



UNIVERSIDAD
DE ATACAMA

FACULTAD DE HUMANIDADES Y EDUCACIÓN
DEPARTAMENTO DE IDIOMAS

**An Exploratory Study of the Use of Social Media to
Foster EFL Learners' Intercultural Competency**

Undergraduate thesis presented for the Bachelor of Education and Pedagogy in English

Thesis Advisor: MA Renee Suzanne Schreiber

Matías Cordero
Gisselle Puzoca
Valentina Tapia
Emilia Valencia
Copiapó, Chile 2022

Abstract

The objective of this research was to address interculturality as a competence to be developed in the school context through the use of social media in the English language. This is developed through six chapters. The first chapter dealt with the introduction in which a recapitulation of all the content of the research can be observed. The second chapter was about the theoretical framework which contains the key words. The third chapter is about the methodology in which it was found the method used for data collection. In the fourth chapter was evidenced the results obtained from the Google forms answered by students of the Universidad de Atacama. In the fifth chapter, the results were analyzed, where it was found that social media can serve as a learning tool for interculturality, however, the so-called "distraction factors" must be considered.. Finally, in the last chapter it found the conclusion reached, which is, social media are intercultural tools by nature.

Key concepts: Interculturality, culture, social media, social media in education, social media as an intercultural tool, and English as a Lingua Franca.

Resumen

El objetivo de esta investigación fue abordar la interculturalidad como una competencia a desarrollar en el contexto escolar a través del uso de las redes sociales en el idioma inglés. Esta se desarrolla a lo largo de seis capítulos. El primer capítulo abordó la introducción en la cual se puede observar una recapitulación de todo el contenido de la investigación. El segundo capítulo fue sobre el marco teórico este contiene las palabras claves. El tercer capítulo es acerca de la metodología en el cual se encontró el método utilizado para la recolección de datos. En el cuarto capítulo se evidenciaron los resultados obtenidos del Google forms respondido por estudiantes de la Universidad de Atacama. En el quinto capítulo se analizaron los resultados donde se arrojó que los medios sociales pueden servir como herramienta de aprendizaje para la interculturalidad, sin embargo se deben considerar los llamados “factores de distracción”. Finalmente, en el último capítulo se puede encontrar la conclusión a la que se llegó, la cuales es, las redes sociales son herramientas interculturales por naturaleza.

Conceptos claves: Interculturalidad, cultura, redes sociales, redes sociales en educación, redes sociales como herramienta intercultural e Inglés como Lengua Franca.

Table of Contents

CHAPTER 1: INTRODUCTION	6
CHAPTER 2: THEORETICAL FRAMEWORK	8
2.1.- Types of Culture	9
2.1.2 Collective Culture	9
2.1.3 Individual Culture	10
2.2 English as a Lingua Franca	10
2.3 The Need for an Intercultural Policy in Education	11
2.3.1 The Need for Tools to Support Interculturality	12
2.4 The Use and Impact of Social Media in Education	13
2.5 Social Media as a Tool for English Language Support	15
2.6 Student Empowerment and Participation	15
CHAPTER 3: METHODOLOGY	16
CHAPTER 4: RESULTS	20
4.1. First Section: General Questions	21
4.2. Second Section: Interculturality Questions	26
CHAPTER 5: DISCUSSION OF THE RESULTS	35
5.1 General Questions	37
5.2 Interculturality Questions	39
CHAPTER 6: CONCLUSION	42
References	46
Appendix	55
Appendix 1.- Data Collection Instrument	55
Appendix 2.- Data collection instrument (cont.)	56
Appendix 3.- Data collection instrument (cont.)	57
Appendix 3.- Data collection instrument (cont.)	58

Appendix 4.- Data collection instrument (cont.)	59
Appendix 5.- Data collection instrument (cont.)	60
Appendix 6.- Data collection instrument (cont.)	61
Appendix 7.- Data collection instrument (cont.)	62

Table of Figures and Illustrations

Table 1	20
Table 2	37
Figure 1	22
Figure 2	22
Figure 3	23
Figure 4	23
Figure 5	24
Figure 6	24
Figure 7	25
Figure 8	26
Figure 9	27
Figure 10	27
Figure 11	28
Figure 12	28
Figure 13	29
Figure 14	29
Figure 15	30
Figure 16	30
Figure 17	31
Figure 18	31
Figure 19	32
Figure 20	32
Figure 21	33
Figure 22	33
Figure 23	34

CHAPTER 1: INTRODUCTION

Future teachers in training have the task of fulfilling a mentoring role, and at the same time keeping their knowledge constantly updated to bring it into the classroom. Nowadays, it is not surprising that teachers make use of new technologies for the purpose of teaching and developing new competences such as interculturality. Because of the above mentioned, this research addresses the lack of knowledge about the possible use of social networks such as Instagram, TikTok, YouTube, WhatsApp, Twitter, Discord, Facebook, Reddit, Twitch and Tumblr as main tools to promote interculturality in the educational context. using the English language. In this research, the main subjects of study are teachers in training at levels 300 to 400 of the University of Atacama, specifically in the area of pedagogy in which English is taught as a subject. Their experiences in the process of student-teaching practice will reflect on the purpose of social media as a tool for cultural exchange with the aim of evaluating possible academic applications to create understanding of other cultures, and value their own culture through the use of English in order to promote interculturality.

According to Walsh (1998), “interculturality can be defined as the relationship, communication and learning between different people, groups, knowledge, values and traditions, aimed at generating, building and promoting mutual respect, and a full development of the capabilities of individuals, over and above their cultural and social differences” (p.4).

The process was carried out with the general objective of evaluating the use that student teachers make of social media to promote interculturality through the use of English at the University of Atacama, and through the following research questions: Do social media incorporate interculturality appropriate to the academic environment? Do teachers feel it is important to include interculturality in their teaching? How do teachers incorporate interculturality? How is interculturality included in the curriculum and English teaching materials? What characteristics/requirements should a social media have in order to function in a large educational group? From this, four specific objectives related to the topic were established obtaining specific answers for the

research. These specific objectives are: to identify the social media used to promote interculturality through the use of English, classify the social media identified according to characteristics that support social interaction, analyze the potential application of social media as a learning tool for interculturality through the use of English, and evaluate the use of social media as a learning tool for interculturality through the use of English.

For this purpose, a Google forms questionnaire was used as a data collection instrument, and it consists of questions related to the general and specific objectives. These questions were answered by students belonging to the Bachelor's Degree in Education and General Basic Pedagogy and Bachelor's Degree in Education and Pedagogy in English. The main purpose of this research is to address interculturality as a competence to develop in school's context through the use of social media in the English language. This research is developed at the University of Atacama, and was born as a need for the development of intercultural competences which are scarce in schools belonging to the city of Copiapó, Atacama.

In the following document, you will have at your disposal the selected research process, which consists of six chapters in total. Chapter one consists of the introduction, where the content of this document is briefly developed. Chapter two corresponds to the theoretical framework, which gathers all the already existing information of the field to be investigated. Chapter three develops the selected methodology, and the process carried out in the research. Chapter four corresponds to the results obtained from the chosen research group. Chapter five explains in more depth the analyses obtained by the research. Finally, chapter six sets out our final reflections, and other important points to support possible future research.

CHAPTER 2: THEORETICAL FRAMEWORK

Social media is a platform where people from different parts of the world share and express their ideas on a topic, allowing interaction through dialogues, conversations, and satisfying their needs of belonging by using the internet. Social media have adopted a fundamental and important role within our society, being the main source of information and knowledge in different areas such as education. Through social networks, interculturality is capable of flourishing from anywhere in the world. In this way, an intercultural exchange is allowed in real time between distant cultures in a natural way. In addition, they have helped teachers to obtain material for their classes, learning new teaching methodologies and gaining new knowledge to adapt into different contexts (Sawyer, 2011).

Nowadays, schools are having a massive arrival of new students, belonging to different parts of the world, creating a clash between the student's country of origin and the country of destination. Due to this, several educational establishments have been forced to look for new strategies to implement in order to embrace interculturality within the educational community (Stefoni et al, 2016, p.163). Interculturality is understood as "relationship, communication and learning between people, groups, knowledge, values and different traditions, aimed at generating, building and promoting mutual respect, and a full development of the capabilities of individuals, over and above their cultural and social differences" (Walsh, 1998, p. 4).

Recently, interculturality has been promoted through interaction on social media since it looks to increase the level of satisfaction that the cultural environment requires. "Research shows that people tend to use new social media to become more integrated into the host culture during their adaptation and to maintain connections to their home countries" (Sawyer, 2011). In the educational field, social media is of great help, as it supports students to familiarize themselves with other cultures, as it contributes to maintaining relationships and overcoming the different challenges that it requires, such as culture shock.

In order to address what interculturality and social media are, this study will develop important points for the realization of it. These points are: Global aspects, English as a Lingua Franca, educational policies consisting of the need for integration of interculturality, and social media as a learning tool for the teaching of the English language. All this is based on the general objective which is to evaluate the use student teachers make of social media to promote interculturality through the use of English at the University of Atacama. Also, based on the specific objectives which are the followings: Identify the social media used to promote interculturality through the use of English, classify the social media identified according to characteristics that support social interaction, analyze the potential application of social media as a learning tool for interculturality through the use of English, and evaluate the use of social media as a learning tool for interculturality through the use of English.

2.1.- Types of Culture

As Cohen (2009) states, there is a great variety of definitions of culture, which alludes to the difficulty that exists when it comes to arriving at a general definition. The constant evolution and changes in the society are also another factor that makes it difficult to create, and to have stable definitions or categories when it is about culture. However, according to Oyserman et al. (2002), there are two major orientations into which culture can be divided: these are the collective culture or collectivism and the individual culture or individualism.

2.1.2 Collective Culture

Collective culture is characterized as the culture shared by all the individuals of a country or, better said, they share a general culture. According to Taylor (1871), "Culture or Civilization, in the broad ethnographic sense, is that complex whole which includes knowledge, beliefs, art, morals, law, customs and any other habits and capacities acquired by man as a member of society" (para. 1).

Within this definition, the following characteristics of culture were found: the establishment of norms or bases of the social order that guarantee an adequate development within society: it is transmitted from generation to generation, it is enriched with the passing of time adopting characteristics of other cultures reaching a type of metamorphosis where new cultures are born, and it has different forms of manifestation such as painting, architecture, music, gastronomy, etc.

2.1.3 Individual Culture

When referring to individual culture, it is the importance given to the individual and the values of the individual's uniqueness and freedom. Within individual culture, personal goals and personal benefit are valued over the interests of the group. However, in our research, there is another possible way to define this term: individual culture is the individual's perception of different aspects of other cultures. It assumes that “each nation has a distinctive, influential, and describable culture” (McSweeney, 2002, p. 89). National culture is believed to be an aggregate of individual responses (Hofstede, 1985), while individual culture is measured on the level of each and every individual, as it is thought to “begin with the transmission of behavioral content, learned by one organism during its lifetime” (Glenn 2004, 139).

2.2 English as a Lingua Franca

The English language is known to be of great importance on a global scale, where it is used to communicate among people from different countries, opening up new horizons and opportunities for those who wish to expand their knowledge, and gain new learning experiences. The global literature reveals a wide variety of terms such as English as an international language, World Standard English, Literate English, and the more widely known, English as a Lingua Franca. Since English is one of the most widely spoken languages, many authors refer to it as a Lingua Franca,

this term being defined by Lorenzo (n.d.) as the language that is used as a common means of communication for practical reasons between people who are not native speakers of the same language (p. 434-435).

With the above mentioned, the belief that English belongs only to native speakers and that there is only one way to speak the language is abandoned, and it is understood that the main importance of a language is communication among people, i.e., as long as there is understanding between individuals, the objective of communication is fulfilled. According to Jenkins (2009) “Moving on to English as a Lingua Franca, in using this term I am referring to a specific communication context: English being used as a lingua franca, the common language of choice, among speakers who come from different lingua cultural backgrounds” (para.2)

English as a lingua franca has an important value within this research due to what the authors mentioned above: Its importance lies in communication between people who do not share a mother tongue, giving privilege only to the previous one mentioned above other skills such as writing and pronunciation.

2.3 The Need for an Intercultural Policy in Education

Taking into account the constant change of society and the increase in cultural exchange that is now taking place in schools, a suitable policy is necessary to adapt the school situation to the current context in which it works. Around the subject referring to migratory movements, there are analyses from political, economic, and legal points of view, but little is said about the point of view of education. According to Stefoni (2016), a public policy is necessary to guide, train and deliver tools to the school system otherwise it is impossible for schools to give an adequate response to the growing diversity that exists today in the classrooms.

Although the Chilean government promotes and protects cultural diversity and ensures the well-being of foreign students, there is no policy related to the creation of

an intercultural curriculum that guides and provides authentic tools and material to schools and teachers. Likewise, the existing intercultural policies that promote recreation and knowledge of other cultures are focused on the indigenous Chilean population, as is the case of the Bilingual Intercultural Education program in Chile (EIB) (Ministerio de Educación, 2018), and not on foreign cultures. As the Ministry of Education (n.d) argues, “It seeks to contribute to the development of citizenship with intercultural skills and practices, incorporating the cultural and linguistic knowledge of indigenous peoples into the pedagogical practices and management tools of the country’s establishments” (para.1). In order to achieve an efficient intercultural classroom, it is necessary to decenter the place of privilege occupied by the dominant and hegemonic society, in this case the Chilean one, so that in this way the multiple contexts are in equal conditions to share and learn of the different cultures (Stefoni, 2016). To achieve this decentering of the school curriculum, the rigidity of the Chilean educational system must be left behind. Here there is a difficulty in incorporating topics that are not explicitly contemplated in the institutional framework of the standard curriculum. This generates constant pressure to comply with external indicators linked to certain standardized knowledge and skills, causing pressure to obtain good indicators and leaving aside everything that does not have to do directly with the established curriculum.

2.3.1 The Need for Tools to Support Interculturality

In order to confront immigration problems, integration is the only logical and rational means available. On one hand, integration is a process of mutual rapprochement between the immigrant and the host society. According to Barrios et al. (2014) “From an intercultural standpoint, integration is more than a question of accepting and incorporating foreign children and young people into Chilean classrooms. It also implies the inclusion of dialogue and cultural exchange” (p. 406). On the other hand, interculturality is a means in which people can learn about other people and cultures. Without interculturality, there is an obstacle to living together.

The society is not unitary: that is why integration occurs in a segmented way, occurring in certain sectors. In addition, one of the biggest influencers of the integration of foreign students into the educational system are teachers. However, they do not have the necessary tools to carry out the process effectively because they need to develop various aspects for which they are not fully qualified. In turn, they are responsible for developing new teaching and learning strategies, which are aimed at fostering intercultural analysis and reflection. As Barrios et al. (2014) argued, “hence, some teachers have been surprised both by the entry of foreign students into their schools, and by the few vocational training tools they have to take on the challenge of educating from multiculturalism” (p. 418).

As the context implies, Chile is not prepared to face intercultural situations in which teachers are required to attend to all the needs of their students. As Barrios et al. (2014) said, “... it is imperative that Chile establish public policies to promote intercultural education, not just bilingual education, but holistic intercultural education that responds adequately to the principles of diversity, integration and interculturality outlined the general law on Chilean education” (p. 406).

2.4 The Use and Impact of Social Media in Education

Before starting, it is important to mention what is understood by the term social media and how it is perceived by different authors. Nass de Ledo (2011) argues that social media are and act as meeting points where people can access various information, share information and impressions, and consult different files and resources available in real time. For Orihuela (2008), "Online Social Media, such as LinkedIn, Facebook or Tuenti, are web-based services that allow their users to interact, share information, coordinate actions and in general, keep in touch" (p. 58). "Social media as such are those that comprise the category of systems focused on the exposure and publication of actors' social media. Social Media comprise categories of closed systems that are responsible for making user profiles visible" (Recuero, 2009, p. 104). Durango (n.d) mentions that “social media emerge as powerful systems that

establish relationships, generate and distribute content, developing something called collective intelligence, feeding a database that can be used to obtain all kinds of information” (p. 15).

With the topic discussed above, it can be reached to better understand how social media are currently playing an important and fundamental role in the lives not only of young people but also of adults, especially teachers, some of whom have implemented their use for their classes and as support. This great impact of social media makes it easier for teachers to search for information and content as well as to communicate with their students or other colleagues. One example of these social media is WhatsApp, as it plays an active role in the educational environment by focusing on interaction among the educational community, providing options to create learning and communication groups (Diaz & Alulima, 2021). Another social media that impacts education is YouTube, mentioned by Diaz & Alulima (2021) "YouTube is a social media that provides diversified learning through videos, tutorials, manuals" (p. 16).

Cabero et al. (2016) argue that technologies have sped up the pace of progress in our lives in every aspect but that the educational community is still in a dispute as to the purpose of these innovative tools to improve the teaching process. It is in this same argument where the differences are between the students' preference for social media and the use that teachers make of them when teaching, i.e. that teachers implement social media in a different way to how students usually do, causing them to lack interest in the class or content.

There are five important categories to consider when choosing a social media site suitable for teaching: user security, privacy, reliability of information, supportive navigation, accessibility and motivation (Silius et al., 2011). Taking this into account, the criteria can be determined depending on the needs of each classroom and the purposes of the class.

2.5 Social Media as a Tool for English Language Support

Over the last few years, social media have become so prevalent within society that they are used for various purposes such as communicating, interacting, sharing, expressing ideas, and getting connected. However, one of the most important functions that has been given to social media is that of a tool to learn English. According to Winda et al. (2020), “Social media enhance participants communication competence in a way that communication among international friends goes effective, they adapt faster where social media assist them to get along very well with a strong tie, and finally, social media enhances their English reading skill” (p. 483).

Students need to be exposed to both native and non-native English speakers in order to improve their English language skills. “In other words, for today’s students to be competent in their future professional communication with customers and colleagues from other countries, they need both advanced language skills and an appreciation of other cultures. Because of these priorities, many people see the need for shifting English education teaching paradigms to adapt to the changing learning environment” (Richards & Rogers, 2014).

2.6 Student Empowerment and Participation

First of all, to embrace empowerment within education, it is necessary to know what it means to reinforce education. This is understood as a critical and democratic pedagogy that seeks change, both individual and social, focused on students in order to strengthen their capacities and, at the same time, their knowledge. Additionally, it seeks to empower the human being, developing one’s sense of power. Torres (2009) argues that “... education focused on reflection and the review of institutional performance, teacher and student performance towards the opening of new and increasingly better ways of individual and collective decision and action” (p. 92-93).

As for social media, the implementation of these in education requires active participation by students, as these are the central focus of this process. However, they are required to maintain an empowering posture, giving them the necessary skills to be responsible for their own learning through the use of social media. “... empowerment is conceived as a process of awareness that shows the student its potential and capabilities and the relationship of these with the world around him.” (Torres, 2009, p. 90).

The theoretical framework is a collection of information about what is already known in the field of research. In this case, the theoretical framework addresses key concepts such as culture, and the categories in which it is divided, English as a Lingua Franca, social media, and interculturality. First, culture is divided into two categories, individual and collective. The collective culture is about sharing a general culture, while the individual one is about values the individual's uniqueness and freedom. Secondly, English as a Lingua Franca creates a connection between people and interculturality, as it encompasses language and all that it means. Finally, social media since it helps to foster interculturality, having a great impact in everyday life and in the field of Education. All this related to the need of student's participation in the intercultural learning process in conjunction with social media and the English language.

The third chapter will address the development of the research, and will explain step by step the data collection instrument. Additionally, it will talk about the choice of the instrument, the methodology used, the research group chosen, and the data collection.

CHAPTER 3: METHODOLOGY

This chapter discusses the process that was carried out for the data collection of the research. First, this research has two categories of analysis, which are interculturality and social media. In the first category, it analyzed all the questions related to social media, while in the second category was analyzed culture and the impact that it has on social media. To carry out this research some key concepts were used in order to obtain documents related to the topic chosen. These key concepts are: Interculturality, culture, social media, English teaching, social media in education, social media as an intercultural tool, and English as an intercultural tool. The databases used to obtain the documents were the following: ResearchGate, Google Scholar, and Scielo. Those databases were selected since they have a variety of free articles for academic and research purposes. The collected information was classified in a matrix for the Theoretical Framework in which the most relevant information of each text read is specified. Among this relevant information arose main ideas, questions or hypotheses, methodology used, analysis, and results, conclusions, implications for future research, and implications for practice.

Also, these were implemented in the data collection instrument, in order to respond to different characteristics of the topic. Second, the selected instrument is intended to respond to the general objective of the research, which is to evaluate the use student teachers make of social media to promote interculturality through the use of English at the University of Atacama. Analyzing the current context of Chilean education, this research focuses on the use that education gives to social media to promote interculturality through the English language.

Third, the samples selected for this research were the 300 and 400 levels of the University of Atacama, belonging to the Bachelor of Education and Bachelor of Education and Bachelor of Education and Bachelor of Education in English. This group was chosen because they had more experience in the process of carrying out internships, and the age of the group was taken into account in the research since they have a better

understanding of the current context, and because of the possible incorporation of social media. The number of students who responded to the questionnaire was a total of twenty, with 100% participation in the two sections of the questionnaire. In addition, the Google forms questionnaire and the letter of consent were sent to the institutional e-mail of the selected students. The letter of consent consisted of the permissions that the students gave to use the data collected in the research, always respecting their anonymity.

Fourth, Google forms was chosen because it was the most compatible format with the little time that was destined to create the questions, and because it facilitated the collection of data since it gave us the statistics about the questionnaire immediately. The data collection instrument chosen is Google forms, and consists of twenty-three questions which are divided into the two categories and two sections. The first category is general questions, and its section is about the use of social media. The second category is interculturality, and its category consists of culture and the impact that it has. These questions were created from all documents read throughout the research. Also, the questions had a previous validation by three teachers, question by question. To realize the validation the teachers had a Likert-type scale in which they had to mark with an X the answer chosen from among the five options presented in the boxes; those options were: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree and 5 = Strongly agree. This process was for each one of the questions of the questionnaire. Also, they had a space in which they could write their advice or aspects to improve. Once the validation was done, the teachers gave us tips on how to synthesize some of the questions, so the group selected could have a better understanding of them. The data collection instrument validation form is presented in Table 1.

Table 1:*Data Collection Instrument Validation*

Criteria	Level of agreement				
	1	2	3	4	5
Clarity: the question is clearly understood. There is no ambiguity.					
Relevance: the question is related to the research objective (s) and is significant for the purpose of the study.					
Organization: the order of the question in the questionnaire is appropriate.					
Observations:					

This investigation is conducted by a mixed method since it includes quantitative and qualitative data, where closed and open questions were used. In the closed ones are multiple choice questions where respondents could answer limited to general questions. While in the open questions are developmental questions where the respondents give evidence about the use of social media in the field of English and interculturality. According to Fernández & Díaz (2002), Quantitative research focuses on collecting and analyzing data that can be counted, while Qualitative research makes narrative stories about what is being studied.

As a final point, the methodology is a fundamental part of the research since it serves to choose the method used during the process, as well as to explain the procedure in detail. Also, the methodology was chosen thanks to a suitable analysis for the research, and the main characteristics of this were taken into account. These were interculturality and social media. With the help of the data collection instrument, and the answers given by the students were a great contribution to elaborate the following

chapter of this research, giving different points of view about the topics previously mentioned.

CHAPTER 4: RESULTS

To begin with, the main purpose of the following section was to report the data collected through the use of a Google forms instrument. This questionnaire was applied to students of the University of Atacama, belonging to levels 302 and 402 of the Bachelor's Degree in Education and Pedagogy in Basic General Education and Bachelor's Degree in Education and Pedagogy in English. The participants were given a week to respond, having a total of twenty responses received in the time frame. In the same way, the data collected was divided into two sections, general and intercultural responses. Likewise, and taking into account the selected methodology, the results were divided into qualitative and quantitative. In the qualitative results were all the open questions related to the students' experiences and preferences provided regarding social media, and the possible use that it has into language teaching, and interculturality. While in the quantitative results were all the quantifiable questions with alternatives corresponding to each section.

The following sections provided a more detailed description of the two main sections of this research, which were as follows: General Questions and Cross-Cultural Questions.

4.1. First Section: General Questions

Firstly, this section was composed of general questions which were related to the use of social media, and the preferences of each one of the respondents belonging to levels 300 and 400 of Universidad de Atacama. To be more specific, in the area of pedagogy in which English language is taught as a subject. In addition, the results obtained in each question of the questionnaire were shown following the same order of the Google forms.

Figure 1

Question 1: Use of social media

1. Do you use social media? (i.e., Facebook, Twitter, YouTube, Tiktok). / ¿Usas redes sociales? (Por ejemplo, Facebook, Twitter, Youtube, Tiktok).

20 respuestas

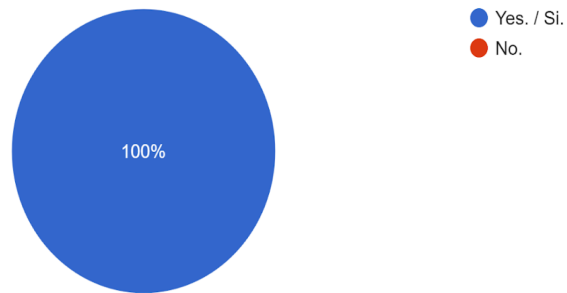


Figure 2

Question 2: Frequency of the use of social media

2. How often do you use social media? / ¿Con qué frecuencia utiliza las redes sociales?

20 respuestas

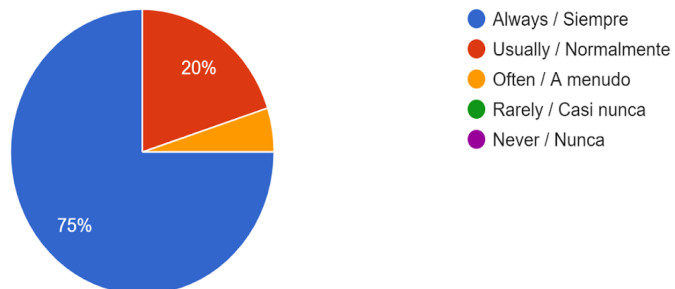
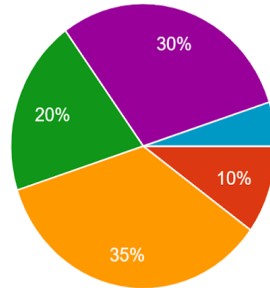


Figure 3

Question 3: Time spend on social media

3. How much time do you spend on social media per day? / ¿Por cuánto tiempo utilizas las redes sociales al día?

20 respuestas



- Between one to thirty minutes / Entre uno a treinta minutos.
- Between one to sixty minutes / Entre uno a sesenta minutos.
- Between one to three hours / Entre una a tres horas.
- Between three to six hours / Entre tres...
- Between six to nine hours / Entre seis...
- Between nine to twelve hours / Entre...
- More than twelve hours / Más de doce...

Figure 4

Question 4: Purpose of the use of social media

4. What purpose does social media have in your life? Please be brief in your answer. / ¿Qué propósito tienen las redes sociales en tu vida? Por favor se breve en tu respuesta.

20 respuestas

- Un propósito de entretención o distracción.
- Son un medio de entretenimiento, comunicación y aprendizaje.
- For entertainment and seen different life styles
- Communicate with my loved ones, friends and acquaintances.
- Socializar, mantenerme actualizado y divertirme
- Saber sobre mi familia y amigos
- Entretención y comunicación
- Communication
- comunicación, entretención

Figure 5

Question 5: Comfort using social media

5. On a scale of one to ten, How comfortable do you feel using social media sites? Consider one as "not comfortable" and 10 as "very comfortable." ...o "no me siento cómodo" y 10 como "muy cómodo."
20 respuestas

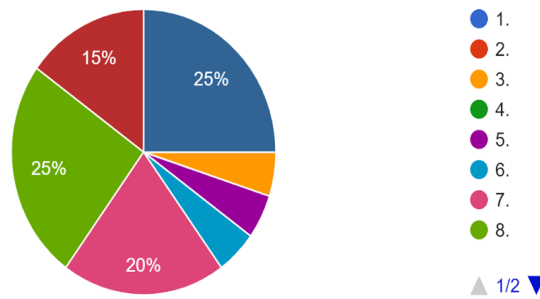


Figure 6

Question 6: Most comfortable social media

6. Which social media are you most comfortable using? / ¿Cuál red social le resulta más cómodo utilizar?
20 respuestas

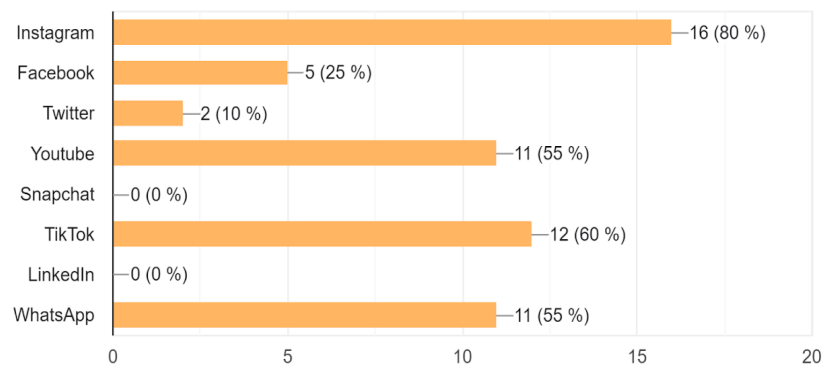
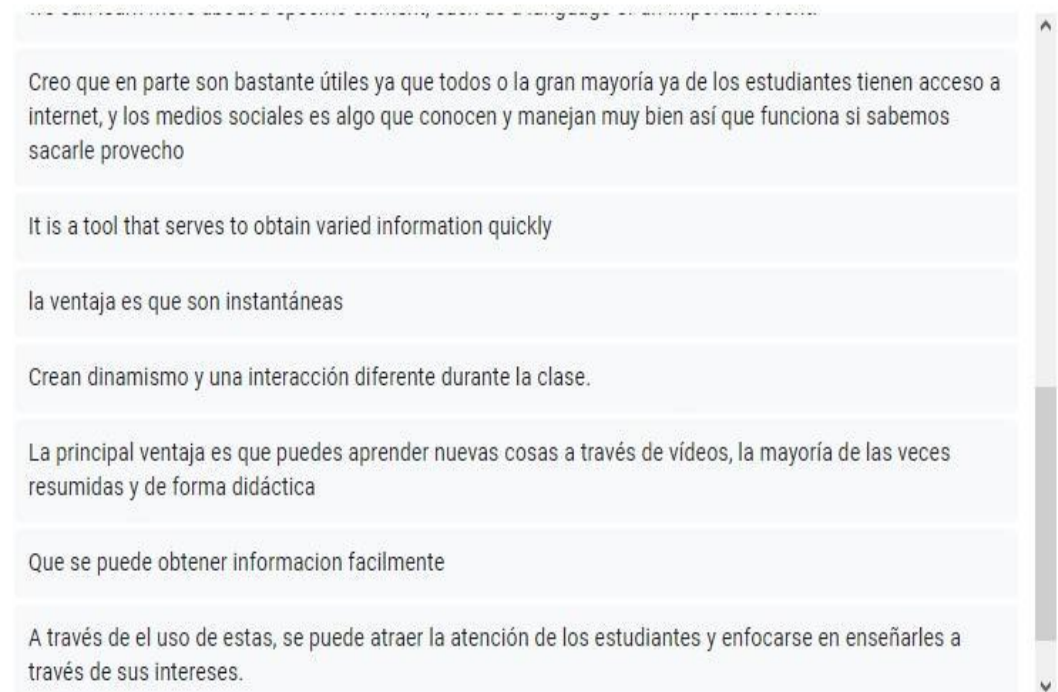


Figure 7

Question 7: Advantages of social media as a learning tool

7. In your opinion, in general, what are the advantages of using social media as a learning tool? Please be brief in your answer. / En su opinión, en general, ¿Cuáles son las ventajas de utilizar los medios sociales como herramienta de aprendizaje? Por favor se breve en tu respuesta.

20 respuestas



The image shows a screenshot of a survey question with 20 responses. The question is: "7. In your opinion, in general, what are the advantages of using social media as a learning tool? Please be brief in your answer. / En su opinión, en general, ¿Cuáles son las ventajas de utilizar los medios sociales como herramienta de aprendizaje? Por favor se breve en tu respuesta." The responses are listed in a scrollable area with a vertical scrollbar on the right. The responses are:

- Creo que en parte son bastante útiles ya que todos o la gran mayoría ya de los estudiantes tienen acceso a internet, y los medios sociales es algo que conocen y manejan muy bien así que funciona si sabemos sacarle provecho
- It is a tool that serves to obtain varied information quickly
- la ventaja es que son instantáneas
- Crean dinamismo y una interacción diferente durante la clase.
- La principal ventaja es que puedes aprender nuevas cosas a través de videos, la mayoría de las veces resumidas y de forma didáctica
- Que se puede obtener informacion facilmente
- A través de el uso de estas, se puede atraer la atención de los estudiantes y enfocarse en enseñarles a través de sus intereses.

Figure 8

Question 8: Disadvantages of social media as a learning tool

8. In your opinion, in general, what are the disadvantages of using social media as a learning tool? Please be brief in your answer. / En su opinión, en general, ¿cuáles son las desventajas del uso de las redes sociales como herramienta de aprendizaje? Por favor se breve en tu respuesta.

20 respuestas

you can find a lot of false information that is harmful to people.

Utilizó mucho tiempo que podría estar haciendo algo mucho más productivo

Un sourced or false information may be difficult to identify in some cases

Pueden ser distractorias

Distracción

No saber la veracidad de la información

Que quizás sea de una fuente no muy confiable o sea informacio erronea

Una de las desventajas es que en algunas instancias puede ser la causante de la distracción de los estudiantes, por lo que pueden de igual forma ser armas de doble filo. Además, la dependencia de estas plataformas pueden repercutir ya que si no se tiene acceso a internet, no podremos llevar a cabo la clase que fue planificada con el uso de estas redes.

4.2. Second Section: Interculturality Questions

This section was composed of questions related to interculturality. This section consists of open and closed questions which reflect, in a simple way, the preferences and opinions of the respondents belonging to levels 300 and 400 of Universidad de Atacama.

Figure 9

Question 1: Use of social media to connect and become familiar with other cultures

1. Have you used social media to connect and become more familiar with any culture? / ¿Has utilizado las redes sociales para conectarte y familiarizarte con alguna cultura?

20 respuestas

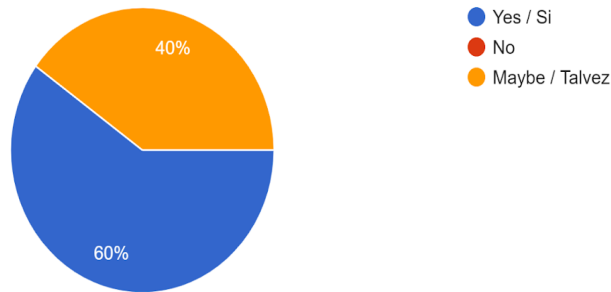


Figure 10

Question 2: Kind of interactions in social media

2. What kind of interactions do you have on social media? / ¿Qué tipo de interacciones tienes en las redes sociales?

20 respuestas

No soy muy activa en el sentido de hablar con personas por medio de las redes. Más bien me dedico a consumir información o posts que las demás personas hacen. Como la red que más uso es Tiktok, ahí los videos que me aparecen son generalmente de personas que hablan en Inglés.

Mantengo la comunicación con amigos.

I mostly interact in a simple way liking pictures or in rare cases mental health advice's

Usually, I just interact with the people I follow, sending memes or news about topics that might be interesting.

Trabajar, conversar con amigos y leer sobre temas de interés

Espectadora

Ver contenido/videos

Talk with other people

Figure 11

Question 3: Learned about interculturality in social media

3. Have you learned about interculturality with social media? / ¿Ha aprendido sobre la interculturalidad con las redes sociales?

20 respuestas

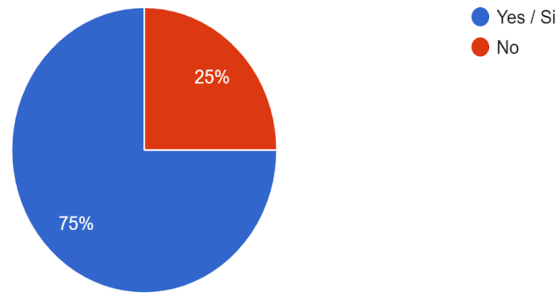


Figure 12

Question 4: Use of social media as a learning tool

4. Do you use social media as a learning tool? / ¿Usas las redes sociales como una herramienta de aprendizaje?

20 respuestas

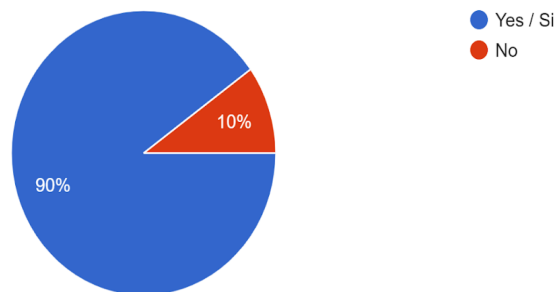


Figure 13

Question 5: Use of social media as a tool for learning English

5. Do you use social media as a tool for learning English? / ¿Utilizas las redes sociales como herramienta para aprender inglés?

20 respuestas

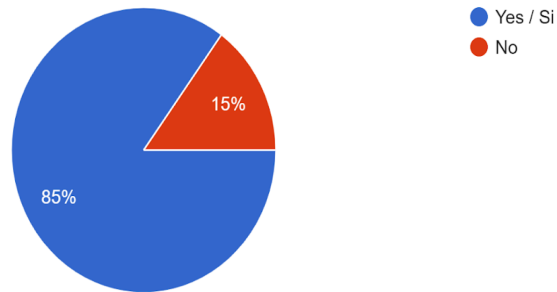


Figure 14

Question 6: Use of social media as a tool for teaching English

6. Do you use social media as a tool for teaching English? / ¿Usas las redes sociales como herramienta para enseñar Inglés?

20 respuestas

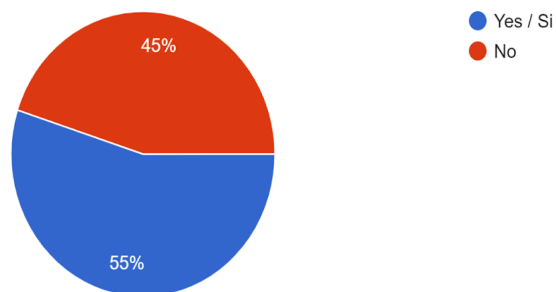


Figure 15

Question 7: Help that social media have provided about other cultures

7. Do you feel that the use of social media has helped you to be more prepared in learning about or adapting to other cultures? / ¿Crees que el uso de...o para conocer otras culturas o adaptarse a ellas?
20 respuestas

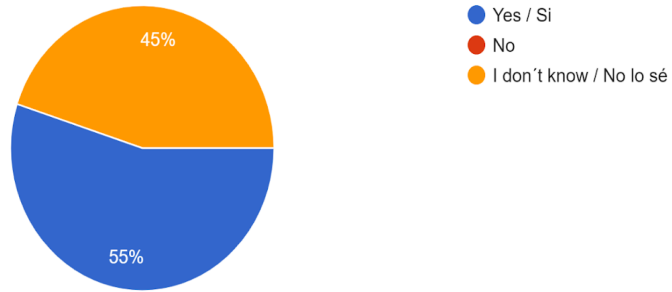


Figure 16

Question 8: Help that social media have provided about view of other cultures

8. Have social media helped you change the way you see other cultures? / ¿Las redes sociales te han ayudado a cambiar tu forma de ver otras culturas?
20 respuestas

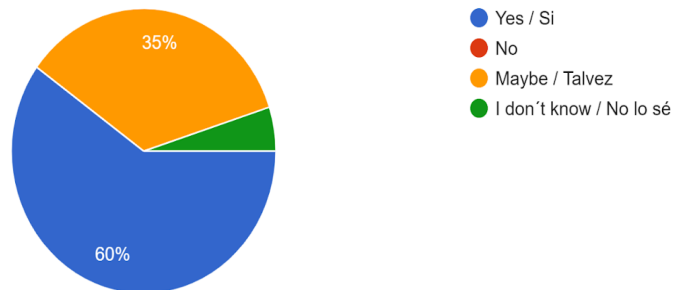


Figure 17

Question 9: Help that social media have provided to meet people from different countries

9. Have social media helped you meet people from other countries? / ¿Las redes sociales te han ayudado a conocer personas de otros países?

20 respuestas

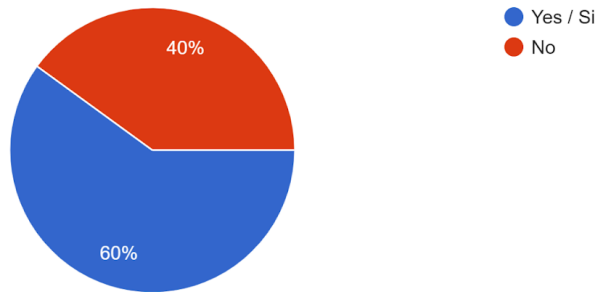


Figure 18

Question 10: How it helped to meet people from different countries

10. If your answer is yes, how? / Si su respuesta es sí, ¿cómo?

13 respuestas

- By reading books and commenting on them I've meet people who I talk till this day.
- Through online games and forums.
- Interactuando en grupos de videojuegos
- No por redes pero si ayudaron las redes sociales a seguir en comunicación con esas personas
- Through apps, where u can talk and learn the language
- a traves de grupos con un gusto en común. haciendo llamadas para escuchar musica o ver videos, o simplemente charlar (discord)
- By being a tool that let us connect and chat with people from all over the world.
- Through explanatory videos or posts that people make themselves.
- Agregando gente a las redes sociales de otros países permite conocer gente

Figure 19

Question 11: Contribution of social media to understand other cultures

11. Does social media contribute to your sense of understanding about other cultures? /

¿Contribuyen los medios de comunicación social a su comprensión de otras culturas?

20 respuestas

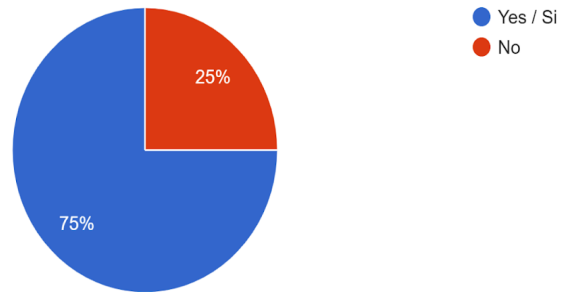


Figure 20

Question 12: How social media contributed to understand other cultures

12. If your answer is yes, how? / Si su respuesta es sí, ¿cómo?

13 respuestas

Por medio de las redes sociales las personas alrededor del mundo pueden compartir sobre sus costumbres, prácticas y/o creencias.

Puedo entender y ver de diferente punto de vista la cultura de otros países.

Because is clearly put out ther what is everyone's culture, you can see what's insulting or the contrary.

Yes, because in social media you normally just see the tip of the iceberg about other cultures.

A través de la difusión de vídeos o contenido de personas pertenecientes a otras culturas.

To understand their culture

By showing me they way to live

First of all, because the internet is so free that people can post anything, so people from other cultures show us what and how their culture really works and not what we usually think or believe.

Figure 21

Question 13: Social media as an useful tool for learning interculturality

13. Do you think that social media is a useful tool for learning interculturality through the use of english? / ¿Crees que las redes sociales son una her...e la interculturalidad a través del uso del Inglés?

20 respuestas

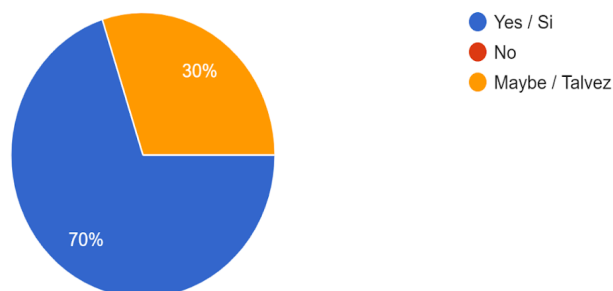


Figure 22

Question 14: Predisposition to use social media to teach interculturality and ideas of how to do it

14. Would you use social media to teach interculturality? How? / ¿Utilizarías las redes sociales para enseñar interculturalidad? ¿Cómo?

20 respuestas

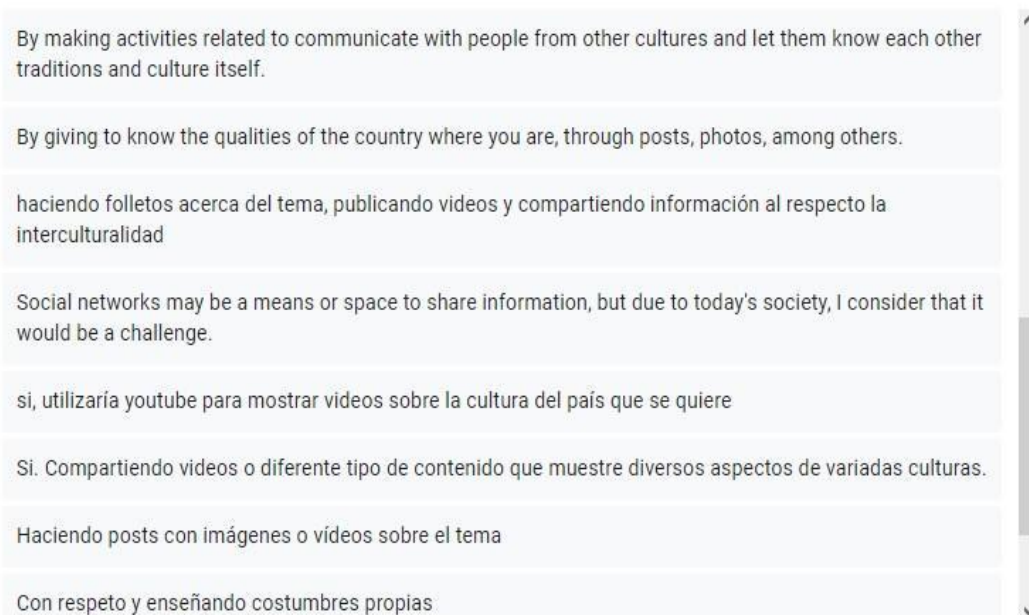
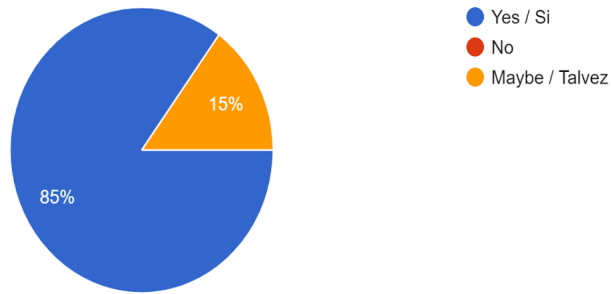


Figure 23

Question 15: English as a helping tool for learn about interculturality in social media

15. Do you think that English helps with learning about interculturality on social media? / ¿Crees que el inglés ayuda al aprendizaje de la interculturalidad en las redes sociales?

20 respuestas



CHAPTER 5: DISCUSSION OF THE RESULTS

This study aimed to contribute to the expansion of knowledge about the use of social media to promote intercultural competences among students of English as a foreign language. This objective sought the development of interculturality in the students of the schools of the Atacama region, in order to expand knowledge about other cultures through the use of the English language. In this chapter, the results obtained through the Google forms research instrument will be presented, which was answered by students belonging to the Bachelor of Education and Basic General Pedagogy and Bachelor of Education and Pedagogy in English, in order to contribute information for future research on the possible use of social media to promote interculturality.

Based on the proposed general objectives, an analysis of the results was developed, and it was verified if these were fulfilled or not. First of all, it was identified that the student's questionnaire did not have concrete knowledge about the concept of interculturality, affecting the analysis of the research. Another point considered was the formulation of the questions in the questionnaire because many times the expected answers were not obtained.

The first objective was to identify the social media used to promote interculturality. In itself, social media are intercultural media by nature due to the way in which they are made, and the contribution of users in sharing their cultures and customs. It is for the aforementioned that all social media promote interculturality directly or indirectly, depending on the objective of the user. The media identified with a high percentage of use are Instagram, Tik Tok, YouTube and WhatsApp. However, something happened that was not expected at the time of obtaining the results, and it was the scant knowledge that the study group had about the concept of interculturality and the writing of some questions that made it difficult for the respondents to understand, affecting their answers. On the other hand, it was determined that thanks to social media it was possible to acquire new knowledge about different cultures and allowed respondents to meet

more people around the world, contributing to this unconscious knowledge about interculturality. In summary, social media are used to successfully promote interculturality.

The second objective sought to classify social media according to the characteristics that favor social interaction in the educational context. In conjunction with the responses of the study group plus the information collected from the theoretical framework, it was possible to develop a table with all the predominant social media today. This table was developed based on the following characteristics: Appropriate environment for classes, communication tools, the possibility of sharing videos and photos, and lastly, security for students. Thanks to the analysis of the results of the questionnaire, it was determined that social media does indeed help interaction with other people but, there is a high risk of encountering obstacles that hinder learning, that is, in an educational context it is quite difficult to do use of social media due to distraction factors, lack of knowledge on the part of teachers on how to implement them in a way that is no more an obstacle than a help and on the other hand the dubious origin of the information that is acquired. With the above mentioned, it was concluded that there are difficulties for the use of social media in the educational context and that a more in-depth analysis should be made of the characteristics of each of these to find the balance required for the educational context.

The third and fourth objectives corresponded to the analysis of the possible application and the use of social media as a tool for learning interculturality through the use of English. This objective is closely related to the first objective because it was determined that social media are naturally intercultural media where people consciously or unconsciously learn different topics, interculturality among them. In addition, a large percentage of the information found on social media is in English, so its use is implemented. Complementing the responses of the questionnaire and the information acquired in the collection of sources, it was determined that the application of social media as a learning tool within the classroom is possible, but that there are still challenges in its implementation as those already mentioned in the first objective. In

summary, the use of social media for a teacher can be innovative, but one must take into account the naturally distracting elements of social media and, of course, take into consideration the main purposes for which they are used. This is supported by Marín & Cabero (2019) who argued that there is a negative view on social media for both the student and the teacher, mentioning certain risks such as security for the user, lack of control over information and reckless use of social media.

In order to provide the reader with a deeper analysis corresponding to the two main sections which divide this study that corresponds to General Questions and Intercultural Questions, each of these will be developed individually with their respective results and discussions.

5.1 General Questions

According to the answers of the Google forms, the strongest points of these answers were the advantages and weaknesses of social media and their use. First, the advantages were: the easy access to them, their dynamism and its striking way of teaching. The most important for the present research was: the management and use that young people had on social media, taking it into account at the moment of implementing them in the classroom. Second, the weaknesses found were: negative points such as a sedentary lifestyle, dependency, disconnection of the reality, and the amount of false information. The most important disadvantage at the moment of implementing them in the classroom was: the exposure that students had to inappropriate content and/or false information. Likewise, teachers must take into account that social media are, by nature, a place of distractions for students, making it difficult for them to turn it into a learning tool.

Several studies support the use of social media as a suitable means for teaching under certain parameters a preparation (Silius et al., 2011; Wu & Marek, 2018; Marín-Díaz & Cabero-Almenara, 2019; Hermann-Acosta et al., 2019). Taking this into account and adding the previous answers, social media suitable for teaching

must be able to create an isolated environment that promotes the educational atmosphere without creating distractions or implementing the use of false information. Likewise, it must be easy to use, with communication tools such as forums, chats, and the possibility of sharing videos and photos that promote the topic to be discussed in class.

Using the five categories to choose an appropriate social media for teaching exposed in the theoretical framework and taking the characteristics raised in this investigation into account, we have evaluated the most used social media and those that we believe are more suitable for educational use.

Table 2:

Social media

Social media	Characteristic			
	Appropriate environment for class	Communication tools	Possibility of sharing videos and photos	Security for students
1. Instagram	x	✓	✓	x
2. TikTok	x	✓	✓	x
3. YouTube	x	x	✓	x
4. WhatsApp	✓	✓	✓	✓
5. Twitter	x	✓	✓	x
6. Discord	✓	✓	✓	✓
7. Facebook	x	✓	✓	x
8. Reddit	x	✓	✓	x
9. Twitch	x	✓	✓	x
10. Tumblr	x	✓	✓	x

As a synthesis, in this first section it can be found answers that firmly determine that the use of social media in students' daily life questionnaire is something essential and frequently used together with a general average of hours of use, being for them the main purpose of entertainment, ease of communication with family members and as the main information regarding the news that appears every day. These results agree with Orihuela (2008) where he stated that social media are a tool that facilitates meeting and discovering people with the same interests, in turn, obtaining information much easier. On average, respondents are comfortable using social media, with emphasis on media such as Instagram, Tik Tok, WhatsApp and YouTube, supporting the main purpose of the respondents being entertainment, information and communication. Like all social media, they have their advantages such as the ease of access, the dynamics it has for teaching and, of course, the ability of young students to understand, and capacity of adaptation to use social media. In accordance with this information and what Diaz & Alulima (2021) said, an example of this type of social media which shares the same characteristics was WhatsApp, providing facilities to create learning and communication environments. Among the weaknesses observed in the results obtained are dependence, sedentary lifestyle that is acquired, and the lack of connection with reality. The most important one is that social media as a learning tool has precariousness due to inappropriate content, and false information regarding the topic being studied. The use of social media for a teacher can be innovative, yet one must consider the distracting elements that, by nature, are found in them and take into consideration the main purposes for which they are used.

5.2 Interculturality Questions

First, this section covers questions about interculturality within social media. To begin with, a question was asked to contextualize the students' perspective. This question is: Do you use social media as a learning tool? in which 90% of responses affirm that they do use social media as a learning tool. However, the main reason for using social media varies depending on the questionnaire. On the one hand, 85% of

respondents indicate that they use social media to learn the English language. On the other hand, and covering another question, 55% of people use social media to teach English.

Second, in order to cover culture in the use of social media, the following question was asked, have you used social media to connect and become more familiar with any culture? in which 60% of the respondents stated that they use social media to become familiar with other cultures, while the 40% responded with maybe, indicating that they are not clear whether they are familiar with other cultures or do not have the notion that they are doing it. All of this is through various types of interactions such as consuming different types of information, through videos, images, posts and/or news. In addition, 75% of the responses indicate that they have learned about other cultures thanks to social media. Despite this, most of the respondents expressed that they use social media mainly to interact with friends or family. Based on that, we can agree with the studies of Wu & Marek (2018) that state that culture will always be a secondary objective or a consequence. This is due to the little interest and studies related to the subject.

Third, as a deduction, this occurs due to the extensive number of tools provided by social media which can be used to generate different situations of interaction. According to the data collected, 60% indicated that social media have helped them to meet people from other countries through various platforms such as forums, video games, applications and pages. Also, 75% indicated that social media contributes to their understanding of other cultures. This is through people from other parts of the world, sharing information about their cultures through audiovisual media.

Finally, the following question was asked: Do you think that social media is a useful tool for learning interculturality through the use of English? in which 70% indicated yes, since it can be achieved through constant communication with students from different cultures, generating discussion groups with foreign students.

Therefore, thanks to the data collected, it is concluded that the English language helps the learning of interculturality in social media. This, supported by the question, do you think that English helps with learning about interculturality on social media? in which 85% were in favor. The result agrees with Tynnyi (2021) who states that "Today language learning is naturally combined with the study of culture, which is aimed at the comprehensive development of students including their intercultural competence" (p.417). In the globalized world, English is a useful tool to communicate and learn from other people and cultures. That is why when learning a language like English we are not only learning to communicate but we are opening a way to understand other cultures through a single common language.

CHAPTER 6: CONCLUSION

Chapter six aims to share with the reader the final conclusions of this study. Also, will develop important points to be taken into account for future research, emphasizing the limitations of the study and its results, recommendations for the practice and application of social media, taking the context that concerns us as a focal point. As was developed in other chapters, the general objective of this research is to evaluate the use student teachers make of social media to promote interculturality through the use of English. Taking this into account, the evaluation of social media and their use in the educational environment with an emphasis on interculturality was carried out. Through this study, we were able to identify the weaknesses and advantages that social media have in the educational environment.

With the factors provided by the investigation, we reached the first conclusion which is that social media are an intercultural tool in a natural way, but what teachers must do is guide its use. Most of the young people, and students, use social media and have a basic knowledge of them, the problem with them in the classroom is that these tools are still seen as taboo and are a topic that is rarely discussed. For this reason, students use these media without taking into account the educational potential that they have in their hands. In addition, teachers are responsible for guiding them to discover that potential, and manage it responsibly without falling into distractions or false information. It is the teacher's responsibility to assess the context of their students and the needs of the class to know if social media would be a useful tool for classes. For this reason, factors such as: the age of the students, the difficulty of the chosen social media, the context of the classroom, the context of the establishment and the context of the students must be taken into account. All this in an exhaustive analysis always looking for the best benefits. Likewise, teachers are in charge of guiding and teaching students every detail of the selected tool, from the basics of how to create an account to the most difficult, such as customizing security in it. This in order to avoid misuse. We do not suggest these sites as a permanent or mandatory tool, but rather as a viable option to help the search and share of information. Likewise, teachers are in charge of guiding and

teaching students every detail of the selected tool, from the basics of how to create an account to the most difficult, such as customizing security in it. This in order to avoid misuse

As a second conclusion, we propose the idea that social media serve for different purposes, depending on the service. Just as there are sites that serve to extract intercultural material such as videos, images and others that can be used to create an environment for interaction and debate within the class. As shown in TABLE 2, there are social media that are more appropriate than others when used as an educational tool. There are several factors to take into account, but if the appropriate analysis is realized, a tool with incredible utilities can be generated.

As an example and proposing a friendly environment for intercultural development using the English language in the classroom, we will propose the use of discord to generate an environment for sharing and debate. In this social media you can create a private server, where the teacher will act as a moderator, and will be able to grant or revoke permissions to the participants. It also has different channels depending on the students or teachers' needs. These channels allow you to share images, videos and create debates or conversations through the reply of messages. There is also the possibility of creating channels where the teacher can write exclusively in case they need to share important information such as the class rules. It also has call channels that allow: voice calls, video calls and screen sharing. Taking all these characteristics into account, we believe that it is a tool that generates a suitable environment for a class, encouraging students to debate and sharing information or intercultural content. It would be perfect to have the possibility of sharing the server with educational communities in other countries, but if these resources are not available, it is always possible to create channels to discuss and share on specific topics that are selected by the teacher. Taking this example of an adequate use of social media in education, we agree that there is a possibility that they can be useful if each preparation is carried out correctly and each factor is taken into account.

As a third conclusion, we suggest a prior orientation aimed at interculturality before using any tool that promotes it. This is because due to the lack of knowledge regarding the subject, many of our respondents gave unsatisfactory answers regarding interculturality. For this reason, we believe that before implementing a tool to promote interculturality, an introduction to the subject is needed. In this way, students will feel more confident when looking for information or sharing content through the chosen sites.

Our fourth conclusion is related to the use of the English language, here we establish that this language is an indispensable tool when promoting interculturality. To begin with, English and social media go hand in hand, whether we are learning or teaching consciously or not. Most of the content in these media is expressed through this language and it is almost a necessity to have at least the minimum knowledge to understand it in a general way. For this reason, focusing on the promotion of interculturality through the English language is the most convenient if you want to reach a larger audience or reach the greatest possible content. Different sources from different parts of the world use English as a means to communicate through social media and make their life and culture known. In this way, English and social media create a propitious environment for interculturality to be generated. Likewise, if we combine it with education, we can find another benefit. By using it on social media we can learn more real and natural English with variations depending on the culture

As a final conclusion we want to expose the little academic use that is given to social media, it's a medium that so many people use for a large part of the day and it's so underutilized. Additionally, authentic information is at our fingertips and yet most people only see its interactive side or even the bad side. Nowadays, we have the ability to talk to a person on the other side of the world, see their life and the place where that person lives. It is true that there are risks, as in all things if they are misused, but with the correct guide, social media can be a space for cultural coexistence and mutual learning. Not to mention that, for students this would create a much more familiar and fluid interaction, encouraging them to write, read and express opinions.

In this chapter we also want to add the utility that this research has for the field of education. We hope to be able to generate awareness of the use of social media and the potential they have to be used as an educational tool. In order to eliminate the bad image that they have in the academic context, questioning the stereotype of entertainment and distraction that they have. This to turn them into an environment of interaction and learning with infinite possibilities if they are given the opportunity. The world is changing while teaching does not evolve at the same pace, and teachers are the ones who must change that. This is through giving students the opportunity to express themselves in a more familiar and friendly environment.

Finally, we want to give suggestions for future research based on the difficulties and shortcomings of our research. One of these difficulties was the time allotted to. If you have more time, the ideal would be to previously instruct the respondents on interculturality and the key concepts around it, to avoid confusion when answering questions related to the subject, and avoid misunderstandings. Having chat instances that would reinforce the questionnaires and create much more solid results would be a very viable option taking into account the extensiveness of the subject. Thus, it is also suggested to test social media in an academic environment to check if they are viable since what is exposed in this investigation is based on data that was not tested. Also, it is recommended to use a common unit with groups from different schools to see how it works in different contexts. All this taking into account the necessary preparation of the teachers in charge of directing these classes. In this way, the corresponding adjustments can be applied in order to incorporate strategies to improve the use of social media.

References

- Acosta, A., Apolo, D.E., & Molano-Camargo, M. (2019). Reflections and perspectives on the uses of social networks in education. A case study in Quito-Ecuador. *Información Tecnológica*, 30(1), 215-224. <http://dx.doi.org/10.4067/S0718-07642019000100215>
- Alamri, B. (2018). The role of social media in intercultural adaptation. *Canadian Center of Science and Education*, 11(12). <https://doi.org/10.5539/elt.v11n12p77>
- Antwi, J., Manu, B. D., Ying, D., Oduro, D., & Yaw, M. A. (2022). Intercultural adaptation through social media: A literature review. *THE AJHSSR Journal*, 05(01), 11-20. https://www.theajhssr.com/V-5_1/THEAJHSSR_C050101102003132.pdf
- Barrios-Valenzuela, L. A., & Palou-Julián, B. (2014). Educación intercultural en Chile: la integración del alumnado extranjero en el sistema escolar. *Educación y Educadores*, 17(3), 405-426. 10.5294/edu.2014.17.3.1 (bien)
- Cabero, J., Barroso, J. Llorente, M.C. y Yanes, C. (2016). Redes Sociales y Tecnologías de la Información y la Comunicación: diferencias de género, edad y preferencias. *RED. Revista de Educación a Distancia*, 51. <http://dx.doi.org/10.6018/red/51/1>
- Cohen, A. (2009). Many Forms of culture. *American Psychologist*, 64(3), 194-204. [10.1037/a0015308](https://doi.org/10.1037/a0015308)

Díaz Quichimbo, D. M., Alulima Alulima, L. D. (2021). Social networks as a means of inclusion in higher education. *Revista Runae* N°6. <http://201.159.222.12/bitstream/56000/2201/1/document%20%281%29-13-26.pdf>

Fuentes, C.N., Zermeño, M.G., Vazquez, N.G. (2014). Learning communities and social networks: A strategy to promote interculturality and identity. *Cuadernos Interculturales*, 1, 61-74. <https://www.redalyc.org/pdf/552/55232244004.pdf>

Garrote Rojas, D., Arenas Castillejo, J.A., & Jiménez Fernández, S. (2018). Las TIC como herramientas para el desarrollo de la competencia intercultural. EDMETIC, *Revista de Educación Mediática y TIC*, 7(2), 166-183. <https://dialnet.unirioja.es/descarga/articulo/6539983.pdf>

Glenn, S.S. Individual behavior, culture, and social change. *BEHAV ANALYST* 27, 133–151 (2004). <https://doi.org/10.1007/BF03393175>

Gutiérrez Pezo, G. (2020). La interculturalidad en Chile. Tensiones y desafíos en torno a la educación intercultural bilingüe. *Cuaderno de Trabajo Social*. <https://cuadernos.utem.cl/articulos/la-interculturalidad-en-chile-tensiones-y-desafios-en-torno-a-la-educacion-intercultural-bilingue/>

Indias, A, M. (2020). *Social media and intercultural learning: An approach to EFL for Secondary Students*. Máster Universitario en Estudios Ingleses Avanzados. Universidad de Córdoba. https://helvia.uco.es/bitstream/handle/10396/22494/tfm_almudena_marquez_in_dias.pdf?sequence=1&isAllowed=y

Jenkins, J. (2009). English as a lingua franca: Interpretations and attitudes. *World Englishes*. 28(2), 200-207. [10.1111/j.1467-971X.2009.01582.x](https://doi.org/10.1111/j.1467-971X.2009.01582.x)

Lance Bennett, W. (1990). Toward a theory of press-state relations in the united states. *Journal of Communication* 40(2), 0021-9916. <https://web.stanford.edu/class/comm1a/readings/bennett-press-state.pdf>

Le Baron-Earle, F. (2013). Social media language learning: Enhancing intercultural communicative competence. [Thesis presented to the University of Limerick for the award of the Degree of Doctor of Philosophy]. https://www.academia.edu/8615541/Social_media_and_language_learning_Enhancing_intercultural_communicative_competence

Lorenzo Castro, M. L. (2008). *El uso del inglés como lengua franca: El imperialismo del estándar y los prejuicios lingüísticos* [Tesis doctoral, Universidad de Las Palmas de Gran Canaria]. Ulpgc. https://accedacris.ulpgc.es/bitstream/10553/4049/2/0234349_00006_0025.pdf.

Marín-Díaz, V., & Cabero-Almenara, J. (2019). Las redes sociales en educación: Desde la innovación a la investigación educativa. *RIED-Revista Iberoamericana De Educación a Distancia*. 22(2), 25–33. <http://dx.doi.org/10.5944/ried.22.2.24248>

McSweeney, B. (2002). Hofstede's Model of National Cultural Differences and their Consequences: A Triumph of Faith - a Failure of Analysis. *Human Relations*, 55(1), 89–118. <https://doi.org/10.1177/0018726702551004>

Méndez García, María del Carmen. (n.d). *La interculturalidad como elemento clave en la enseñanza de lenguas*. Universidad de Jaén.

https://cvc.cervantes.es/ensenanza/biblioteca_ele/publicaciones_centros/PDF/rabat_2015/04_mendez.pdf

Ministerio de educación. (s.f). *Política de Educación Intercultural*. República de Chile: Ministerio de educación.
<https://escolar.mineduc.cl/inclusion-convivencia-e-interculturalidad/politica-educacion-intercultural/>

Monika, W., Nasution, A.H., & Nasution, S. (2019). The role of social media on intercultural communication competences. *The Second International Conference on Social, Economy, Education, and Humanity*. 483-491. 10.5220/0010105604830491.

Nass de Ledo, Ingrid. (2011). Las redes sociales. *Revista Venezolana de Oncología*, 23(3), 133.
http://ve.scielo.org/scielo.php?script=sci_arttext&pid=S0798-058220110003001&lng=es&tlng=es

Orihuela, L. (2008). Internet: la hora de las redes sociales. *Nueva Revista de política, cultura y arte*, N° 119.
https://www.researchgate.net/publication/39419890_Internet_la_hora_de_las_redes_sociales

Oyserman, D., Coon, H.M., & Kemmelmeier, M. (2002). Rethinking individualism and collectivism: evaluation of theoretical assumptions and meta-analyses. *Psychological bulletin*, 128 1, 3-72. 10.1037/0033-2909.128.1.3

Pérez Garcias, A., Tur Ferrer. G., Negre Bennassar. F., & Lizana. A. (2016). Factores de éxito de las comunidades virtuales universitarias basadas en redes sociales. Análisis de XarFED. *Revista Complutense de Educación*, 28(2), 497-515. https://doi.org/10.5209/rev_RCED.2017.v28.n2.49568

Pita Fernández, S., Pértegas Díaz, S. (2002). Investigación cuantitativa y cualitativa. *Cad Aten Primaria* 9, 76-78. <https://www.studocu.com/es/document/universidad-de-la-laguna/fundamentos-de-metodologia-ii/fernandez-p-y-pertegas-diaz-s-2002-investigacion-cuantitativa-y-cualitativa/13824701>

Recuero, R. (2009) *Redes Sociais na Internet (2nd ed.)*. Editora Sulina. https://www.researchgate.net/publication/259328435_Redex_Sociais_na_Internet

Richards, J. C., & Rodgers, T. S. (2001). Preface. *Approaches and methods in language teaching*, vii-x. <http://dx.doi.org/10.1017/CBO9780511667305.001>
(buena)

Santos Cueto, R. (2018). Interculturalidad, identidad personal y redes sociales: caminos de atestación de sí. *Ciencia y Sociedad*, 43(2), 25-33. doi: <http://dx.doi.org/10.22206/cys.2018.v43i2.pp25-33>

Sawyer, R. (2011). The impact of new social media on Intercultural adaptation. Communication studies. *Senior Honor Projects*. Paper 242. https://digitalcommons.uri.edu/srhonorsprog/242/?utm_source=digitalcommons.uri.edu%2Fsrhonorsprog%2F242&utm_medium=PDF&utm_campaign=PDFCoverPages

Singh, P. (2021). The repercussion of new media: A tool for intercultural communication in global context. *International Journal of Research Publication and Reviews*. 2(7), 1707-1714.
<https://www.ijrpr.com/uploads/V2ISSUE7/IJRPR792.pdf>

Stefoni Espinoza, C., Stang Alva, M. F., & Riedemann Fuentes, A. (2016). Educación e interculturalidad en Chile: un marco para el análisis. *Estudios Internacionales*, 48(185), pp. 153–182.
<https://doi.org/10.5354/0719-3769.2016.44534>

Suarez Vargas, L. F. (2022). Comunicación intercultural en el aprendizaje de lenguas extranjeras: la comunidad virtual “Los Suecaños” [Tesis para optar el Título Profesional de Licenciado en Comunicación, Universidad de Lima]. Repositorio Institucional de la Universidad de Lima.
<https://hdl.handle.net/20.500.12724/15983>

Tylor, E. (1871). Primitive culture: Researches into the development of mythology, philosophy, religion, art and custom (Vol. 1). Cambridge library collection.

https://books.google.cl/books?id=AucLAAAIAAJ&printsec=frontcover&dq=Tylor+1871+Culture+or+Civilization,+in+the+broad+ethnographic+sense,+is+that+complex+whole+which+includes+knowledge,+beliefs,+art,+morals,+law,+customs+and+any+other+habits+and+capacities+acquired+by+man+as+a+member+of+society&hl=en&sa=X&redir_esc=y#v=onepage&q&f=false

Torres, A., (2009). La educación para el empoderamiento y sus desafíos. *Sapiens. Revista Universitaria de Investigación*, 10(1), 89-108.
<https://www.redalyc.org/pdf/410/41012305005.pdf>

Tynnyi, V. (2021). Enhancing intercultural communication during foreign language learning via digital technologies. *Grail of science*, (4), 415-418.
<https://doi.org/10.36074/grail-of-science.07.05.2021.077>

Uzun, L. (2012). The Internet and computer enhanced foreign language learning and intercultural communication. *World Journal on Educational Technology*. 4(2), 99-112.
https://www.researchgate.net/publication/276935346_The_Internet_and_computer_enhanced_foreign_language_learning_and_intercultural_communication

Villarán, I. I. (2013). Las redes sociales como medios facilitadores de la integración cultural del alumnado universitario internacional: un estudio de caso en la Queen's University of Belfast (Irlanda del norte). *Cuestiones Pedagógicas. Revista De Ciencias De La Educación*, 23, 211–232.
<https://idus.us.es/bitstream/11441/36263/1/Las%20redes%20sociales%20como%20medios%20facilitadores%20de%20la%20integracion.pdf>

Vurdien, R. (2014). Social networking: developing intercultural competence and fostering autonomous learning. *EUROCALL* (pp. 398-402).
<https://doi.org/10.14705/rpnet.2014.000252>

Wu, P-H. N., & Marek, M. W. (2018). Developing intercultural competence via

social media engagement in a language learning framework. *Journal of Intercultural Communication*, 46.

https://www.researchgate.net/publication/309203297_Developing_Intercultural_Compotence_via_Social_Media_Engagement_in_a_Language_Learning_Framework

Appendix

Appendix 1.- Data Collection Instrument



The Use of Social Media to Foster EFL Learners' Intercultural Competency

Dear Students,

By completing this document, we request your consent to utilize the results obtained in this survey in our study "An Exploratory Study of the Use of social media to Foster EFL Learners' Intercultural Competency". This consent permits the analysis and distributions of the results gathered through this research. Additionally, your personal information will remain confidential throughout the process; your personal information will not be mentioned nor will you be named. For the reasons mentioned above, we request your voluntary agreement to the use of the results in the study. Thank you.

Queridos estudiantes,

Al rellenar este documento, solicitamos su consentimiento para utilizar los resultados obtenidos en esta encuesta en nuestro estudio "An Exploratory Study of the Use of social media to Foster EFL Learners' Intercultural Competency". Este consentimiento permite el análisis y la distribución de los resultados obtenidos a través de esta investigación. Además, su información personal será confidencial durante todo el proceso; no se mencionan sus datos personales ni se le nombrará. Por las razones mencionadas anteriormente, solicitamos su consentimiento voluntario para el uso de los resultados en el estudio. Gracias.

 emilia.valencia.18@alumnos.udac.cl (no compartidos) 

[Cambiar de cuenta](#)

*Obligatorio

Email address / Correo electrónico

Tu respuesta

Name and last name / Nombre y apellido. *

Tu respuesta

Appendix 2.- Data collection instrument (cont.)

General questions / Preguntas generales.

In this section, you will find general questions about the use of social media. / En esta sección encontraras preguntas generales sobre el uso de las redes sociales.

1. Do you use social media? (i.e., Facebook, Twitter, YouTube, Tiktok). / ¿Usas redes sociales? (Por ejemplo, Facebook, Twitter, Youtube, Tiktok). *

- Yes. / Si.
- No.

2. How often do you use social media? / ¿Con qué frecuencia utiliza las redes sociales? *

- Always / Siempre
- Usually / Normalmente
- Often / A menudo
- Rarely / Casi nunca
- Never / Nunca

3. How much time do you spend on social media per day? / ¿Por cuánto tiempo utilizas las redes sociales al día? *

- Between one to thirty minutes / Entre uno a treinta minutos.
- Between one to sixty minutes / Entre uno a sesenta minutos.
- Between one to three hours / Entre una a tres horas.
- Between three to six hours / Entre tres a seis horas.
- Between six to nine hours / Entre seis a nueve horas.
- Between nine to twelve hours / Entre nueve a doce horas.
- More than twelve hours / Más de doce horas.

Appendix 3.- Data collection instrument (cont.)

4. What purpose does social media have in your life? Please be brief in your answer. / ¿Qué propósito tienen las redes sociales en tu vida? Por favor se breve en tu respuesta. *

Tu respuesta _____

5. On a scale of one to ten, How comfortable do you feel using social media sites? Consider one as "not comfortable" and 10 as "very comfortable." / En una escala del uno al diez, ¿en qué medida se siente cómodo utilizando las redes sociales? Considere el uno como "no me siento cómodo" y 10 como "muy cómodo." *

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Appendix 3.- Data collection instrument (cont.)

6. Which social media are you most comfortable using? / ¿Cuál red social le resulta más cómodo utilizar? *

- Instagram
- Facebook
- Twitter
- Youtube
- Snapchat
- TikTok
- LinkedIn
- WhatsApp

7. In your opinion, in general, what are the advantages of using social media as a learning tool? Please be brief in your answer. / En su opinión, en general, ¿Cuáles son las ventajas de utilizar los medios sociales como herramienta de aprendizaje? Por favor se breve en tu respuesta. *

Tu respuesta _____

8. In your opinion, in general, what are the disadvantages of using social media as a learning tool? Please be brief in your answer. / En su opinión, en general, ¿cuáles son las desventajas del uso de las redes sociales como herramienta de aprendizaje? Por favor se breve en tu respuesta. *

Tu respuesta _____

Appendix 4.- Data collection instrument (cont.)

Interculturality questions / preguntas sobre interculturalidad.

In this section, you will find questions about culture and the impact it has within social media. / En esta sección encontrarás preguntas sobre la cultura y el impacto que esta tiene dentro dentro de las redes sociales.

1. Have you used social media to connect and become more familiar with any culture? / ¿Has utilizado las redes sociales para conectarte y familiarizarte con alguna cultura? *

- Yes / Si
- No
- Maybe / Talvez

2. What kind of interactions do you have on social media? / ¿Qué tipo de interacciones tienes en las redes sociales? *

Tu respuesta _____

3. Have you learned about interculturality with social media? / ¿Ha aprendido sobre la interculturalidad con las redes sociales? *

- Yes / Si
- No

Appendix 5.- Data collection instrument (cont.)

4. Do you use social media as a learning tool? / ¿Usas las redes sociales como una herramienta de aprendizaje? *

Yes / Si

No

5. Do you use social media as a tool for learning English? / ¿Utilizas las redes sociales como herramienta para aprender inglés? *

Yes / Si

No

6. Do you use social media as a tool for teaching English? / ¿Usas las redes sociales como herramienta para enseñar Inglés? *

Yes / Si

No

7. Do you feel that the use of social media has helped you to be more prepared in learning about or adapting to other cultures? / ¿Crees que el uso de las redes sociales le ha ayudado a estar más preparado para conocer otras culturas o adaptarse a ellas? *

Yes / Si

No

I don't know / No lo sé

Appendix 6.- Data collection instrument (cont.)

8. Have social media helped you change the way you see other cultures? / ¿Las redes sociales te han ayudado a cambiar tu forma de ver otras culturas? *

- Yes / Si
- No
- Maybe / Talvez
- I don't know / No lo sé

9. Have social media helped you meet people from other countries? / ¿Las redes sociales te han ayudado a conocer personas de otros países? *

- Yes / Si
- No

10. If your answer is yes, how? / Si su respuesta es sí, ¿cómo?

Tu respuesta

11. Does social media contribute to your sense of understanding about other cultures? / ¿Contribuyen los medios de comunicación social a su comprensión de otras culturas? *

- Yes / Si
- No

Appendix 7.- Data collection instrument (cont.)

12. If your answer is yes, how? / Si su respuesta es sí, ¿cómo?

Tu respuesta

13. Do you think that social media is a useful tool for learning interculturality through the use of english? / ¿Crees que las redes sociales son una herramienta útil para el aprendizaje de la interculturalidad a través del uso del Inglés? *

- Yes / Si
- No
- Maybe / Talvez

14. Would you use social media to teach interculturality? How? / ¿Utilizarías las redes sociales para enseñar interculturalidad? ¿Cómo? *

Tu respuesta

15. Do you think that English helps with learning about interculturality on social media? / ¿Crees que el inglés ayuda al aprendizaje de la interculturalidad en las redes sociales? *

- Yes / Si
- No
- Maybe / Talvez