

Face to face:

Vlogging and Facebook in the Spanish Classroom at UWI, St. Augustine

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To do:

- ✓ Introduction
- ✓ Literature review
- ✓ Research questions
- ✓ Methodology
- ✓ Findings
- ✓ Conclusions

Introduction

1. On-going action research
2. Spanish as a foreign language
3. Caribbean students' perspectives
4. Two alternative technological tools
 - a weekly video journal instead of a written journal
 - Facebook as a forum instead of a Learning Environment Platform (LEP)

Literature review

Facebook

❑ Facebook and language learning:

- Blattner Geraldine and Lomicka Lara, (2012).
- Lomicka, L. & Lord, G. (2009).
- McBride, K. (2009).

❑ Facebook and education:.

- Mazman Guzin Sacie and Usluel Kocak, Yasemin (2010).
- Mills, N. (2011).
- Rauch, Ulrich (2011).
“Student perceptions of using Facebook as a learning tool in an undergraduate teacher education programme at UTT”

Literature review

Vlogging

☐ Reflective learning and blogs

- Biggerstaff, M. A.(2005).
- Jensen, L. P. (2009).
- Mansor, A.Z. (2011)
- Thorpe, K. (2004).

☐ Vlogging and perceptions

Hung, Shao-Ting. (2011)
“Pedagogical Applications of
Vlogs: An Investigation into ESP
Learners’ Perceptions.”

Research questions

1. What previous exposure did students have on
 - using Facebook and learning environment platforms?
 - reflection journals and vlogs?
2. What are students' perceived benefits of
 - using a Facebook group as a forum outside the classroom?
 - vlogs as a tool for reflection?
3. What are students' perceived challenges associated with
 - using the Facebook group?
 - vlogs?
4. What medium do students prefer:
 - Facebook or learning environment platforms for forums outside the classroom?
 - written or video assignments for reflection outside the classroom?

Facebook: justification

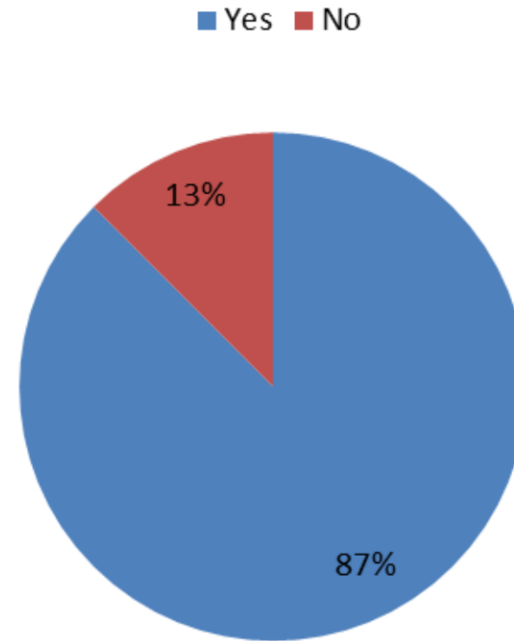
- Language Learning is a continuous process that can benefit from the motivation and encouragement of outside the classroom interaction among students and with the lecturer.
- There are Learning Environment Platform but Students do not log in as often as they should.
- Facebook is a widely used social network and students log in regularly.
- Ideal for an active forum.
- Information gets to them instead of them having to look for it.

Facebook experience

- Participants
 - Number= 32
 - Level= A1
 - Age group= 18-65
 - Language path= Non-specialist at Centre for Language Learning
- Time frame
 - 2012-2013
- Implementation
 - A Facebook group created as forum
 - Voluntary but highly recommended
 - English and Spanish
 - Notices, assignments, due dates, interesting links, questions, etc.
- Research instruments
 - Online questionnaire
 - 20 items
 - 18 closed
 - 2 open

Facebook: findings

- Previous exposure
 - 87% had
 - From those 75% once a week or more



- Perceived benefits
(87% would recommend its use)
 - Easy to ask questions and get quick replies (51%A+44%N)
 - Sharing the learning experience (34%A+56%N)
 - Integrating learning to their usual social network (57%A+25%N)

Students' voices

- “I liked the feeling of being closer connected to my teacher and classmates, being able to ask a (sometimes last minute) question and receive a response”
- “It is a very progressive step towards encouraging classroom sociability and effective delivery and accounting of homework and assignments.”
- “Using Facebook for the Spanish class was a great idea as the majority of the students have Facebook accounts so it made communication among the class easier, reliable and effective”

Facebook: findings (2)

- Perceived disadvantages
 - 13% ($n=4$) would not recommend its use
 - No previous experience with Facebook
 - Privacy concerns
- Preferences
 - 87% preferred Facebook vs. Learning Environment Platform: Facebook as easier to use, higher log in regularity, more portable (mobiles, tablets, etc.)
 - Only those with privacy concerns (13% $n=4$) preferred LEPs

Students' voices

- “I am not a fan of Facebook since I have seen many people hurting as a result of some Facebook issue. I personally am a very, very, very PRIVATE person”
- “The Facebook group for Spanish was especially convenient, as being on Facebook, one of the most widely used sites, applications and platforms, it proved very easy to use and easily accessible from phones, devices which normally gave problems with other less disseminated pages like myelearning”.

Vlogging: justification

- **Reflection** is an **essential** part of the learning process.
- Written reflections have been used for a while in language learning as a means to aid in developing linguistic skills.
- Written reflections are not ideal when the emphasis of the class is on conversation.
- **Video reflections** provide students the opportunity to practise their **oral skills** outside the classroom.
- **Video reflections** provide students with an opportunity to evaluate **their own** oral production and to be conscious of their body language.
- **Feedback** on vlogs can include items on **intonation, body language, pronunciation**, etc., impossible to observe in written reflections

Vlogging experience

- Participants
 - Number= 15
 - Level= B2-C1
 - Age group= 21-30
 - Language path= specialist, BA in Spanish, Dept. Modern Languages and Linguistics
- Time frame
 - 2011-2013
- Implementation:
 - Video recording of learning reflections (in target language)
 - Weekly submission
 - Mandatory with weight of 10% of final grade.
- Research instruments
 - Online questionnaire.
 - 30 items
 - 27 closed
 - 3 open

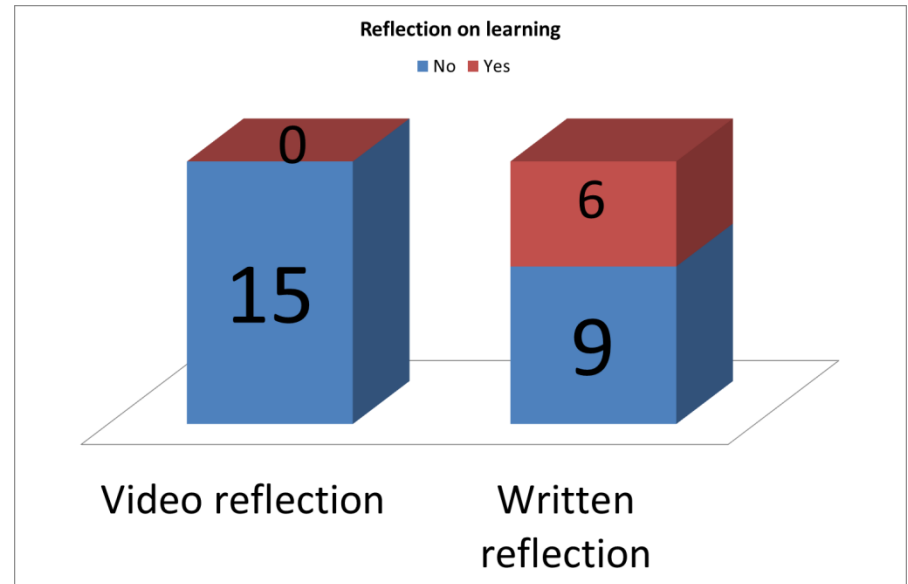
Vlogging: findings

- Previous exposure

- Perceived benefits

(80% would recommend its use)

- Improve Spanish oral ability, pronunciation, grammar (93,3%A+6,7%N)
- Gain confidence (73,3%A+26,7%N)
- Identify weaknesses (73,3%A+26.7%N)
- Useful feedback (73,3%A+26,7%N)



Students' voices

- “They gave us an opportunity to actually hear ourselves speak and evaluate our own pronunciation, accents and fluency in Spanish”
- “It allowed me to identify the difficulties I had not just with the language but in the classroom and personally (e.g. fear of talking in class) as well”
- “I thought that the vlogs helped with my level of confidence in speaking aloud to others and my teacher would point out the flaws in my expressions”

Vlogging: findings (2)

- Perceived challenges

(20% would not recommend its use)

- Camera shyness
- Privacy concerns
- Time

*No Technical difficulties

- Preferences

- Written: 26,6%
- Vlog: 40%

Students' voices

- “The main disadvantage was finding the time to do the videos as well as actually having to be in front of a camera made me feel self-conscious which inhibited me resulting in a lot of mistakes.”
- “I really like the use of vlogs, and I think all students should try doing them, they should be open to something new and creative instead of the usual written reflections.”

Conclusions

- Students were in both cases open to the use of an alternative technological tool (Facebook and video blogging)
- They saw certain advantages and the majority preferred its use to the conventional (learning platforms and written reflections).
- The majority of the students recommend the use of the alternative technological tools.
- Some challenges were identified:
 - privacy concerns (either for Facebook or for the distribution of vlogs in YouTube)
 - lack of familiarity with the technological requirements.
- Recommendations: explain to students how to tweak privacy options available for both Facebook and YouTube, and provide technical support.

Thank you!

“Provides an easily accessible environment for students”



“Encourages sociable behaviour between students”

“I don't log out of my iPad so that whenever there is a post I will receive it”

“Allows for effective communication between lecturers and students”

“Challenging for persons who are self-conscious in front of the camera.”



“allows for the extra practice”

“a great technique for language students”

“allows for self- evaluation”