspaper within a report comprising this picture.

3. Then, students have to write a five to eight sentences long report based on the picture given.

eslmiko   2 týd.

eslmiko 3. What happened? #esl2B ↻ Write a headline for a report containing this picture. Then write short report that might appear in the newspapers. Your report should contain 5-8 sentences.
Photo source: 📷 http://static.dnaindia.com/sites/default/files/2015/06/03/342610-drought-pti.jpg

1.4 I wish I were/was…?

Main goal: Students are able to express their wishes.

Level: A2 and above

Time: 15 minutes

Learning focus: Difference between imaginary situations (were) and situations that can be real one day (was).

Preparation: Teacher has to find a picture, give the students instructions and upload the content.

Technical requirements: Learners must have access to the internet and account on the chosen media where the task is to be completed.

1. Teacher finds a picture with explained difference between the use of were and was in wish clauses.

2. Teacher instructs students to write five imaginary situation sentence and five sentences that might be true one day.

3. Students have to write five sentences with the use of were and five sentences with the use of was.

eslmiko 4. I wish I were/was…? #esl2B ⌒Look at the picture and read the rules about using were/was in wish clauses. After reading it, write five sentences that represent imaginary situation and five sentences that might be real one day. Here is an example: I wish I were an octopus🐙, I would be a fast writer. / I wish I was rich, I would travel the world.

1.5 What would I do if…?

Main goal: Students are able to use second conditional.

Level: A2 and above

Time: 10 minutes

Learning focus: Exercise of the second conditional use.

Preparation: Teacher has to find a picture, give the students instructions and upload the content.

Technical requirements: Learners must have access to the internet and account on the chosen media where the task is to be completed.

1. Teacher finds a picture.

2. Teacher instructs students to write ten possible sentences beginning with If there…

3. Then, students have to write ten second conditional sentences using the If + past simple + I would + bare infinitive.

eslmiko 5. What would I do if...? #esl2B ☞ What would you do if there were rumours of tornado coming? Write ten second conditional sentences. The beginning of the sentence is: If there were rumours of a tornado coming,... Photo source: 📷

Appendix 2

Examples of completed tasks

Task 1 – Create a story

eslmiko 1. Create a story #esl2B
It was 9 AM, I woke up, ate my breakfast and I wanted to collect the newspapers outside, when I opened the door there was water everywhere... ☁ Look at the picture how could the story continue? Everyone has to write down one sentence to continue the story. Remember, you have to read all the sentences to be able to continue. You must continue in such a way that the story makes sense.
Photo source: 📷
http://bloximages.chicago2.vip.townnews.com/houmatimes.com/content/tncms/assets/v3/editorial/c/e2/ce26744e-6438-11e6-aebd-37dce6792721/57b3f1bf8a577.image.jpg?crop=937%2C652%2C25%2C34

_____ It was a horrible sight and I didn't know what happened.   ×

_____ I looked around and I saw a boat with firemens.   ×

eslmiko _____ Nowadays, the word firefighter (plural firefighters) is   ×
usually used instead of firemen.

_____ They waved at me and they told me to get on a boat with them.   ×

_____ So i took my sister and my parents and we went to the boat.   ×

_____ The firefighters took us to some safer place and gave us some   ×
blankets and warm and dry clothes.

_____ But then they told us that we may never get back home.   ×

_____ We were desperate to get back to our home because the   ×
weather was getting worse and worse by every hour.

_____ But we had to go to the nearest town and we stayed there for   ×
a couple days.

Task 2 – What do you think?

eslmiko 2. What do you think? #esl2B ⟲Go to YouTube and find the video WHO CARES ABOUT CLIMATE CHANGE? (link above in bio) and watch it. After watching it write your opinion.
What do you think? Do you believe that global warming/climate change exists and the people are to blame? Do you believe that climate change doesn´t exist and it´s a product of the media? Or do you think something completely else? Reason your opinion.

Photo source: 📷 http://www.theblackvault.com/documentarchive/wp-content/uploads/2015/03/8845010-stop-global-warming.jpg

Global warming is just a regular process of the planet Earth. Global warming has been here since forever. There has been ice ages, then ages of hot weather and then again ice ages and hot weather... But the fact is nowadays people support the global warming much faster than ever before. We really do not help the Earth by using cars, factories etc. Animals and even people have big problems (and will have problems) to adapt the speed od the global warming. Look at the polar bear. It had to take more than hundreds of years to develop little ears (to protect them from leaving the body temperature), their fur is also different from fur of brown bear (not only because of color but it also kepps much more warm in their body). And what about now? The climate changes are rapid. The temperature still encreases higher and higher. Only few creatures can adapt to such a quick changes. One day, there will be drought everywhere. But where would be the water? In the atmosphere. It would make it hard to breathe. But I believe after many and many years, there will start a new climate change. The temperatures will get lower and the water will fall down. And then the new life will begin. But I hope that the new life will not contain a human race, because WE destroy rain forests, we kill innocent animals and we support the global warming. The "new" Earth would be much better without us. This is my opinion. But I believe I am not the only one who thinks the same. :)

Task 3 – What happened?

Drought hit in australia. Many people dying on heatstroke. People try go to closest well(studna) that they survive. It's big complication for old people and pregnant womens. They hoping,that would be okay early.

Ground on fire. In 2008 a small village in Africa got hit by a huge drought. The earth was dried to dust and things got very complicated because there wasn't water anywhere. Luckily some of the local residents went to the nearest town to ask for help. The tragedy got in to news so quickly that many people from around the world donated enough money for buying a new big water tanks for this village. All of the people survived and they are still very thankful.

We're helping people in Cambodia. Residents are suffering a few days of enormous heat and drought. Temperature rises often up to 60 degrees. The lakes, rivers, ponds and streams are dry and wells are kilometers away and in most of them is just a murky and non-potable water. So we decided to help. We provide families with large "containers" full of drinking water. We are glad that we can help other people by giving them something that is so common for us. Don't be indifferent, and help with us.

eslmiko Good work! Those people were not afraid to ask for their help so they got it. Yay, there's happy ending.

eslmiko Good work You have used a great range of vocabulary. Your article is very persuasive, I would definitely help after reading this article ☺

eslmiko Drought hit Australia. Many people ARE dying OF heatstroke. People try to go to the closest well. (Treti stupen musi byt s urcitym clenem- the closest). Plural of woman → women (no s here, it's irregular plural form). They hope that it would be okay soon. (Early je spise casne, brzy rano). However, thank you for your post ☐

eslmiko Thanks a lot. Nice vocabulary used ☐☐I would use: Plants are dying and gradually animals will start dying out as well. (Jestli myslis, ze rostliny umiraji a zvirata zacnou take vymirat.)

Huge drought hit in all Africa
Droughts lasts very long time. The sun is shinig very strogly and ground cracked. There is almost no water. People can't grow and harvest their crops, so there is hunger and thirst. The nearest wells are usually hundreds of kilometers far away and journey is very long and lasts all day. However, the rainy season is coming soon and people hope that the situation will improve.

Appendix 3

Instagram account - eslmiko

Appendix 4

Questionnaire

Číslo studenta:_____   Věk:_____ (napiš číslo)

1. Pohlaví?

a) žena
b) muž

2. Kolik let se již učíš anglický jazyk?

_____

(napiš číslo)

3. Jaký máš vztah k anglickému jazyku?

a) pozitivní
b) neutrální
c) negativní

4. Měl/a jsi před zadáním úkolů účet na Instagramu?

a) ano
b) ne

5. Jestliže sis založil/a účet na Instagramu kvůli úkolům, vadilo ti to?

a) ano
b) ne

6. V případě, že ti to vadilo, proč tomu tak bylo?

_____

(napiš důvody)

7. Které sociální sítě používáš?

_____

(vyjmenuj)

8. Bavilo tě plnit úkoly přes sociální síť?

a) ano
b) spíše ano
b) ne
d) spíše ne

9. V případě, že tě nebavilo plnit úkoly, napiš důvod(y) proč.

_____

(napiš důvody)

10. Chtěl/a bys plnit úkoly prostřednictvím sociálních sítí i v budoucnosti?

a) ano
b) spíše ano
c) ne
d) spíše ne

11. Vyhovovalo ti, že sis mohl/a vybrat, které úkoly splnit?

a) ano
b) spíše ano
c) ne
d) spíše ne

12. Zdůvodni, proč ti to vyhovovalo nebo případně nevyhovovalo.
_____

(napiš důvody)

13. Kde jsi plnil/a úkoly?

a) doma
b) spíše doma
c) někde jinde

14. V případě, že jsi plnil/a úkoly jinde, kde to bylo?

_____ (napiš místa)

15. Vyskytly se nějaké problémy během plnění úkolů?

_____

(jmenuj problémy)

16. Které úkoly jsi plnil/a?

a) Create a story
b) What do you think? (Opinion sharing)
c) What happened (Writing a report)
d) I wish I were/was (Wish clauses)
e) What would I do if? (Second conditional)

17. Proč sis vybral/a právě tyto úkoly?

_____

(napiš důvody)

Student's number: _____   Age:_____(write a number)

1. What gender are you?

a) female
b) male

2. How many years have you been learning English?

_____
(write a number)

3. What is your attitude toward English?

a) positive
b) neutral
c) negative

4. Before tasks' submission were you an Instagram account owner?

a) yes
b) no

5. If you had to create an Instagram account, did you mind?

a) yes
b) no

6. Why did you mind creating an Instagram account?

_____
(write reasons)

7. Which social media do you use?

_____ (name them)

8. Did you enjoy completing task via social media?

a) yes
b) rather yes
b) no
d) rather no

9. In the case of not enjoying the tasks write your reason(s).

_____
(write reasons)

10. Would you like to complete tasks via social media in the future?

a) yes
b) rather yes
c) no
d) rather no

11. Did you like that you could choose which tasks to complete?

a) yes
b) rather yes
c) no
d) rather no

12. Write your reasons why did you like it or not.

_____
(write reasons)

13. Where did you complete the tasks?

a) at home
b) rather at home
c) some other place

14. In the case of completing the tasks somewhere else where was it?

_____
(name the places)

15. Did some problems appear during the task completion?

_____
(name the problems)

16. Which tasks did you complete?

a) Create a story
b) What do you think? (Opinion sharing)
c) What happened (Writing a report)
d) I wish I were/was (Wish clauses)
e) What would I do if? (Second conditional)

17. Why did you choose these tasks?

_____
(write reasons)

SHRNUTÍ

Tato diplomová práce se zabývá použitím sociálních sítí se studenty ve výuce anglického jazyka. Teoretická část vysvětluje čtenářům, co jsou sociální sítě, stručně je charakterizuje a představuje typické vlastnosti, kterými sociální sítě disponují. Dále zdůvodňuje, proč mohou být zapojeny do výuky anglického jazyka a stručně jmenuje benefity použití, následně jsou popsány způsoby, jak lze sociální sítě použít. V následující části dochází k nastínění několika problémů a výzev, které souvisí s použitím sociálních sítí. V poslední části je porovnáno plnění domácích úkolů klasickým způsobem vs. plnění domácích úkolů za využití sociálních sítí. Tato část slouží jako teoretický rámec pro následný výzkum. Praktický výzkum proběhl na Obchodní akademii, Plzeň ve dnech 9. až 23. února 2017. Žáci byli instruováni ke splnění tří z celkového počtu pěti úkolů, které byly umístěny na Instagram. Žáci si volili tři úkoly ke splnění dle svých preferencí, na splnění úkolů měli čtrnáct dní. Následně žáci vyplnili dotazník, jehož cílem bylo zjistit jejich postoj k plnění úkolů prostřednictvím sociální sítě. Díky sociální síti bylo možné zjistit, kdy žáci jednotlivé úkoly splnili a tato data byla následně analyzována. Dále byly zjišťovány výhody a nevýhody použití sociálních sítí z pohledu učitele. Výsledky výzkumu jsou graficky zpracovány ve formě grafů a tabulky s příslušným komentářem. V závěru práce jsou implikace pro výuku anglického jazyka, zmíněna jsou také omezení výzkumu, v poslední části jsou zmíněny možné způsoby, jak by bylo vhodné výzkum rozšířit. Výzkum naznačil, že využití sociálních sítí by mohlo být použito k plnění domácích úkolů mezi jednotlivými hodinami anglického jazyka. Závěrem je důležité dodat, že učitel by měl zjistit preference žáků před následným použitím sociálních sítí, měl by znát rizika s tím spojená a přesně vymezit pravidla, která budou vyhovovat jak žákům, tak i učiteli samotnému.