

**USE OF SOCIAL MEDIA IN THE SPANISH
LANGUAGE CLASSROOM IN INDIA**

**USO DE LAS REDES SOCIALES EN EL AULA
DE ELE EN LA INDIA**

*Thesis submitted to Jawaharlal Nehru University in fulfillment of
the requirements for the award of the degree of*

DOCTOR OF PHILOSOPHY

by

AHSAN AHMAD

Under the supervision of

Dr. GAURAV KUMAR



**CENTRE OF SPANISH, PORTUGUESE, ITALIAN & LATIN
AMERICAN STUDIES
SCHOOL OF LANGUAGE, LITERATURE & CULTURE STUDIES
JAWAHARLAL NEHRU UNIVERSITY
NEW DELHI 110067**



SCHOOL OF LANGUAGE, LITERATURE AND CULTURE STUDIES

भाषा, साहित्य एवं संस्कृति अध्ययन संस्थान

JAWAHARLAL NEHRU UNIVERSITY

जवाहरलाल नेहरू विश्वविद्यालय

New Delhi - 110067


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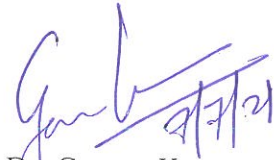
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I declare that the material in this dissertation/thesis titled “Use of Social Media in the Spanish Language Classroom in India” submitted by me is my original research work and has not been previously submitted for any other degree or diploma of this university or any other University/ Institution.


Ahsan Ahmad


Dr. Gaurav Kumar
(Supervisor)


Prof. Mazhar Asif
(Acting Chairperson)

 Centre of Spanish, Portuguese
Italian & Latin American Studies
School of Language, Literature and Culture Studies,
Jawaharlal Nehru University
New Delhi-110067

Acting Chairperson
CSPILAS/SLL&CS, JNU



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Signature of Supervisor

Date: 7/7/2021

 Centre of Spanish, Portuguese
Italian & Latin American Studies
School of Language, Literature and Culture Studies
Jawaharlal Nehru University
New Delhi-110067



Signature of Dean/Chairperson

Date: 7.7.2021

Acting Chairperson
CSPILAS/SLL&CS, JNU

This work is dedicated to my Mother

Acknowledgment

I would like to acknowledge several people who have helped and assisted me in this work. I am grateful to my supervisor Dr. Gaurav Kumar who has been a constant source of inspiration to me throughout this endeavor. This project is the result of his generous support and constructive criticism. At the same time, I take this opportunity to thank all the teachers of the department who have taught me and supported me always.

I also thank with all my heart my Father and Mother, my wife Rukshana, my brother, sister, and my nephews Ayman, Rizzu, and my niece Neha for always being by my side and putting their faith in me.

My most sincere and respectful thanks go to my friends Sadiq, Ravi, and Farhan who helped me in the realization of this work with their suggestions whenever I needed and my roommate Sunil who also motivated me. I owe a deep sense of gratitude to my friends which includes Shams, Ekta, Tanvi, and all the other friends who constantly helped and motivated me in this journey.

AHSAN AHMAD

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Introduction

Human beings are profoundly social and are driven by an inherent need to explore, connect, and expand their connections. Earlier owing to geographical distances and economic concerns, associations and communications between people were constrained and limited but with the emergence of virtual social networking, the distance between people has faded away with a click of a button. Social media provides an important platform for interaction and the language learning process always requires interaction for enhancing language capabilities (Ferdig, 2007). In the field of language learning, interest and environment are very fundamental requirements and it is through the means of social media that language training can be made interesting (Sabiha, M., 2008). Language is the first step in the chain of communication, and it proves vital in all walks of life acting as a fundamental tool of communication among friends, colleagues, relatives, and especially in the teaching-learning process (Irfan et al, 2016).

Communication, in the last decades, surpasses the traditional concept of understanding it as the simple exchange of messages; Penman (1990) defines it as "the behavior of one person in the context of the other". As a guideline in the field of language teaching, one cannot fail to consider the Common European Framework of Reference for Languages (2002, p.103) which states: "among the various factors which affect the communicative activities of users and students; the knowledge, understanding, and skills are the most important in addition to other factors related to their personality and reflected in attitude, beliefs, social and personal values, cognitive styles and personality types which occupy an important place in identity-making." Social Media is an important medium of enhancing language capabilities and it also offers various opportunities for Spanish language learners to improve their skills in all spheres including writing, reading, learning new texts and phrases, and enhancing vocabulary as well. As Cross (2007) states, "the Network allows people from all over the world to be connected on an unprecedented scale in the history of humanity". There are new forms of interaction and textual production being offered by the web through which we are relating, seeking, and obtaining information at a single touch or click over any screen. The network occupies an important place in the lives of today's students,

who trust and rely on it to obtain information and stay informed about social problems, as well as for interpersonal communication. Therefore, their demands for connectivity and interaction are met through social networks and forums (Luke, 2006). There is a deep-rooted need among humans to share and this can be seen in the light of Facebook and WhatsApp where we share slices of our time and social life. Facebook and WhatsApp have made their way into our daily lives to change the way we communicate and relate to our environment. It has modified our environment. A network that is participatory and user-centric, allows us to establish digitally on our personal, working, or educational horizon.

The study and practice of a language involve interaction and communication and if students use social networks for that purpose, that is to communicate, interact and share content, the fact of incorporating them into the context of education as ecosystems or spaces of digital interaction can have positive implications in the learning process. With Facebook (FB) we can embed the classroom in real life and vice versa. Herrera (2012) explains it as "networks that allow us to break the barriers between contexts of learning and real practice spaces of the language". On the other hand, WhatsApp as a multimedia resource and an application contributes to the development of student's participation in the process of foreign language learning. The digital formats (text, image, audio, video, links, etc.) provided by this application, support educational purposes and constitute an innovative and attractive alternative communication channel between student-teacher and student-student, which greatly facilitates the exchange of information and the collective construction of knowledge. The use of WhatsApp in language classes supports the development of cognitive skills and communication skills as well as the social interaction that is synonymous with participation, all of which are fundamental objectives of the learning process of a new language and is a highly creative way to teach and learn foreign languages. As Vygotsky (1978) correctly points out that when the student interacts with their environment and cooperates with their peers, internal processes of development are activated than active learning. Thus, it is established that language training can be offered through social media along with classroom teaching.

The learning of the Spanish language is straightforward during this era because online sources are available to a learner. Consistent with Blood, (2000), Dyrud et al,

(2005), and Kajder & Bull, (2004) the world wide web (www) provides access to online blogs which help the Spanish learners to a great extent alongside sharing the information. The same concept was also given by Mutum & Wang, (2010) that in presence of these online blogs and social media platforms, the visitor can communicate through social media by sending messages and giving comments on various things that help in developing the skills of the Spanish language learner. Many online groups can benefit from enhancing language learning capabilities and vocabulary development (Goodwin-Jones, 2003). Social media is also an important medium to exchange ideas and views among users and help in developing social relations with others (Gaudeul & Peroni, 2010). Kern, (2006) opines that the constructivist approach occupies an integral role in online blogs like social media, as they use underscoring learners' interaction. Ferdig (2007) also mentioned the importance of social media which provides interaction to great extent and it is quite helpful and supportive in the learning process.

What makes the teaching effective and impactful is the efficient and logical way of teaching new words and phrases. The logical and systematic representation in a particular sphere is the only method to show something more effective and impactful to make things easy for learners. In this context, communicative language teaching emerges as the best possible method to teach the Spanish language to the learners. (Law, V. 2003). If an educator uses such techniques and approaches of teaching which do not go well with the second language learners or are partially understood by them, then the second language acquisition might not be fully possible for them. The interest and environment are the key aspects in classroom learning to make it highly understandable to learners (Sabiha, M. 2008).

Language, being predominantly a source of communication, plays a major role in communication and transmission among friends, relatives and especially in teaching-learning process and helps people in all walks of life (Irfan et al, 2012). While going through the history of Spanish language, we find out that it has spread globally in a very short span of time but at the same time, it also carries a huge linguistic and cultural heritage, and the rapid emergence does not undermine its literary and lingual capital. In middle ages, Latin was the prevailing language because it was in daily use and the literature was also written in this very language throughout the western and central Europe. As of the language of entertainment, Latin failed to match that standard.

Social media is a form of media which provides opportunities to share ideas and opinions with others systematically through various electronic and rechargeable devices like mobile, tablet, computers etc. It is an important medium to connect with people and share the ideas and spread awareness on various issues beneficial to human and societal development (Kaplan Andreas and Michael, 2010). Social media is giving quick method of communication and data sharing and it is well ahead of other sources in frequency of usability (Pavlik et all, 2015). Spanish learning has become extremely easy and accessible to all in this era of social media as the learner, using the social media, can easily enhance his learning, reading, writing, acquiring new phrases and vocabulary capabilities. In our country, Spanish teaching largely revolves around two elements viz. (a) vocabulary and (b) structure. The modern teaching approach of teaching Spanish as second language emphasizes on excelling in structure and considers the acquisition of vocabulary as secondary in framework of learning a language. But it is also to take note of that mastery in structure is impossible without a certain set of vocabulary. Thus, it becomes evident that learning a second language requires the sufficient vocabulary to work with as well as mastery in structure of the language.

This study aims at highlighting the role of social media in learning of Spanish language as second language. The Indian students at universities like JNU, AMU, Doon universities have been included in this research work with graduation students being the main participants of this survey. A comprehensive questionnaire is employed as instrument of this study which is dedicated to exploring the attitudes and perceptions of the students towards the use of social media platforms for learning Spanish as second language. The result of the survey shows that the students tend to use social media for enhancing and reinforcing their communication skills and language learning capabilities including reading, writing, and learning new phrases and structures. Moreover, the study also finds out the benefits of collaborative learning embedded during the use of social media which helps in improving the learning process sophisticatedly. Apart from that, the study also highlights certain issues which the students encounter during the use of social media for learning Spanish as second language at university level. Most significantly, the scholars are of the view that the social media is highly beneficial in learning Spanish language and has enormously affected the Spanish learning skills.

This research work on social media and its use in learning Spanish as a foreign language can cause a major change in field of education by affecting the structure of learning circles in future. In this age of social media, the learning process has become more flexible wherein the students are provided with more organised learning environment and proper guidance. This process is termed as constructivism.

The current century is defined by the information and communication technologies wherein the digital practices have become a worldwide phenomenon leading the society into becoming an information-based society. The people who lack behind in using the technology are going to be left behind or even getting relegated. Nowadays, the technology has become an integral part of every human being's life and is acting as the primary tool in all walks of life, making it the inevitable part of life. The emergence of technology as primary revolution in this age has put a strong influence on education in general and the learning and teaching process in particular.

This century has witnessed an upward trend in technological advancements and the digital equipment like Internet and Internet application are the new source of learning in this technological era. Moreover, the web also plays a pivotal role in technological developments that allow the people to share and evaluate date and information with others in no time (Krashen, 1983). There is a difference between language gaining and language learning in context of second language acquisition. He further acknowledges that the competence is achieved in learning second language through alternate ways that employ the recognized study pattern, rules, and conventions while the language acquisition expands to a wide range of areas. The term of understandable input was also coined by him which emphasises on learning the second language through a coherent and mutually significant language. It is noteworthy that second language acquisition is based on the social interaction only as per the psycholinguistic approach to second language acquisition.

As per Krashen (1983), the major contributors in the second language acquisition are input, output, and interaction. The usage of native language holds utmost importance and the understandable input even with being a bit ahead of proficiency level of the students, may give desired results for the target language and convey the messages expressed in the language. Keeping these approaches in mind, the researcher

believes that the social media can prove one of the major tools of learning with the abovementioned approaches acting as its reasonable basis. As an example, the interaction may help the Indian learners to copy the linguistic appearance and structure of the language and it also points out to the faults they make during the learning process which may get rectified by them and they can employ computer-enhanced communication to improve their fluency in the target language (Lomicka, 2008). The modern digital tools of communication have turned the training process in target language easier, but it has changed the whole learning-teaching process positively. The reports suggest that the learners are quickly moving to virtual learning atmosphere from regular classroom wherein they find it easier and more comfortable to virtually connect with people to interchange their ideas, resolving language related problems and queries alongside the virtual connection. Undoubtedly, the teaching-learning process is facing new challenges because of emergence of digital technology. Thinking along this approach, the researcher believes that social media is the primary tool while interrelating one another as providers to a specific site.

Technology has played a pivotal role in changing the dynamics of communications and the way social interactions were perceived earlier. The introductory chapter of the study will discuss the role of technology in current times and will provide for valid reasons and persuasive justifications for carrying out this research. The relevance of this topic stems from the fact that the use of technology is everywhere and every aspect of our social and cultural lifestyle is influenced by technology. This study will also more specifically deal with how Spanish learning can be impacted or can be made better using social media.

1.1 Hypothesis

Language training and learning through social media can be more interesting, engaging, and inclusive as technology and virtual networks at the global level have become a prominent aspect of our life. The use of Facebook, WhatsApp, Instagram and Youtube can provide the appropriate platform for interaction with natives and among students and teachers. This shall have an overall impact on enhancing the

communicative competence of the learners and can also assist teachers in making the teaching-learning process more exciting and engaging.

1.2 Research Questions

The key questions to be examined in this study are as follows:

1. What are the impacts of social media in the development of the Spanish language at the university level?
2. What do the university teachers think of the usage of social media in developing the communication skills of the Spanish language at the university level?
3. Currently, how are social media platforms employed by the teachers and students in the teaching and learning of Spanish as a foreign language in India?
4. What recommendations can be made to make social media inclusive for the development of the Spanish language at the university level?

1.3 Objectives of the Study

The current research is an attempt to understand and establish the role of social media in language training apart from classroom teaching. Today the popular social networks like Facebook and WhatsApp have changed the face of communication where the boundaries of social interactions have expanded globally. Social media is being used by almost everyone beyond age, class, gender, or caste and it offers a platform to garner public and personal opinions and ideas which can be made social worldwide. The study broadly aims at understanding the role of Facebook and WhatsApp in language training.

Apart from language, Facebook provides us with an understanding of different cultures because with just a click of a mouse and acceptance of a friend request, we become friends with people we have never met and never spoken their language. Facebook gives the power to exercise choice without being fearful and brings us closer to different cultures and across diverse social interactions. With WhatsApp, the sharing

of data information in the forms of pictures, notes, or educational videos have changed the ways of interaction. The geographical boundaries and distances have vanished and with a simple video call, we can cross the virtual boundaries and experience and learn about new languages and people with different ethnicities. When such social medium of networks is brought into the domain of education, the learning is exuberance, interactive, and eliminate fears and judgments that students might be afraid of in a classroom setting. The significance of social networks can be procured as a pedagogical tool in the process of learning and teaching, which enables both the teachers and students, to use them resourcefully to acquire knowledge, skills, and lasting understandings (Reina, Fernández, & Noguer, 2012).

The following are the specific objectives of the study:

1. To highlight the role of social media in Spanish language development at the university level language training.
2. To study the use of Facebook and WhatsApp for learning and teaching purposes by students and teachers.
3. To highlight and gather the viewpoints of university teachers on what role, the social media plays in the vocabulary development of the Spanish language.
4. To give implementable suggestions as to how the social media can integrate into vocabulary development of the Spanish Language at the university level.

1.4 Study of Existing Research

The research work entitled “The application of ICTs in the teaching of Spanish as a foreign language in Indian universities” by Shweta Sahay points out that the use of technology has augmented over the years and has influenced and altered our lives socially, culturally, and economically. In this age, computers and smartphones are easily accessible to people due to which enormous amount of information can be obtained and modified in seconds according to one’s own needs.

This accessibility of free information is one of the key characteristics of the society of information and knowledge. It is the juncture where information and knowledge are dispensed in a way that extends learning, stimulate ingenuity, creation, and development of the ability to initiate and cope with changes of this new type of learning culture which requires the use of information and communication technologies in a significant discipline that has been withheld until now and can be used in its full potential in the field of education.

Shweta Sahay's research work is predominantly a survey on teachers' and students' awareness of ICT in Foreign Language Teaching. Her work provides us with a general understanding of the attitude of learners and teachers of the Spanish language regarding the use of ICT in classrooms. Ideas and opinions have been taken on multiple features related to ICT such as smartboards, flipped classrooms, podcasts, blogs, wiki, virtual platforms, etc.

In his research work "The teaching of Spanish online to Hindi speakers: didactic proposals for initial level" Mayuresh Kumar considers the possibility of developing Spanish lessons through Hindi that can be made available in the form of an online course for Hindi background learners of Spanish. The research is most suggestive and provides initial insights into the problems in this field.

Apart from Shweta Sahay's and Mayuresh Kumar's Ph.D. research, there is no other research work in the field of Spanish Language Teaching and learning in India using ICT.

The article namely "The use of new technologies in distance learning of Spanish as a foreign language in India" by Vikash Kumar, has elaborated upon the problems of the teaching of Spanish as a correspondence course in the online mode where he has taken the case of study of the Spanish Program offered online through resources developed jointly by IGNOU in collaboration with Instituto Cervantes.

As it is evident, all the above-mentioned research works do not take into consideration the role of social media in actual classroom teaching of Spanish. This study will be based on actual classroom activities, centered around Facebook and WhatsApp, and will subsequently carry out the analysis of their impact on the

communicative competence, autonomy, learning strategies, and motivation of the students.

In other countries there have been research related to this topic and one such research is discussed below.

In the research work entitled “Social Media in Learning English in Vietnam” by Think Van Le, the researcher focuses on examining the role of technology, especially the role of social media in learning of English language. For this research, the author organised a six-week online course through which she tried to understand the experiences of the students and what impacts this online course put on their engagement with language learning. The number of the participants in her study was 204 grade 10 students for questionnaire and 17 students for online course. The course consisted of pre-course and post-course interviews which included the questions on experiences during this course and the effects of the online learning. The study reached this conclusion that social media was frequently used by the students for both social and educational purposes and it emerged as an important medium to share materials and information and making discussions. Moreover, the students also access to the online materials for self-study and other interesting materials such as watching and listening to audio-visual clips and attending the free and commercial online courses.

1.5 Methodology

This research is an inquiry about social media’s role in contemporary and innovative teaching related to language. The proposed research study is exploratory research. The study seeks to examine the role and impact of social media in language training. Data for this research consists of questionnaires for the language learners and language trainers (teachers) at different institutions, which offers Spanish language training (JNU, DU, JMI, AMU, and Doon University). This research seeks to examine the possibility, use, and implementation of Facebook and WhatsApp based activities in the Spanish Classrooms in India and will incorporate and analyze its impact on the language skills and teaching.

1.6 Chapterisation

CHAPTER 1: ICT in Foreign Language Teaching

The educational programs are now getting updated with Information and Communication Technologies (ICT) which speaks volumes of its importance nowadays. Social networks are part of the ICT resources, belonging to the web 2.0, and allow a fast and agile communication of information among its users, so they can be an ideal resource to be used for pedagogical purposes. This chapter of the study includes and covers the foreign language teaching methods and learners' strategy and define the concept of ICT and will provide the theoretical framework for this research.

CHAPTER 2: Social Media

Chapter 2 elaborates upon the core idea of this research work will discuss a brief overview of social media and its application in the educational field particularly highlighting its uses in foreign language learning. Facebook, Instagram, Youtube and WhatsApp that are the most popularly used social media applications have been defined in this chapter.

CHAPTER 3: Methodology

Surveys done with students and teachers on the use of social media in Spanish language teaching and learning in India. Didactic activities involving the usage of social media are proposed to be incorporated into the teaching methodology. All learners participating in the research work would provide their interactions on social media and those are observed and analyzed with the criteria of linguistic competence enrichment.

CHAPTER 4: Analysis based on data collected

Chapter four of the study deals with the analysis of the results of questionnaires taken by the students and the teachers for the research findings.

Evolution and Application of Technology in the field of Language Learning and Teaching

2.1 ICT in Education

Information and Communication Technology (ICT) has brought revolution in modern communication system and it has emerged as the primary medium of transmitting information with digital literacy booming in each sector. India is going through a transitional phase where it is moving to adopt the innovative styles of communication rather than conventional one causing discomfort and uneasiness for older generation in face of this rapid shift of methods. The education sector is also facing the same problems where the new generation teachers are quick and comfortable to adapt to ICT as compared to old generation teachers. In a bid to bridge the gap between users and non-users, the training and upgrading the people's skills has also been initiated by the government on a larger level. ICT helps us to connect people easily and it has brought the entire world closer where any information can be obtained, shared, and retrieved just by a click sitting in any part of the world no matter how remote it is. ICT has paved way for sharing the educational, social, economic, cultural, and scientific data and information successively. The mediums like telephone, cell phone, internet, teleconferencing, video conferencing, digital databases are the prime examples of ICT that we use commonly every day. The society is witnessing rapid updating in wake of ICT being the powerful tool in this contemporary era being labelled as the era of information revolution. The education sector is also benefiting from this advancement as a bulk of information in every discipline and subject is digitally stored and the language learners also tend to use mobile phones, laptops, and tablets etc to learn a foreign language. The requirement of each person willing to learn a foreign language differ and keeping this in mind, the ICT has also addressed this issue and different applications and programs exist nowadays for all types of people starting from school kids to adult language learners.

ICT acts as a platform to store and process data and information and further communicate it to others. The independent and active learning can lead the learners to utilise this data and information. This information through ICT can also be greatly beneficial in distance learning. Apart from the classroom, this data can be utilised by the

students in enhancing the skills and it can help teachers to prepare lectures, designing course material, and facilitating the resources to students. This versatile and diverse medium is capable of providing instructional activities to learners as well as solving their problems while enhancing their cognitive skills. ICT is a complex interaction of technologies that may help in sharing and communicating the information. In a broader sense, the definition of ICT covers a whole lot of equipment like telephone, cell phone, internet, radio, television, and other modes of audio-visual communication. ICT is an important tool to access, supervise, integrate, evaluate, generate, and communicate the information and knowledge.

While using ICT in field of education, it is defined by three important aspects usually. The first refers to ICT as object of study where the learners come to know about ICT and its usage in their daily life. Secondly, the learner must look up to this as part of discipline or profession where they learn how to develop the ICT skills which can benefit them in professional and vocational assignments. The third aspect revolves around the use of ICT for teaching and learning purposes which can enrich this process of learning on a greater level. Undoubtedly, the teachers are the one who must carry out the changes and modification in curriculum and other course related activities and structures and this medium can be beneficial to them. In the classroom learning-teaching process, the use of ICT has become very prominent as it acts as an engaging medium between teachers and students.

2.2 ICT in Language Teaching and Learning in the Digital Era

In the present century, our society has become the information or the knowledge based society as people have easy access to information and one can transform this information into the generation of their knowledge. Information has no longer the privilege of few elite people, which was the case earlier, now every person can create and disseminate information and this has been possible with new information and communication technologies or ICT. But this phenomenon has put at risk the sacred place that teachers occupied as a source of knowledge that illuminates the students. It is noteworthy that the student's approach has changed completely from what they had in past and they are no longer like before; they are products of the digital generation. The so-called "digital natives" (Persky, 2001), which have disposal of all the necessary

information with a single click. They do not need teachers for information gathering but it does not mean in any way that society no longer needs them. With the rapid changes that have been witnessed in the past 20-30 years, the old task or teaching style of teachers is no longer relevant. A radical change in their teaching method has taken place and it is imperative that they adjust to their new role soon; otherwise, they will not be able to keep up with the students. It is necessary to accept that the generation has changed suddenly. Therefore, the wide use of the Web has a very important role in all this. The new generation, those born

in this century, was already born together to the Web. The access of internet has reached almost the houses of every middle-class people.

When we entered in the 21st century, the world has been transformed due to developments in the field of technology and communication. Moving easily in this new century involves the acquisition of new skills for an individual who will soon be part of the crowd that moves society. For a language learner, the four skills of reading, speaking, listening, and understanding are no longer enough. The world has become increasingly global and there is more contact between cultures than before. Not only the learner should acquire knowledge about the target culture, but he also requires focusing on enhancing essential skills that include communication development, collaborative cooperation, problem-solving abilities and sharpening critical thinking.

Language learning is an important aspect in overall development of an individual as a student as they are provided with a stimulating and fresh worldview. While knowing the people, speaking other languages and sharing the similar hopes and aspirations with them, they come to understand the world in a much better way. The perspectives of speakers of different languages cannot be common but they are still united by several similarities which we cannot imagine. However, only a true exchange of ideas and information and a proper communication with target culture can enable to understand one another.

This chapter is dedicated to explore the use of information and communication technology in learning Spanish language as second language within the Indian borders. Zhoa says that acquisition of language can be done with the help of ICT applications (Zhoa). Modern technology has various positive impacts on language learning as it may

qualitatively improve the input and communication authenticity. The relevant feedbacks can also be obtained by this mean of learning and it also provide autonomy to learner (Manyard). The teaching-learning process has already embraced extensive use of technology reflected in various forms of internet-based communication such as online learning, media learning, Computer assisted Language Learning (CALL) and lately followed by Technology-enhanced Language Learning (TELL). The educational technology is greatly dictated by computer (Kudchedkar). This paradigm shift has brought great effect in language learning. Earlier the teacher acted as source of knowledge but in recent times, his role has become a kind of facilitator of knowledge.

In this era of science and technology, the multimedia technology and its application which are employed in teaching, sets a constructive platform for improvement and exploration of Spanish. The role of multimedia technology in promoting activities has been substantiated by ample evidence. The students and teachers also keep a watch and observe the positive effect on Spanish class. Due to continuous technological advancements the simultaneous growth can be noticed in Spanish learning skills.

Each degree of language learning has its own independent and different technique. Some techniques are applied to improve the business and spoken English, reading, and listening skills while some other are utilised for testing skills and for distance education. The teaching principle requires balance as the introduction of new technologies needs to be welcomed provided, they are giving something new and useful while on other hand, the machine should neither take over the role of teacher nor equally the traditional ways of learning should dominate. In short, all the language learners and teachers should be aware of how they can make the optimum utilisation of the new technology. Finally, it is argued that teaching has to be reinvented to adjust these sudden changes and ICT tools are presented that are adapted to the current needs of the world and can be used in classroom to improve the experience of learning languages inside the classroom as well outside of it.

2.3 Types of Information and Communication Technologies

ICT is not only reference to the latest internet-based technologies, but also simple audio-visual media, such as transparency and slides, cassette tapes and

recorders, audio and video discs, and television and cinema. These older and more familiar technologies are known under the collective title of "analog media", while new network-based computer technologies are known as "digital media."

Often, they are called the "old" and "new" ICTs to distinguish between analog and digital. For the thesis, the so-called "new ICT" and its use in the field of education are taken as an approach, and more particularly in the field of foreign languages teaching. The technology is not employed only to the teaching of foreign languages. Both old and new have been incorporated into the classes with the hope that they will contribute more effectively to learning. From the use of radio, cassettes, and television in the early stages to the use of computers, teachers have always been involved in the use of technology as much as possible. The audio-lingual approach witnessed the rise of technology incorporation in the foreign language class.

2.4 Technological Evolution

One of the references for the origin and history of social networks is the emergence of the Theory of the Six Degrees of Separation in 1930 which was developed by Frigyes Karinthy in her work *Cadenas* where she expounded the idea that any person in the planet may be connected to another by a chain of acquaintances of five intermediaries connected only by six links (Figure 5). According to theory, the number of acquaintances of a person grows exponentially following a certain number of links in the chain that would be human relations. Thus, only six links would be needed to connect one person to the rest of the world population.

In context of telematics applications and virtual spaces, one of the first precursors of social networks was Randy Conrads when he created the web *classmates.com* in 1995 so as to enable people to recover or maintain contact with former colleagues from the centres/educational institutions where they had received training (Castañeda and Sánchez, 2010).

In 1954, Barnes coined the term social network as "social structure of nodes" that are generally people or organizations. A social network represents the relationships, where information or knowledge flows and any other type of exchange

between the people, groups, organizations, computers that make them up ”(Monsoriu, 2008: 22).

The personal computer in the late 1970s provided the accessibility of computer to a wider mass. By the mid-1980s, only the American and European schools had the luxury to employ computers for learning on wider level and the acronym CALL or Computer Assisted Language Learning had already been coined.

In the 1970s, traditional approaches to language teaching throughout the western world began to be criticized and the lingual audio method was no longer sought after. According to Richards (2006), the centrality of grammar in language teaching and learning was questioned, since language teaching and learning involve much more than acquiring grammatical competence.

Later in 2001 Columbia University resumed the experiment, according to which, every person in the Earth can be connected to any other through a chain that does not have more than six people.

In 1997, a different type of tools began to emerge, such as AsianAvenue, BlackPlanet and MiGente that allowed creating personal profiles and articulating friends and in 1999, LiveJournal was launched which was characterized as one of the first services in having blogs (Camacho, 2010).

Friendster was created in 2002, a Ryze add-on that was the first to have a system capable of relating users according to their tastes, bringing the people close through social media, and this was what brought the popularity to tool.

Starting in 2003, many social networking sites appeared that were based on the idea of Friendster as is the case of Hi5, of LinkedIn, where the user can create their own web page, publish playlists music, video or blog, etc.

In 2004, social media tool Orkut was launched but the most notable tools that were launched in same year were Flickr and Facebook. It was developed at Harvard to create an interconnection network for students, but at the end of 2005, it was expanding its users to the students of secondary school, professionals and, finally, to the whole world until reaching June 2011 of 683 million users (Fariñas, 2011). In 2006

Twitter, a micro blogging site, was created where users connect to each other in all over the world.

As we can see, social networks have grown a lot in the recent years and in a short span of time, a variety of services have been developed aimed at all kinds of users. However, it is interesting to highlight the possibility of using social networks in a specific context such as education. It is precisely this application that arouses interest in such type of tools, due to the new range of advantages that they can provide to teaching, but also due to a series of educational implications that must be taken into account when we use social media in education.

2.5 Emergence of Web 2.0

The Web (World Wide Web - WWW) is one of the most used services in Internet. However, it is important to specify that while the Internet is the technological medium that includes other services such as mail electronic, FTP, video conferencing, chat, newsgroups, etc., the Web is the information hosted on the websites where the user accesses.

Although there are various definitions of Web 2.0, it can be said that they are the internet utilities and services that are supported by a database, which can be modified by the users of the service, either in its content adding, changing or deleting information or associating data to existing information (Ribes, 2007). Web 2.0 is primarily a technology of the information and communication, but it is potentially a significant social platform, thanks to the preponderant role conferred on the user in the collective construction of knowledge (Martinez, 2010).

O'Reilly (2005) justifies the name Web 2.0 explaining that Web 2.0 was the revival of the Web after the collapse of the "dot com bubble "in 2001. I noted that the Web became a very dynamic place with the introduction of interesting new applications with surprising regularity and added that the collapse of 2001 was a turning point that changed how it worked and interacted with the Web. This use of the latest web popularized as Web 2.0, is a term that became universally accepted. It should be noted that Web 2.0 does not refer to changes in the www on technical parameters, but that it became a reinvented platform facilitating the interactive communication.

In this way it can be concluded that Web 2.0 is a set of resources, technologies and applications hosted on websites and that is growing due to participation and active collaboration of users.

Based on Moreno (2012), Web 2.0 has the following characteristics:

- It is interactive, since it allows to establish contact and interaction between two or more users.
- It is connective, since it is necessary to have the Internet to establish a connection between the devices that users use.
- It is collaborative and participatory, since users can create their own content in an individual, collaborative and participatory way. Or also contribute for other content to be improved.
- Contains simple and intuitive applications, since the applications are built for use by all types of users, from the most experienced in computer subjects to those who have a level basic.
- It is Beta, since all the contents and applications related to Web 2.0 is continually improving.
- It is free, since any user with an Internet connection can access the content and use the applications that are mostly free, except for the user needs more benefits for which he can access payment plans.
- It is mobile and accessible to content and applications from any type of device such as laptop, tablet, smartphone, etc.

In the educational field, Web 2.0 offers a set of resources and tools posted on websites that allow teachers and students to access, collaborate, produce, share and communicate knowledge and information. However it is not only this, but implies a change of philosophy, change of attitude, new strategies teaching-learning didactics and new ways to generate learning and knowledge.

2.6 Digital Interaction

In the increasingly digital world, to produce a digital transformation in the classroom, both teachers and students must have the ability to use and manage new communication and collaboration technologies, because even if they are surrounded by technology on daily basis, they are getting something new in the classroom for learning process. However, we must understand what digital literacy really means though both students and teachers of the new generation have access to computer and the internet to some extent. They can use the computer to write emails, search for information and stay in touch with students through social networks. Also, almost everyone carries a smartphone, applications like WhatsApp and others for personal use. My students are also very active around ICT, and they all have accounts on social networks and they know how to access YouTube, download music, movies from the Internet and different applications on their smartphones.

According to Martin(2008) “Digital literacy is the awareness, attitude and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyse and synthesize digital resources, construct new knowledge, create media expressions, and communicate with others, in the context of specific life situations, to enable constructive social action; and to reflect upon this process.” (p. 167)

2.7 Learning Simulations

ICT has given rise to new teaching and learning models that aim to transform and improve the students' learning process. A change is needed from traditional learning that refers to learning that occurs in a classroom in a common way, where a teacher offers instruction to a group of students, which can include lectures, workshops, presentation, tutorials, conferences and much more to mixed or hybrid models of learning that focus on learning inside and outside the classroom context to improve the learning process. Online education or e-learning is one of the possibilities but given the current attitude towards the challenges of dependence completely on online education, experts swell by models such as Flipped Learning and Blended Learning because they use and mix the digital content with face-to-face classes in a novel and interesting way that transforms the learning experience for students.

Flipped Classroom is a concept in which teachers use videos, presentations, etc. so that students see them outside of class and class time is used more constructively for a deep understanding of the subject.

2.8 ICT Categorization in Language Teaching and Learning Process

The new needs of the 21st century have made important new skills and creep of this century, such as the creation, collaboration and synthesis of information, which are necessary for the resolution of problems in the world of teaching and learning of foreign language.

ICT can be classified into two categories for learning a foreign language: first, ICTs improve traditional teaching and learning of foreign languages because they are faster, easier and more efficient. In the second category, they offer innovative ways of teaching and learning that are expected to improve students' competencies more effectively than traditional methods.

New technologies introduce innovations in the following ways:

- It incorporates a high degree of interactivity between the computer and the student;
- It aims to perform relatively more creative tasks;
- It makes it possible to perform tasks of great complexity.

2.9 Virtual Platform Types in Educational Projects

Of course, everything is not as easy as it seems because the change in attitude is also required while using ICT in the classroom and because it needs a massive investment not only of money but also of time in teacher training. They know and use the internet and ICT tools in classes with students, and not only for the search of information-oriented to the preparation and planning of their classes.

2.9.1 Google

Google is the world's most used search engine. It is an indispensable tool to search for any type of information. Here we propose the linguistic service of this engine that helps to verify the correct use of the syntagmatic or syntactical language.

2.9.2 Blogs

The term blog is a neologism that derives from Weblog. —The log is a newspaper. If it is done through the Web, it becomes a Web blog and hence the blog reduction comes out (Torres, 2007, p. 28). In Spanish, the equivalent term is logbook, but nobody uses it anymore. Blogs that are dedicated to teaching or dealing with teaching materials are called edublogs.

2.9.3 YouTube

YouTube is no longer just a Google application used to listen to songs and watch videos for leisure. It has become an indispensable educational tool for teachers who use it to put videos, songs, or animations in the foreign language class for students to work with them. However, it is currently no longer a tool that students use passively; It is a productive application that allows students to be creative with what they have learned and published it to the public. The fact that what is posted on YouTube reaches the public around the world is very motivating for the student.

YouTube, in addition to being a source of information, is also beneficial in preparing their presentations in the target language. When the videos are created that can be informative, with dialogues (simulations, play), tell digital stories or simply put subtitles to a video without voice or in another language. Although the task requires impeccable planning by the teacher and considerable class time in the end, it becomes a precious work of which both creators and teachers take pride. The students enjoy the real-world situations using the foreign language at the time of creating videos, which can get recorded easily and published and are very motivating for shy students or for those who fear public speaking. Recording the video alone without anyone judging them is a great help to get them out of their eagerness to speak for fear of making mistakes. When they record videos, they review very well what they are going to say and they correct themselves and learn to use the appropriate language for different situations and that is one of the advantages of thinking about tasks aimed at being posted on YouTube.

It can be concluded that YouTube, being an important tool, provides opportunities for foreign language learners to create and publish videos which reaches

the level of presentations put forward by the professionals. The language teachers are also employing the YouTube videos developed and published by the students for encouraging the foreign language students to show creativity and express their views and to use the target language more.

2.9.4 Wiki

The Wiki is another collaboration tool popularly used by teachers for their students. It is such a web page which is open to editing by the visitors. Wiki pages can be edited easily and can be made available to the next user. This feature makes them an ideal tool for collaborative writing and reading in the Webspaces. Wiki is ideal when the number of students is greater. One of the simplest activities that can be carried out with the students with the Wiki is to finish the thread of the story; The teacher can put the title and the first sentence of an imaginary story with the mention of the gender to which it corresponds, then invite the students to complete the story and write on the wiki.

2.9.5 Skype

There are communities of students and teachers who use the Skype to engage in synchronous interaction with other people, to learn a language. There are groups of conversations to which you can join and start chatting with a native person. Ideally, one should look for someone who is learning their mother tongue. There have been cases in which students do not engage in these activities through online abuse or just for fear of speaking with a native in the target language. In these cases, you have to continue step by step. There are groups of universities or professors who are always looking for another group of students who can talk with their students in a guided and moderate communication to some extent. They can start by engaging in a written conversation and when they are confident, they can move forward with the conversation in voice.

2.9.6 Mobile Applications

If CALL was a novel acronym in the last century, the new century has witnessed the acronym MALL (Mobile Assisted Language Learning) that has revolutionized the methods of learning languages. Mobile phones not only serve to make calls but also

carry a whole world inside. They have applications for mobile social networks, news applications, listening to songs, Skype, Google maps, emails, games, weather forecasts, travel portals, shopping portal, banking, and many more applications that they always accompany. MALL is a relatively new concept but very dynamic and with a lot of potentials.

2.9.7 Podcasts

A Podcast is a broadcast or transmission of audio files over the internet in an episodic manner. So the transmission of any audio file would not be called a Podcast. It is a neologism that has been derived from the combination of iPod and broadcast (López, 2013). –They can be downloaded to a computer, phone or mp3 player through syndication (RSS) || (Hasan&Hoon, 2013, p. 128). According to Lau and Chan (2003), traditional classes do not pay much attention to reading comprehension tasks.

2.10 Learning Theories and ICT

The technological advancements have been applied to language learning processes and various learning theories have been elaborated in this regard over the period of the last fifty years and more.

2.10.1 Behaviorist CALL

In the 1950s, Computer-Aided Language Learning was influenced by behavioral theories that were based on the principle of analysis of human behavior through the interaction between stimulus-response and the association between them (Demirezen, 1988). Behaviorism is based on the theory of mother tongue learning developed by J.B. Watson (1878-1958).

As Demirezen (1988) explains, behaviorism is based on the five principles below:

i). The theory emphasizes the spoken language. Human beings learn to speak first of all so that all language teaching must be based on oral language.

ii). It is a theory of habit formation. Language learning is seen as a mechanical process that is based on the formation of habits by conditioning. iii). The stimulus gives rise to a response and is a continuous process that leads to learning.

iv). Learning is the result of the reinforcement and reward that gives rise to habit formation since the reward acts as the stimulus that results in more responses.

v). The social nature of language makes learning social. If the learning conditions of all individuals are equal, the level of learning will also be the same for all. (p. 137)

Behaviorism was also identified with instructive that was based on the central role of instruction, that is, teachers. Teachers systematically control instruction by identifying what should be taught and how and then evaluate the instruction to determine if it has been effective. The results of the evaluation are used to review the instruction so that it is most effective the second time (Kanuka & Anderson, 2007).

Richards & Rogers (1989) stated that the presence of language laboratories that offered the opportunity to continue doing drills and receive controlled training of basic error-free structures was considered essential. It provided an alternative to classroom practice. You could repeat a recorded lesson countless times as a stimulus and repeat the dialogues line by line until memorizing the structures and then doing structural reinforcement practices orally.

2.10.2 Integrative CALL

The integrative CALL is based on integrating multimedia and the internet into the language class. Multimedia combine's text, sound, and image; making it possible to practice reading, writing, listening and speaking skills in a single activity. In addition to multimedia, the Internet promoted asynchronously (email) and synchronous communication (chat rooms, discussion groups and so on).

2.10.3 Communicative CALL

The guiding principle of language teaching methodologies during 60s and 70s is reflected in the report prepared by William Moulton during the Ninth Congress of Linguists in 1961: "language is not writing but speech...A language refers to a set of

habits...Teach the language, not about the language...A language is what its native speakers say, not what someone thinks they ought to say... Languages are different "(as cited in Richards & Rogers 1989, p. 70).

By the end of the 70s, those methodologies had begun to be denied (Richards, 2006) focused on grammar and language structures. The need to learn languages for communicative reasons began to be felt, to communicate. The goal was no longer to produce correct sentences without errors, but to produce them in the proper context and register by diverting focus only on the ability concerning the development of four skills namely reading, writing, listening, and speaking. Different activities will be developed considering the communicative approach promoted by the discussion and the stimulation applying the concepts of the notion and the function. The central role of the teacher was given to students who began to take center stage in the classroom.

The communicative approach was based to some extent on the cognitive theory that contrasted with behavioral theory. On the one hand, behaviorists saw learning (knowledge acquisition) as an observable process of stimulus and response reinforced by the reward while on the other hand, cognitivist understood that learning is an internal process, and the human mind undergoes several processes and develop strategies to build their knowledge. One of the proponents of cognitivism was Jean Piaget (1896-1980), who elaborated the four stages of cognitive development in human beings from childhood to maturity and concluded that in different stages you learn in different ways and "the content must match the level of learner on parameter of his development" (Wood et al. 2001), concluding that instruction should move from the introduction of easy content to the introduction of more difficult content as time progresses. The learning takes place in phases and the contents must be organized and structured systematically according to the hierarchical level (Bruner, 1960). For its part, Vovk (2013) in his article collects that the fundamental idea of the cognitive approach is that the learning process is directed to the acquisition (or rather the discovery) of knowledge, structuring and organization of its units of form Systematic, its storage and its application adapting it to reality. Piaget argued that learners build knowledge after resolving a mental imbalance, negotiate the meaning of new experiences that are different from their existing scheme and create new knowledge by modifying and

reviewing existing information through assimilation and accommodation (Atherton, 2013). The theory is also called cognitive constructivism.

2.10.4 Constructivist CALL

The communicative-cognitive approach was extended in the nineties and pedagogy was influenced by different educational paradigms and traditions. The teaching was no longer based on any particular practice but assimilated different practices to facilitate the acquisition of a language. Once the internet reached home and classroom, the integration of computers in the learning process was widely admitted. This integration was made possible by the new theoretical approaches in the field of education set forth below.

In the 1990s, Piaget's cognitive theory, which focused on the role of the learner as an individual, gave way to social constructivism, theories that are at the extreme point of behaviorism and constructivism. Individual cognitivist or cognitive constructivism (derived concepts) was based on the learner as an individual who assimilates new information to existing information and then adjusts other new information by modifying pre-existing information and thus discover new knowledge (Thakur, 2014). Although primarily used in the teaching of science and mathematics, cognitive constructivism was also appropriated by experts in the teaching and learning of languages, because language enjoyed the pivotal point in Piaget's theory of learning. The worldview of children is built primarily through language and as they are tested by various phases of life, language acquisition emerges as a vital source. (Piaget 1973 as cited in Can, 2009).

Cognitive constructivism was based on the concept of the learning process as an individual process, but as Warschauer (1996) points out, during the 1990s, foreign language teachers began to get interested in social constructivism for the recognition of the importance of real social contexts in learning a foreign language. In this context it is necessary to mention Lev Vygotsky (1896-1934), a Russian psychologist with Piaget influences, discovered in the West by his English translations until the end of the seventies, elaborated the sociocultural learning theory that founded social constructivism on the field of education. Unlike Piaget's behavioral and cognitive theories that gave primacy to the individual and ignored the society in which they lived,

Vygotsky emphasized the role of the social/cultural context or community in the learning process. He postulates that only the social and cultural context can make us understand the concepts related to development and learning of individuals. According to him, a learner keeps raising his intellectual level to the higher level that nearly certifies the potential of the learner

2.11 Cooperative and Collaborative Learning

The approach in which students work in heterogeneous groups with different skill levels (high and medium ability; or medium and low) to perform a task (Webb, 1991 in Zañaritu) (2013) is called collaborative learning. It fosters positive interdependence, individual responsibility, and social skills of interaction and collaboration.

Both approaches, although based on constructivism and approved by some authors, have nuances of difference between them. Zañaritu (2013) collects in his work the differences between the terminologies, explaining the collaborative learning responds to the socio-cultural approach (Vygotsky) and cooperative learning to the Piagetian side of constructivism.

2.12 Problem based Learning

The approach consists on solving a problem posed during foreign language learning. The problems to be solves by them, resemble real-world problems. Students have to investigate and collaborate to solve that problem. Vocabulary and schematics are presented after presenting the problem through inquiries by the teacher as opposed to traditional teaching in which the vocabulary and concept are presented first and then propose a task (Othman & Ahamad, 2013). The problem-based approach emerged as an approach during the 1960s in Canada with the study of medicines. It is true that in teaching science and mathematics, the approach can be used more easily. As of foreign language learning, this approach became famous after the popularity of cognitive and constructive theories and is now being used for learning and teaching purposes in a foreign language.

As mentioned before, the concept is based on the presentation of problems closer to the real world in the classroom, but it must be taken into account that the problems must be interesting, significant, relevant, present a challenge to the students (based in Vygotsky's social constructivism) and that facilitate the construction of new knowledge based on existing knowledge (cognitivism). The problem must be solved by active collaboration between students in all its phases. The student has the whole agency in these approaches that emphasize active learning.

2.13 Critical and Research Learning

This approach is based on the fact that research results in learning and the spirit of research in asking questions and seeking answers in students must be encouraged. Critical thinking is activated through questions. The idea is based on the cognitive theory of knowledge discovery which takes place through the search for answers to the questions posed. It is also based on scaffolding where the teacher asks students guided questions by activating their previous knowledge and encouraging them to find answers to those questions through active learning, where the student's cognitive ability is inspired. The answers no longer are provided by the teacher the students themselves must create their knowledge through research.

This type of approach is widely used in science and mathematics, but its use in the context of foreign language learning is not meaningless, which is also a process of discovery. It can be applied in the deepening of grammar in a cognitive way, where students have to discover the rules for themselves. The questions help keep the student interested through active participation in the class. Lee (2014) argued: “there are pattern of errors which the students make and the teacher through questioning can identify these patterns and he can assess their level of comprehension and also can reach to a final conclusion concerning the assessment of the learning outcomes. It helps to raise the standard of the student’s linguistic and communicative competence (p. 1237)”.

For learning to be effective, it is important to think about questions that arouse interest, activate prior knowledge and present a challenge to students; resulting in creativity, reflection and discovery. The questions are not only asked by the teacher but also give space to students to ask questions among themselves. With the help of visual

audio resources or other ICT tools, for example, videos, different images on the overhead projector, a song, a website, a tweet, the social network can raise several questions according to the student level.

Here is a very basic example that helps to understand the concept in a better way:

Through the image of the supermarket, you can ask questions and ask the student to think about the things that are sold, the normal hours of the stores, the classification of products in the supermarket, supermarkets against family stores, behavior labels, planning a party, preparing food, the gastronomic habits of the country and then gathering information on each of the questions in different groups through the information sites or the Web and presenting it in class or writing an information blog about the country.

2.14 Task-based Learning

This approach is based on the same premise as the problem approach and also approaches the task approach, although the latter does not include interdisciplinary work. Stoller (2006 as cited in Mikulec & Miller, 2011) defines it optimally:

(1) Adopting a process and having a product; (2) the ownership of the project being shared with students partially; (3) covering a specific time like several days, weeks, months; (4) skill integration; (5) employing the content and language for introducing the student to a certain topic and developing his understanding on it; (6) collaboration with other students encouraging them to work on their own; (7) gathering and processing data and information from the sources in target language and making it available to students asking them to take responsibility for their learning; (8) new responsibilities and roles being assigned to teacher and students; (9) presenting a tangible product in last; and (10) highlighting both the process and the product. (p. 81)

This approach promotes experiential learning, problem solving, negotiation, collaboration, and research skills. In this way, it involves the fundamentals of learning in the 21st century and those of communicative language teaching in situations that are closest to the real world.

The dictionary of Cervantes Virtual Center (n.d.) gathers the essence of this approach:

The model is closely related to procedural programs, in which the intervention of the learner is decisive in the configuration of the content program. The project includes in its sequence of activities a need analysis carried out jointly by teachers and students, evaluation and self-evaluation procedures and a selection of learning contents; All this should contribute to the development of autonomy in learning. (para. 2)

To highlight the comprehensive features of constructivist approaches, it can be said that everyone focuses on the following:

Active student participation.

- The collaboration.
- Communication and interaction.
- The creation of knowledge.
- The taking of responsibility by the student.
- Interdisciplinary.
- Meaningful tasks related to the real world.

The characteristics imply the development of a certain degree of autonomy in the students by the development of the cognitive and creative processes. In constructivist approaches, the teacher as a mediator, facilitator, motivator, and coordinator helps to stimulate the initiative and autonomy of the students. The use of ICTs greatly helps to make the student an autonomous learner, as teachers provide an environment in which they can access learning materials anywhere at any time and can take care of their learning. Autonomy in no way means that the student is self-taught or works independently with the help of available resources. Autonomy refers to the student controlling their learning process in collaboration and interdependence with the teacher and classmates. The following section explains in detail the concept of autonomy in the LE class.

2.15 Enhancement of Student Autonomy

Individual autonomy is an integral concept to human society in which it is assumed that an individual is autonomous, free and capable of thinking and deciding about his own life and his way of being. Everyone takes care of his life and lives it the way he wants to greater possible extent. A free society respects this individual autonomy. Societies, where the autonomies of their citizens are not celebrated, are not free and egalitarian societies. Following these statements, it can be decided that autonomy is an essential and innate feature of human beings. In everyday life, this autonomy is exercised in almost all areas from the time of waking up to bed within what fits and this concept of autonomy extends to classrooms as well. Since the sixties, it is reflecting on how to incorporate this element in the didactic and learning process to highlight innate autonomy in the students in the class and make them actively participate in the teaching and learning processes. The most important feature of autonomy is that it intends to give prominence to the student according to the constructivist approach, thus becoming one of the key concepts in didactics in general and in didactics of foreign languages in particular. Autonomy has been very intrinsic to the learning of foreign languages for centuries and this was concretized in 1971 when the concept of autonomy entered the field of teaching of LE by the publication of the Modern Languages Project of the Council of Europe (Benson, 2011).

Yves Chalon, the founder of CRAPEL (Center of Recherches et d 'Applications in Langues) is considered the father of autonomy, but after his early death, Henri Holec took over CRAPEL and became one of the most prominent figures in terms of research on autonomy in the teaching and learning process related to foreign languages. The most cited definition of autonomy in teaching literature that has served as the basis for many subsequent studies on the subject was formulated by Holec (1981), who states that autonomy is “the ability to take responsibility for their own learning” (as It was cited in Little, 2007, p. 15). Benson (2011) on the other hand elaborates Holec's definition indicating that autonomy is “having control on their own learning” (p. 58). According to Benson (2011), it is easier to empirically investigate the concept of control 'than the concept of responsibility' and given how multifaceted it is to be autonomous and autonomy, a valid construct is needed to carry out any effective research to be able to validate the importance and role of autonomy in teaching and

learning foreign languages. Before we can investigate the validity of autonomy, it is important to reflect on some of the most accepted definitions that shed light on it. Some theoretical background to the concept of autonomy in language learning is presented below.

i). Henri Holec states (1981 as cited in Little 2004), that autonomy means taking responsibility for all the decisions that the learning process entails, such as setting goals, defining content and progression, selecting methods and techniques, control over the Foreign Language acquisition process itself and the evaluation, etc.

Leni Dam (1995) introduces a new nuance in his definition of autonomy that is characterized by the willingness to take charge of his learning according to his own needs and purposes. Along with capacity and willingness, this provision calls for acting independently and cooperating with others as a responsible social person. The term provision includes a greater personal involvement on the part of the apprentice that would derive from voluntarism and not from innatism (For autonomy is something that develops voluntarily and is not something innate in all students).

Little (1991, as cited in Benson (2011)), for its part, attributes autonomy to the capacity for critical reflection, decision-making, and independent action, and this capacity is manifested in the learning model adopted by the apprentice and in the way to proceed in the learning processes Little (2004) proposes three pedagogical principles applicable to teaching to strengthen student autonomy: the empowerment of the learners to take responsibility for their learning by providing control over the process of learning; the reflection of the apprentice through self-evaluation; and the proper use of the target language that allows the use of the target language from the beginning for communicative purposes. Teachers achieve this through the scaffolding of their joints.

Holec (1981) stated that student autonomy "develops the freedom of the individual by developing those skills that will allow him to act with greater responsibility in the management of the affairs of the society in which he lives" (as cited in Benson 2011, 25).

It is commonly presumed that the essential learning should not only develop a productive person in 21st century but it also must train the individual in a way where he

can grow with free and autonomous thinking in collaborative context rather than staying non-critical and neutral when the ideas and judgements from all corners pour in. The worker must be able to think autonomously and act as responsible social agent.

With the sophisticated development of the technology in upcoming years, the industrial services and sectors are going to offer more abstract works duly helped by the manipulation of information and the role of acquiring knowledge gradually minimizing. The knowledge and skills need to be reshaped and reinvented in new forms. The future workforce must be equipped with a certain understanding, skills and must carry the disposition to make effect in his respective field. Economists are of the view that the resources must be utilised towards the creation of a workforce capable of adapting to changing working conditions, exercising critical judgment, and managing technology systems, and flexibly participating in decision-making in effective collaboration.

In the field of language learning, autonomy is important according to Mohanty (2010) because students cannot always depend entirely on the presence of the teacher and the teacher cannot be present to guide the student at any time. Besides, it has been seen that students become more active and more efficient in language learning if they do not depend on the teacher for resources and answers. They become able to find their resources to learn effectively and seek their answers from the questions that arise and that can be clarified by the teacher in time. That is why it is essential to develop the competence to learn independently and the competence to motivate oneself (Jiménez, 2009).

2.15.1 Self Reflection Learning Styles

To achieve that the students reach the objectives mentioned in the questionnaire, the teacher and the students carry out certain activities in the classroom. It is necessary that at the end of the initiated activities, there is a time for reflection on the learning process. It is essential that through reflection, students make the effort of self-evaluation. What makes the reflection process more important is the fact that the activities completed by the students are systematically reviewed and reflected on essentially. The reflection provides a strong and personal basis for activities to be self-

evaluated or jointly evaluated in company of fellow companions/or teachers. (Dam, 2000 as cited in Benson 2011).

The learning diary is a strategy that facilitates learning through reflection on what has been learned. While concluding, the student devotes a few minutes to review the most important of what has been treated, everything that is worth being remembered or important - either in positive or negative terms - trying to link it, through your own words and schemes with what you already know. ICT tools such as Word, Google Docs, and Google Notes help keep this journal online and easily accessible anytime, anywhere. They are tools that are available on mobile phones.

2.15.2 Promoting Collective Work Style

The last instrument mentioned here as a promoter of autonomy is working in groups. Through group tasks, students become less dependent on the teacher, learning to collaborate with their classmates. Through these activities, students learn a lot about collaboration strategies and receive support from their peers and not just from the teacher. Group work is an important part of student autonomy. In a group, the most capable classmates assume a pedagogical role and this promotes interaction and collaboration among students - one of the bases of autonomy.

An ICT tool, Skype, Blog, Wiki and so on has already been discussed. Another Google tool that is widely used in the educational field of autonomy is Google groups. The collaboration is automatically built among students due to features shared between Google Docs and Google Groups. The collective and individual projects are getting designed by the teachers nowadays using Google Docs, Google presentations and Google Groups. In the context of autonomy, students choose the subject according to their interests and needs and the partners with whom they want to work are also chosen accordingly. Afterward, they can use these spaces for brainstorming, to give their opinion on the project, and review. The students are set free from attaching the documents every time at the time of review by other students with the introduction of Google Docs or Google presentations. Instead, the same document is open to editing, saving, and sharing with modifications with other members all the time. Subsequently, the revised documents can be given comments and the replies can be made to the questions by other group members.

They can also talk to each other or the teacher through Google hangouts. In short, the free applications of Google can be a medium of assured interaction keeping all geographical and physical limitations aside.

The Google groups enables students to work on a project providing all the control to send messages, add, edit, and change the documents with carrying out constant dialogues to improve the quality of project. All the stakeholders in these communities get equal opportunities to contribute to a project.

The tracking system of these applications gives input to teacher on the contribution made by every learner in the project with precise time spent and contribution made, which effectively brings punctuality and consistency in students to be attentive and responsible during the project. While keeping a check on progress made by the students, the teacher can give quick feedback to his students during this process. In this sense, the Google Groups and Google Docs create an environment where the interactive dialogue is made between teacher and students quickly while keeping students at ease and comfort.

As the Experts view, the new means of communication cannot bring about change alone and create a different learning culture altogether, but they are to be utilized for change. Now it has to be observed how the teachers are looking forward to adapt to use of ICTs in teaching process and engage the students while imparting the appropriate concepts to them and this is what will decide if it is possible to achieve the desired results and if a significant change can be made in the culture of learning (Fitzpatrick, 2004).

Then it is clear that the expected transformation in the foreign language learning process and culture will not be possible without the collaboration of teachers. They are the teachers who have to make an effort to inspire confidence in the students in the use of new technologies and foster the skills necessary to make them global citizens of the 21st century. Therefore, it is believed that it is imperative to analyze the importance of teacher training in ICT so that they can achieve the desired results.

2.16 Learning strategies

To learn autonomously, one must know how to learn. Knowing how to learn, according to Holec, is knowing how to establish acquisition objectives, to equip oneself with means to achieve those objectives, to organize learning in times, spaces, rhythms, etc.; and knowing how to evaluate the results. It is therefore about knowing how to establish a learning plan that includes all these aspects. And to achieve the goal of autonomy, an apprentice must develop a series of strategies, both cognitive and metacognitive ones. What is understood by these strategies is manifested below:

2.16.1 Meta-cognitive Strategies

According to Wenden (1998), "all the knowledge acquired about cognitive processes which is applied to acquire knowledge and skills in various situations, falls under the meta-cognitive knowledge" (p. 34). In certain context, the skills to plan, evaluate and monitor the learning activity is known as meta-cognitive strategies, and some of these strategies are mentioned below:

- Directed attention, it implies to situations when the general aspects of any particular task is touched upon with predetermined thought;
 - Selective attention, which refers to focusing on specific aspects of a task;
 - Self-control, which implies to performance analysis of an individual while speaking;
 - Self-evaluation, which point out to evaluating and assessing one's performance as per one's standards;
 - Self-reinforcement, that refers to being rewarded by self for success.

The strategies employed in learning second language or LE point out to this fact that the students cannot be a passive receiver of information provided that he enjoys an autonomous environment. They have an agency and decide to trace their progress and their learning trajectory. They are shaping their future themselves and hold prominence in learning community, effectively applying to their class. The willingness and ability to

learn on his own is peculiar to autonomous students. They can succeed if they take responsibility for their learning (Lowes & Target, 1999).

The autonomy of the student also includes the reflexive participation of the student in all aspects of the learning processes. One factor that is vital to the learner's autonomy is self-evaluation - one of the metacognitive learning strategies. This process is required to ascertain the limit of quality check related to his work and at the same time, he finds out another examiner and evaluator of his strength and weaknesses other than his teacher. It enables the students to take informed decisions about their future course of action concerning their learning process and eliminates complete teacher dependence.

Next, the instruments that can be taken to the classroom to promote autonomy and some ICT tools, which help to achieve educational objectives, are analyzed.

A very effective instrument to promote the autonomy and independence of the student to favor both the personal development of the apprentice and to guarantee lasting and relevant learning is the analysis of the needs. This can be done by a questionnaire. Students answer the questions in the questionnaire and in this way, they get to know themselves better, reflecting on their previous experience, their strengths, and weaknesses, their preferences and needs, which helps them take responsibility for their learning, encourage his motivation, and develop his autonomy as an apprentice.

It is not necessary to carry a printed questionnaire, but the teacher can prepare the questionnaires through ICT tools such as Google Forms, Survey Monkey and so on that also help us analyze the results obtained.

2.16.2 Cognitive Strategies

According to O'Malley and Chamot (2012), the incoming information is operated by cognitive strategies while making it manipulative for learning enhancement. The strategies which may be entirely or partially employed by learners throughout their learning process, are as follows:

- Repetition, while imitating the speech of others;

- Recurrence, which is resorting to dictionaries or other helpful materials;
- Translation, use of mother tongues to understand the target language;
- Take notes;
- The deduction and applying of rules laid down in target language consciously.
- Contextualization of a word or phrase to remember it;
- The transfer is the use of prior knowledge already acquired during L1 to understand and remember sequences in L2;
- Inference, lower meanings through associations.
- Questions and clarifications when they ask the teacher to explain or repeat something.

2.17 Teachers and ICT

Baca (2010:15) asks: "Why should the teacher use ICT as one more component of the teaching-learning methodologies? To live, learn and work successfully in an increasingly complex society, rich in information and based on knowledge, students and teachers must use digital technology effectively. "

We can find negative attitudes among teachers when using these resources, for example, because they have little command of ICT due to lack of training, they feel incapable, they are afraid, it causes them anxiety, they do not have confidence in themselves, they do not calculate the time to prepare the necessary material, etc.

Our culture is changing and we are beginning to think differently, therefore, teachers need to change their mindset and incorporate computers into teaching.

Today, we find ourselves in a situation in which young people are growing up among mobile phones, computers, video games, Internet connection, etc., and we have to become aware that we are in a digital society and we have to find the best way to incorporate the technology to teaching.

Many teachers integrated ICT into their classrooms to facilitate student learning processes.

Loaiza (2010: 26) points out:

“The concern of teachers on many occasions lies above all in what we have to do, rather than in what the students should learn. The primary role of the teacher could be how teaching will promote relevant and meaningful learning that students can use inside and outside the classroom. The teacher should not only be concerned with what is said and heard by students, but also with what they retain and its possible usefulness in daily life ”.

Therefore, ICTs are not the replacement of the teacher, it is only about applying them as a source of information in the teaching-learning process.

Therefore, the teacher has to motivate and encourage the use of ICT during the learning period.

It should be noted that the work of the teacher is very important in terms of the use of ICT is concerned, it is the person who plays the role of helping students achieve skills in using and learning new technologies. Therefore, it is imperative that all teachers are willing to offer these opportunities to their students. To this end, Baca (2010: 16) points out:

"New technologies (ICT) require teachers to perform new functions and also require new pedagogies and new approaches in teacher training."

The integration of ICT in the classroom will depend on the willingness of teachers to make classes not follow the traditional method.

The teacher has to be aware that he is a fundamental and important figure in the life of the student and has to be willing to help the student to learn. Hence the importance of the teacher being able to use new technologies in the classroom with their students.

Apart from the whole concept of student autonomy, the question arises about the role of the teacher. What role does the teacher play? Well, it is generally accepted that in

the process of promoting student autonomy, the teacher's role is very complicated because autonomy is not something palpable and activities do not give an instant result. Nor can it be predicted that trainees would definitively become autonomous learners if the teacher carried out certain activities or functions directed towards autonomy.

The traditional view is that teachers must be in control of the classes and student learning. For some teachers, the concept of autonomy would bring them the vision of chaos in the class. But it is not like that. As mentioned before, it does not mean that you decline all control at once, but that teachers can make the decision to relinquish control and share it with students little by little (Lacey, 2007) until they reach the level of autonomy they wish for.

The promotion of autonomy in the classroom is done by providing students with "the opportunities to make choices and make important decisions about their learning effectively" (Nunan, 2003, p. 290). It means that students have something to say in what and how of their learning and the teacher encourages them by giving opportunities and tools to make informed decisions regarding their learning.

The activities of the students in the classroom have to be managed by the teacher while drawing students to the learning plans be it long term or short term, but without the motivation and active participation of learners, not much learning takes place. It is important that the topic that is worked in the classroom is of interest and is adapted to their needs.

While analyzing the principles of pedagogy, it is noted that they highlight the creation of opportunities for students, motivation on the part of the teacher and the promotion of active and collaborative participation in students. Teachers' work has multiplied, and they no longer only teach and pour information into students' minds, but also perform the functions that present a formidable personal challenge if they do not have the proper training. That is why in pedagogy circles, the focus is on the autonomy of the teacher to be able to perform the functions that are required of them in this century.

Students do not study only in the classroom and in that context; opportunities must be created to cater their continued learning outside the classroom context through

the first two approaches based on resources and technology. Since resources and technology are also used with students within the classroom, it is pertinent to make appropriate use of both to give prominence to the student, provide learning strategies and arouse interest and motivate them to participate in the processes within the classroom actively. In the absence of significant tasks and flexibility in the curriculum, the emphasis on autonomy will not generate desired results. Controlling the learning process without the independence of reaching independent decisions to track the trajectory of the learning process within a rigid curriculum will not be motivating for students, because it would be intended to become agents without giving them agency. The responsibility lies with teachers to balance the linguistic domain along with the development of important skills in the current century. In an analysis of the goals of the language teaching curriculum, Krashen (2006 as cited in Benson, 2011) argues:

The curriculum should consist of the intermediate level course structure rather than putting efforts of turning the learner into a native like speaker or very high-level speaker which produces a speaker with enough knowledge and acquaintance of education and after the completion of the course, the language proficiency can be upgraded through self-study. (p. 184)

It is seen that Krashen is in favor of fostering autonomy and other skills in the apprentice rather than language proficiency. Is the importance attributed to justified autonomy or is it one of the concepts that are fashionable without contributing anything concrete to the teaching and learning of languages? Let us look for the answer.

2.17.1 Importance of Teacher Training for using technologies

The problem of India, in the coming years, would not be so much related to digital divide, due to the availability of low-cost smart phones, Wi-Fi service in public places and the availability of Internet connection in higher education centres, for at least in urban areas. The problem would be the gap that exists in teacher training trained to develop 21st-century skills in students with the efficient and optimal ICT use in the classroom. The ICT cannot get integrated or efficiently used until the teacher is equipped with proper training of making use of it. Lund (as cited in Fitzpatrick, 2004) stated that although the impact and place of ICT in the classroom have not been specifically verified, the different works prove that the faculties in ICT have been

successfully implemented and teachers play a decisive factor in ICT integration successfully. Teachers have been hinted at for a long time to change their roles. It is already a known thing that these are no longer sources of knowledge but learning facilitators. Its function is to search, choose, collect, and offer information in different ways to students to meet the new learning needs of their students. Vollstadt (2003 as cited in Fitzpatrick, 2004) spoke of a new learning culture. In reality, new technologies have facilitated the origin of this new learning culture. This new learning culture includes:

- i). providing more independence to learner, encouragement of making self-directed activities and an organized learning process;
- ii). Interactive work to be focused on and expedited;
- iii). Streamlining feedback directly;
- iv). Call for role reversal in a way as the learners take on teaching functions;
- v). Content development to be updated on regular intervals easily;
- vi). Facilitating quick access to teaching materials;
- vii). Individual learning styles to be promoted;
- viii). Focusing on social learning at the time of group learning or teamwork cooperation;

If the above is analyzed in detail, it comes to light that to achieve this new learning culture, teachers have to leave the most valued for them: control. What scares teachers the most is losing control of the class. It bothers them that they cannot control the students' learning process, of not having a central role in decision making. Andreas Lund (2004 as cited in Fitzpatrick, 2004) recognized this fear of teachers and suggests that the focus should be given on developing competence rather than abdication and this is how the reflection on these quickly changing situations and relationships can be made. It seems difficult to imagine that those who take the reins are the students and not the teacher in the Indian context where the teacher is revered as a god in the ancient Vedic culture. Teachers are also bothered to receive feedback regularly and in reality, students fear that if they give negative feedback, the teacher will punish them through low marks on the exam. We asked ourselves, would it be possible for teachers to give students more independence in terms of their learning process, reverse roles in class and stop sending and controlling them?

In Eastern culture like that of India, teachers have always enjoyed tremendous respect and a distance of respect has remained between students and teachers. Students always treat you to the teacher and do not even call you by name alone and their names are accompanied by a Sir or a Ma'am. Of course, it is noted that society and the attitude of students have changed over the years. It is common to listen to university professors lamenting that there is a lack of respect for teachers these days that students are no longer as respectful as before and this is true. The students have changed, the colleges and schools from where they arrive at the university have also changed. A change is undergoing in preschool and college education and we in the university will also have to change our attitudes. The problem according to what several Indian youth forums say such as youthkiawaaz.com say is the lack of responsibility on the part of some teachers. What a teacher does in the classroom is under his control and nobody can force them to do something different if he doesn't want it. Although you have had good training, have learned innovative and creative ways to guide students in the learning process, you can simply decide not to implement them in class because planning and implementation will take a lot of time and energy. The evaluation is done most of the time through the exams and nobody judges the teacher if the students fail. Feedback is not taken continuously and although there are indications but there is also no concrete effort to know the needs of the students and question the teacher's approach in the class. Students only claim in extreme cases of very bad teachers and therefore teachers can easily be simply mediocre in the classroom.

It is said that "the good teacher" sends respect but it is necessary to analyze the characteristics of a good teacher or what good teachers do for what students love and admire. In the research work of Antonio Martínez (2010) of the University of the Balearic Islands, it is curiously observed that mastery of the subject has slipped as the prominent criterion of a good teacher according to the survey conducted among the students of the university. Many of the students surveyed value the clarity and structure of the presentation and class planning more. Others value the ability to motivate teachers. Especially the interaction in the class and the participatory methodology were seen as more motivating elements within the classroom.

The results of the survey are closely related to what Shulman (1986) Pedagogical Content Knowledge had referred to as:

Which goes beyond knowledge of subject matter to the dimension of subject matter knowledge for teaching...the ways of representing and formulating the subject that make it comprehensible to others. Since there are no single most powerful forms of representation, the teacher must have at hand a veritable armamentarium of alternative forms of representation, some of which derive from research whereas others originate in the wisdom of practice.” (p. 9)

Shulman said that there are several forms of representation of the subject and a teacher should turn to them to make the subject more understandable to their students.

In the digital age where technology has become a useful tool for transforming the forms of representation of various subjects, the idea of Pedagogical Content Knowledge has been extended to Technological Pedagogical Content Knowledge (Koehler & Mishra, 2009). A third enriching element has been added to the learning experience and it is technology. They illustrated it through the diagram below:

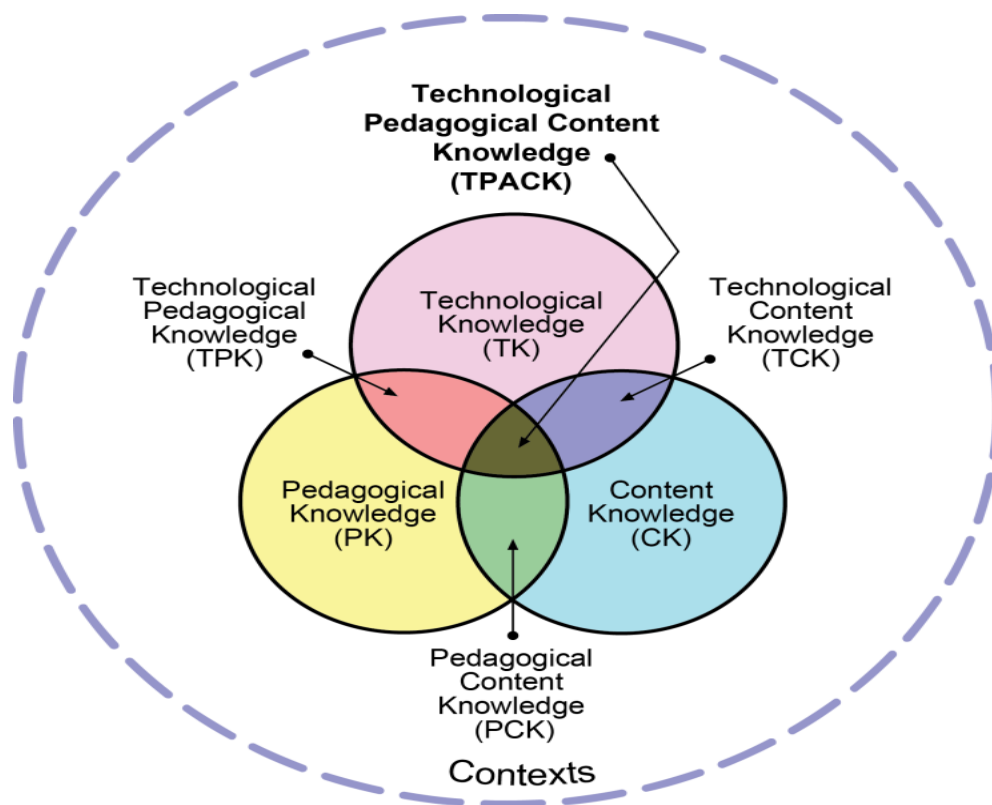


Figure 11. TPACK

Source: (TPACK, n.d.)

It is explained that the combination of the three knowledge results in effective teaching since it includes the use of technology to teach the subject constructively and knowing the conditions which make some concepts easy and others difficult to learn and the use of technology in solving some problems faced by the students. It is taken into account that at present, not only knowledge of the subject and pedagogy is necessary, but how to integrate technology with the two to impart an encouraging learning experience to students. Not only do they need knowledge of the subject, they must know how to teach it and also in the 21st century, but they must also know about technology and know-how to teach effectively through it.

The ICT or technological assistance needs to be employed when a foreign language is being learned or taught since the ultimate purpose is expansion of students' community and their enhancement on human and social parameters. (Warschauer as cited in Lund, 2009). The community and connecting to the community and staying connected are concepts that have become very important at the time of the Lund network (2009) focused on the responsibility of teaching to address the relationships between participants in the distributed communities of languages and how they are located around technologies to communicate and collaborate and create. Students already have an agency and the teacher must grant this agency to their students so that the output is significant. The skills of the 21st century are based on communication outside the geographical and cultural boundaries, the creation of information/knowledge and dissemination in the communities distributed and scattered throughout the planet. ICT tools can help teachers in designing activities and learning environments conducive to the empowerment of learners. However, this process will be very complicated, since it involves working in uncertain conditions with final products that will be different and not easy to evaluate in a conventional way. All foreign language teachers encourage students to reproduce the target language, but the challenge now is to allow them to reproduce in new language variants and know how to place it within the student's learning process and how to rely on it to create new knowledge. Lund (2009) suggested that teachers understand the socializing function of language " to participate in these new learning practices. He also said: "these practices make some new additions to already prevalent ones rather than replacing them. As a

result, the tradition and creativity need to maintain balance to an uncertain extent and same applies between cultural reproduction and cultural renewal and the teacher is primarily responsible to keep observing on this front.” (p. 30).

ICT can never replace millenary learning practices, but of course, they can transform them. For example, in a network class, teachers no longer have full control of the student's learning process. But it should not be seen as something negative. Better, it is an agency transfer from the teacher to the student. The source of information is no longer the teacher or the textbook but the Web. The teacher is there to deepen the topic and clarify doubts. Nor is it the center of attention. Students are no longer an audience that listens and takes notes. They act as active agents in creating their knowledge in the learning environment created in collaboration with the teacher.

Almost all experts in the field of ICT in education recognize that the integration of ICT presents a formidable challenge because it is not only a technological use but to design the tasks and activities around the new skills required in the society of Information and knowledge. Teachers now not only have to know the knowledge of content pedagogy but also the TPACK. It is a challenge that must be faced and not left aside because no one obliges to do so. It is our responsibility as teachers that we prepare our students to be efficient citizens of society.

Social Media

Social Media is one of the common phenomenon in this contemporary world. According to the Oxford dictionary, Social Media is "sites and applications that empower clients to make and offer content or to take an interest in social system administration". Social Media is a modern tool for connecting people, which is different from all other media platforms like news channels and newspapers. It is a combination of information, communication, and coordinated efforts. There are sites and applications to discuss, blogging, and other activities related to social media. Since social media is changing daily there is space for the new change and rapid reconnection with it. The role of social media is now indispensable in our lives. According to Andreas Kaplan and Michael Haenlein, social media is a client-based system where clients are the prime managers of exchanges. Along with this, social media relies on versatile and online advances to exceed intelligent space for people where they can talk and share their views. In terms of quality, achievement, recurrence, ease of use, immediacy, and enduringness there are lots of differences in conventional and modern media. The impact of this media is much bigger than the predictions. There are various contrasts between different types of media over a while. In comparison to the conventional media, modern media (social media) contents are hardly under any vigilance. The quality, content, achievements, and targets are much different than the previous arrangements. There are many direct and indirect impacts of social media. That has shifted the focus of investors from conventional to modern social media platforms (Neilson). By looking at the impact of social media at mass and after the assessment the media investors' interest is raising day by day.

Social media is a complex system of transmission through different platforms like Facebook, Twitter, YouTube, promotional channels, etc. Along with this, the arrangement of advertisements on these platforms is also generating profits for investors and entrepreneurs. This complex arrangement of profit-generating social media platforms is also known and used for propaganda. Social Media of current time is the most important attention of funding agencies due to its reach, popularity, and acceptance. It also associates itself with different politically driven content.

There are three stages of social media: Evolution, Revolution, and Contribution. In the first stage, the whole emphasis is given on increasing contacts and extending the reach to the population. The Second phase has made them addicted to the new media and they feel excited about it. Social media platforms like Facebook and Twitter give a sense of association to the people although it is all virtually bound. The sense of community and 'Us' always create a sense of power too and slightly create another group of 'they/them'. The third phase is the most important phase where the member of this media turns into a contributor. So they create content, put up their views, and try to create a common consensus. (Mark W. Schaefer – Schaefer Marketing Solutions. Creator of the Tao of Twitter).

Social media is an association of different platforms to store and convey different data to other groups which are available online. The objective is seen in terms of cooperation and connections with others. More specifically social media is understood as any platform that can unite people for dialogue or share opinion. This utilization of social media forms a social class that is innovative and techno-friendly (Liz Strauss).

3.1 The emergence of Social Media

Historically social system administration began in 1978 in terms of the Bulletin Board System (BBS). In this system, the computers were attached to telephone lines for trading the data through dial-up modems. This was the initial system to connect and collaborate with two clients together. The next development was sending transcription of online schedules through notice board Usenet. In this arrangement, the client's post as news is used to send as news. The common difference between these two arrangements was the creation of content in the absence of a focal server. In 1988, with Internet Relay Chat (IRC) the texting started which was a Unix based system has restricted access to individual level. It was a prime method for connecting population which later took broader shape.

3.2 Birth of Social Networking

In 1994, a social administration website named Geocities came into existence. The main agenda was to provide a platform for the clients to form urban communities with the help of their own sites. Theglobe.com was also known for its collaboration with

individuals, couple of decades before this. In 1997, AOL instant messenger and sixdegrees.com came into existence. These were two platforms for connecting individuals with chat options.

In 2000, Friendster had 3 million clients which was a record. During this process, another social administration site Myspace created another space for socially active people on web. Other than the previous mentions classmates.com, linkedin and tribe.net gained another level of popularity.

We cannot forget Facebook.com in this discussion as it aimed at associates United States school understudies beginning with Harvard College. In first few months more than 50% understudies joined the platform. Within four years in 2008, Facebook left Myspace behind, as social system site. The face of social system administration has changed a lot from the first version in 1978. We have witnessed a revolutionary development in the field of social system administration and applications.

3.3 Social Media in India

In a recent study it was found that people have huge addiction of social media these days. On an average an individual spends 12 hours per day on social media. Indian population has 12.5 crore Internet users, who spend an average of 26 min per day on Internet. The top social networking sites are Facebook, Twitter, WhatsApp, LinkedIn etc. in India.

When we look at the worldwide usage of social networking sites, the data shows up a huge variation. The expenditure on devices is more than on the Internet usage expenditure. Facebook is the most visited site in United States on an approx. 78.4 million clients and a majority of them are between 25-34 age group.

Facebook is one of the social media platform where you can have people as friends in its friend list. For getting the membership of Facebook the prerequisite is an email id and a mobile number. The daily activities, views, photos and other actions are shared on this platform. Later in addition and refined version of Facebook have started permissions for the various posts and tags.

The Internet and the social web have meant a fundamental change in how we communicate today. According to Cross, "the Network allows people from all over the world to be connected on a scale unprecedented in the history of humanity" (2007: 177). The mode of relating, of seeking and obtaining information, and even of learning have changed and are conditioned by the new forms of interaction and textual production that the collaborative web offers. The network takes an important place in the lives of the students of this era, who trust and rely on it to obtain information and stay informed about social problems, as well as for interpersonal communication. Therefore, their needs for connectivity and interaction are met through social networks.

3.4 Facebook

Every day hundreds of millions of people open their profiles on Facebook, upload entertainment or educational video from other means of social media like YouTube or other sites. We have been addicted to social networking sites like Facebook, WhatsApp, Instagram, etc. The social network has entered strongly into our daily lives to revolutionize the way we communicate and relate to our environment. It has modified our environment. A network participatory, user-centered, allows us to establish digitally as our personal, work, or educational perspective.

The study of a language involves interaction and communication. If students use social networks for that purpose, that is, to communicate, interact and share content, the fact of incorporating them into context of education as ecosystems or spaces of digital interaction can have positive implications in the learning process. With Facebook we have the opportunity to set in the classroom in real life (and vice versa); verbatim Herrera states that "networks allow us to break the barriers between contexts of learning and real practice spaces of the language". (2012: 5):

Facebook is the social networking site with the largest number of users currently (STATISTA, 2021). The use of Facebook in classes has been irregular and needs more research on its capability to transform the language teaching and learning process. Many teachers use Facebook Groups to be in contact with the different groups of students and share information about language learning. But few use it as a tool whose scope goes beyond staying connected with students.

According to Concheiro (2015) the use of Facebook as a digital learning atmosphere in Iceland, this study defines that they should write a text on their Facebook wall with what they had done or where they had travelled in the summer illustrating it with photos and related images. Then the teacher asked them to comment on the walls of three of their classmates and tell about their favourite place in Iceland for foreign visitors.

Many teachers propose pioneering activities. Teachers who encourage their group to create fictional profiles and interact with classmates assuming the personality of this character. Students can draw their profile pictures and write about their age, personality, and some basic information about them. It is an imaginary world in which they travel and put photos describing their trips, go out with imaginary friends of the group and talk about their imaginary life, of course, the imagination has no limits and surprising results arise.

It provides the platform to the students to ask and get the instant replies to their queries. At the moment of urgency, the students can ask questions and get the instant replies to the questions from the people associated at this platform. It is also important for the teachers that they can use this platform for teaching and informing.

Among all social network sites networks, Facebook is chosen here as a tool to learn and teach the Spanish language. This social site is a generalist network, which means that it is addressed to all users without a difference. It has around 2,797 million users and was founded in 2004 by Mark Zuckerberg. The founder of Facebook states, "Facebook gives power to the people to share and make the world a more open and connected place" (Zuckerberg).

There are many features of Facebook, one can share the status of mood, songs being heard, photos, links, and news accompanied by comments, invites to events, organize contacts in different lists, etc. Facebook is the platform where anyone promotes the exchange of opinions and also it has well-known options "Like" buttons and also one can comment on a wall post.

Among all the characteristic elements of this social network, particularly, the receiver plays a fundamental role, since everything that is published to be read or commented on by the recipient of said message. For this reason, to get their attention, various linguistic mechanisms are used as the imperatives, the vocatives, and the use of the second person. It is about forcing the receiver to be connected to the network but to respond immediately.

Similarly, in this social network site, there is no leader figure, rather what happens, on the contrary, relationships are peer-to-peer and give "all possible power to a user about what others see of him, what he wants to share, with whom and when » (López, 2012). By sharing everything that happens on a day-to-day basis, the relationship that occurs is very close among Facebook friends.

Another important aspect that has been taken into account when choosing a network social is the close link that occurs between Spanish language learners and the use of new technologies. According to Gómez and Tapia, "Social networks should be considered, especially Facebook as the appropriate platforms for the pedagogical development of students since they are tools with which they are very familiar" (2011).

Youngsters massively use social networks and probably most of them will have a Facebook account. They will be used to using it or at least they will be aware of the feature of Facebook. To get an idea of the importance of this social network, here is a publication that the founder of Facebook shared on the said network in which he announced that on August 24, 2015, one billion people used Facebook or rather, one of every seven person of the planet.



Mark Zuckerberg

10 horas · 🌐

We just passed an important milestone. For the first time ever, one billion people used Facebook in a single day.

On Monday, 1 in 7 people on Earth used Facebook to connect with their friends and family.

When we talk about our financials, we use average numbers, but this is different. This was the first time we reached this milestone, and it's just the beginning of connecting the whole world.

I'm so proud of our community for the progress we've made. Our community stands for giving every person a voice, for promoting understanding and for including everyone in the opportunities of our modern world.

A more open and connected world is a better world. It brings stronger relationships with those you love, a stronger economy with more opportunities, and a stronger society that reflects all of our values.

Thank you for being part of our community and for everything you've done to help us reach this milestone. I'm looking forward to seeing what we accomplish together.

156 115 Me gusta 7745 comentarios Se ha compartido 12 609 veces

As can be seen, it is no longer about getting more users but everything that can be achieved by being connected to a large number of people. On the other hand, it has been considered that this social network site can be an enormous device to promote friendliness between the language teacher and the student. To enhance the relationship that exists between teacher and student, Facebook can be an important tool that causes positive learning for both (Mazer, Murphy, and Simonds, 2007). The fact of sharing with the teacher experiences through a device located outside the classroom context, achieves that there is a better relationship between teacher and student. The image that one has of the other is you can see it modified and reinforced in a positive way.

During the Covid-19, the pandemic time when nobody can go outside the home when all educational institutions are closed by the government. During this period, a page namely "Vamos A Aprender Espanol" was created on Facebook; this page is the platform where the interaction happens with students from India and natives from Spain and Latin America so that the students from India learn not only the language but also their culture because without knowing the culture of any country, it is difficult to

learn any languages. This exercise is not only fruitful for Indian students but also fruitful for foreigners they also could know about the culture of our country when they interact. Students from India also could learn the colloquial language uses which generally one doesn't learn in the classroom. The main objective of the page created for research is to examine the relationship between the application of this social network and its effect on the learning process. The digital space for teaching and learning that the social network entailed was conceived and designed consistently to encourage communication and interaction in the target language and also for the students to create and share content, to help them, in short, to be more autonomous in their learning process.

Vamos a aprender Esp... ▾

Overview

Ads

Inbox

Notificat



Vamos a aprender Español

Create Page @username

WhatsApp



Post



Short Video



Promote



View as



Edit Page

Home

Events

Reviews

About

Videos



Create a post

Photo

Create Story

Live



Through these activities, the students get motivated concerning the design of the activities in FB. It has the task approach adapted to a digital environment, according to which the importance of meaning predominates over form, and the main objective is to achieve meaningful communication. All the tasks coincide in the following points:

- Clear communicative objectives that encourage interaction, collaboration, and the possibility of learning from one another.
- Assimilation of all communication skills.
- Open approach with different final products that can be seen and shared by the rest of the group and that promote creativity.
- Topics related to their life so that they take an interest to participate.

Besides, the set of proposed tasks contained functions and contents of grammar, and lexicons of the level to which the courses belonged, and were designed so that students could reflect on their own culture and their own identity.

On the other hand, the fact that an activity such as the plan for learning contributed to encourage reflection among students about their learning process.

The use of Facebook as a learning platform fits with the model of society in which we live, in which social networks play an essential role; a learning space also in line with a related pedagogy and whose main objective is to foster a collaborative, autonomous, and meaningful learning. Its use as a teaching tool proved to be a motivating element for students, as well as functioning as an ideal space to generate content and practice reading and writing in the target language. It also helps students collaborate, be more autonomous, and learn in a motivating, meaningful, and close to their reality. In other words, it fosters a more straight pedagogy, which gives the student the leading role and in which the teacher becomes a guide; a pedagogy that takes advantage of the potential of the social web to favor interaction and communication in the language classroom.

3.5 WhatsApp

In the 21st century, social media has become an important part of human life, WhatsApp is one of the very useful tools among social media, It provides multimedia resources. This application helps to increase students' participation in the learning of a foreign language. The digital resources like text, image, audio, video, links provided by this application not only help to personal gossip but also educational purposes and constitute an innovative and attractive alternative communicational bridge between student-teacher, student-student, and students-natives which facilitates the exchange of ideas and the collective construction of knowledge. Besides motivating participation, the use of WhatsApp in language classes chains the development of cognitive and communication skills as well as the social interaction that is synonymous with participation, these are fundamental objectives of the learning process of a new language. This application has another specific feature that is group text, audio, and video chat which is very useful for teaching and learning in the online class. These days during covid-19, most of the schools, colleges, and universities use WhatsApp for teaching online and communicate to students for giving some important information. Apart from entertainment, this application is used for fruitful work like teaching and learning.

WhatsApp could help to motivate the students' class participation in the learning of Foreign Languages. The improvement of a practical class is analyzed, particularly in the language teaching classes; incontestable one of the most common problems that can occur in the behavior of students is their low participation in classes because facing unknown issues and especially a different language to the native, with the challenges that entails, can cause huge insecurity, which probably restrains the students, limiting their participation.

Among most of the students, limitations are observed in the behavioral practices related to participation during the class: participating in the classroom discussions (face-to-face or virtual), offering answers that motivate the dialogue, and show reflection, creativity, and appropriate use of grammatical structures to express themselves. Student participation is an essential aspect to achieve the expected results of the educational process, which would be effective in language learning. Achieving the

participation and motivation of all students constitutes an important confront for the teacher and the educational system; Therefore, it is fundamental to consider the factors that influence student behavior about their participatory behavior, to propose educational methodologies designed to influence this educational reality.

The pedagogy supports the effectiveness of the use of teaching resources as a motivating factor for student participation, and in turn, advances in technology, so present in the lives of children and young people, especially mobile devices, can also offer an infinity of didactic options to improve the interaction between teacher-student, student-student, and students-natives; it improves mutual work and facilitates participation and involvement in the educational process. It is possible to establish a direct relationship between the use of technological resources by the student and their level of participation in teaching-learning in any field. Although mobile devices are well-known technology, and applications such as WhatsApp not only provide entertainment but also provide numerous educational resources.

The objective is to promote a positive attitude for both teachers and students about the use of technological resources such as the WhatsApp application, which recognizes its usefulness and the many features that provide in the educational field, overcome psychological barriers that prevent training, and above all, can motivate positive attitudes that are realized in their effective use; it's time for teachers to change the "turn off cell phones and save them" to "now take out cell phones and use social network like WhatsApp for learning the language"; this will undoubtedly be used by the students, and without any doubt, almost every student has a smartphone and they use particularly this social network because this is free App and it is a revolution in the classroom among other benefits, will motivate the effective participation of students and contribute to improvement in educational success; It is a very creative way to teach and learn foreign languages.

Communication, in the last decades, surpasses the traditional concept of understanding it as the simple exchange of messages; Penman (1990) defines "the behavior of one person in the context of the other" (as quoted in Castro, Calzadilla & Karec, 2017, p.7). In the same work (Castro et.al., 2017, p.9), the authors consider communication as an act of social interaction, which can be understood as a definition

of what constitutes "participation"; the participation of the student is the development and expression of their communicative capacity, which Juarez (2013, p.57) defines in another way: "The ability of a person to be able to communicate information with the precision as they want and a once done, this communication, becomes a vital skill". Juarez's emphasis on the recommendation of the European Parliament and the Council of December 18, 2006, on key competencies for lifelong learning, states that: "These communication capacities, whether in their own or foreign language, are identified and valued as key competencies in lifelong learning".

According to instruction in the field of language teaching, one cannot fail to consider the Common European Framework of Reference for Languages (2002, p.103) which define as: "the communicative activity of students is not only affected by their knowledge, understanding, and skills, but also by factors related to their personality and characterized by attitudes, motivations, values, beliefs, cognitive styles, and personality that contribute to personal identity."

The personal identity with different elements and nuances will control the communicative capacity, and the participation of the students in the classroom; for example, personality factors will influence behavior. The applications such as WhatsApp can neutralize these negative elements and improve aspects of student behavior such as participation, being an alternative channel of communication, where the student does not need to be "face to face" with the teacher or of his colleagues to express themselves.

WhatsApp works as an alternative communication channel to improve student participation. It is considered that the participation of the student can be improved through an alternative communication channel, such as the use of mobile devices because the barriers of space and time are overcome, but above all the psychological barriers that limit the student to communicate personally. With the help of resources, one can have more assertive communication with the teacher and other colleagues, there is even the possibility of exchanging experiences with foreign students, which is essential in language learning. As Vygotsky (1979) states that when the student interacts with their environment and cooperates with their peers, internal processes of development are activated than active learning.

In this century education should be synonymous with an education based on the use of technology, according to Herrera & Fénnema (2011, p.1): "Mobile learning seeks the development of competencies based on autonomous learning, focused on the learner. Information and communication technologies (ICTs) facilitate this type of learning, and in particular, m-learning promotes contextualized and collaborative experiences"; The collaborative experiences will obligatorily involve the student's participation in the educational process.

Cognitive skills consist of the mental capacity to acquire and recover knowledge to be used when it is required, and WhatsApp can help build cognitive skills through a digital portfolio. According to González (2016, pp. 4-5), cognitive skills are efficiently developed through portfolios, which describe them as spaces for the set of materials from the educational process based on the objectives pursued by the use of the portfolio. With the advance of technology, the teacher and the student can "gather and organize information in many types of media (audio, video, graphics, and text)", in addition to having access to links that will allow them to have all the additional resources, what will undoubtedly enrich the portfolio.

Another interesting experience on the development of cognitive skills with mobile learning, Ramos, Herrera, & Ramírez tried to explain (2010, p.208) in their research that "All resources promoted at least one basic cognitive skill (focus, search and information retrieval, organization, analysis, evaluation, and transformation). The higher cognitive skills of problem-solving, decision making, critical thinking, creative thinking, and melioration were developed as a result of different activities or cognitive strategies that students performed through the support of mobile devices and the use of resources M-Learning".

In the research of Ramos, et. to the. (2010, p.209), it is also indicated that "It is important to mention that the use of mobile resources does not develop cognitive skills, only in conjunction with the work of the teacher in class and the union of formal learning with the informal and permanent, so one can accomplish the development of superior cognitive skills in students."

The rules that the student must comply with to promote efficient use of the application, one can add to the other one smiling photo in the WhatsApp profile. Use

only for academic purposes not for personal stuff. Make sure one can write the words correctly before sending the message. Do not make direct conversations with only one participant of the group. Apply all the rules of decent behavior. There should be careful in what is said and how it is said. Do not publish advertising, videos, images, or testimonials that bore or offend the rest of the participants. Be sure to disable the message notification tone of WhatsApp, among other standards.

The study carried out by Sanz, Cukierman, González, Iglesias, & Ibáñez (2007, p.9), on the use of cell phones in distance education, allows us to understand that the use of cell phones, and therefore the applications such as WhatsApp will allow some benefits in the field of teaching in learning a foreign language, such as more direct and effective communication with students that helps decision-making that facilitates compliance with educational activities, as well as helping to monitor the fulfillment of tasks on the part of the students; also, the researchers show "In terms of collaborative proper work, it is expected that students can take advantage of SMS messaging to enhance the exchange and co-construction of knowledge.

Another specific utility of WhatsApp in the language classes is as a means that allows the development of the ability to listen, according to Santiesteban & Velázquez (2016, p.2) this is a very complex skill because "the receiver does not have control of what he hears, he cannot choose the rhythm, the speed, the vocabulary, the norm of the emitter. The receiver cannot avoid the use, by the issuer, of structures and terminologies that he does not know ". The author defines, it also makes difficult the fact that words do not remain, unlike written expressions which are easily identified and those are placed in a dictionary at the moment that is desired.

The ability to listen must be trained, and since auditory practices in Spanish or other language classrooms are generally limited, it is important to recognize that handheld phones can play audio as many times as desired. An application like WhatsApp and try to overcome one of the main difficulties. "Students, in that context, often learn to read and write, and sometimes, to talk; however, they often have difficulties in decoding the oral text". (Santiesteban & Velázquez, 2016, p.2).

Using WhatsApp in lessons not only leads to multiple benefits in learning but also in teaching, as a useful and innovative tool for the language teacher; As Reinders

(2010) defines in his research on the ways of using cell phones in language classes "they allow offering opportunities for language learning, taking advantage of a tool that students are intimately familiar with at all times. Facing the challenges of using mobile phones may seem daunting, but teachers have found it is an investment of time and receive their language teaching method."

In summary, the WhatsApp application in education is following: sending screenshots and documents, sharing links, group study, online queries, forums, audio lessons, visual resources (photos, videos, graphics, concept maps...) access to bibliographic links to more databases to expand information, among many other possibilities.

Advantages and Disadvantages of WhatsApp.

Although the WhatsApp utilities are widely recognized, a critical analysis is also required because all technological tools have positive and negative elements. Padrón (2013, p.130-131) summarizes this aspect, among advantages it is emphasized that the fact of avoiding a telephone conversation does not allow the interpretation of the oral expression, the tone of voice; for example, let's chat for free. Student-teacher and peer-to-peer communication are immediate. It serves to solve doubts; by sharing workgroups one can share resources and exchange information and content. The disadvantages are summarized mainly: it does not allow to call using data rate, it can be congested, it does not use encryption so that unauthorized persons can have access, conversations can be hacked, subtract photos and data from users, it is not saved history in the same way as in the mail, and an identifier is a number so they can access it without permission.

The other disadvantages which are defined by Nuez & Sánchez (2014), although applications are an innovative technological resource, applications such as WhatsApp have not been designed under an educational model, and rather were initially created for informal purposes. It is up to the educators to continue investigating the methodological adaptations that give it the character of formality that is required in the educational interventions that take advantage of this technological resource.

Social Network such as WhatsApp allows learning through the use of mobile devices, which should be part of the daily life of students should be used for educational purposes. WhatsApp offers many options for learning since it facilitates interaction, and therefore, student participation, overcoming barriers of time and space, and also psychological type barriers that will motivate him to show expected behaviors related to participation; that is, get involved in the discussions in the classroom (face-to-face or virtual), offer answers that motivate the dialogue, show reflection, creativity and use the grammatical structures properly to express themselves.

In the learning of foreign languages, WhatsApp is particularly useful since it facilitates participation through interactive work, and teacher-student and peer communication helps the development of cognitive skills and knowledge that must be acquired and developed in learning a new language.

WhatsApp is very useful for the development of communicational skills that are essential in the acquisition of a new language, since the resources it contains (text, audio, image, and videos) allow the use of an infinite number of very effective didactic media such as videos, audios, links to databases, messaging, among others.

3.6 Instagram

It is one of the recently developed social networking site getting fame day by day. On this platform you can share your pictures and videos with different filters available in your smartphone on this application. Instagram also gives facility of newsfeed, and the posts are visible on the profile. Unlike Facebook here on Instagram the followers are allowed to see the news feeds of the others. Instagram is considered as easy version of Facebook. Like any other social media platform, Instagram gives the sharing, liking, commenting and tagging options to the users. Like other social networks one can interact with others if the person is being followed on this site. Apart from this, there are lots of celebrities profiles are socially available and with the following one can reach to the photos and videos being shared on this platform. In this research, the students' perception of the educational value of the popular social network, Instagram which helps them learn the Spanish language, is explored.

The development of mobile technology and its usage the teachers cannot bar mobile from the classrooms. The devices like tablet iPads and cell phones are gaining popularity day by day and students are free to have these gazettes in their bags all the time. In the modern development these gazettes are replacing the personal computers very fast. The usage of alternative media gazettes are gaining popularity and being accessed by the majority.

The development in the technology has changed the whole phenomenon of peoples' attitude towards devices. It has now become the signature of high class status. The Mobile Assisted Language Learning (MALL) is one of the major developments in the field of language training at broad. Apart from this computer assisted language learning (CALL) is another form of language learning. The mobile learning is the new normal for everyone since all of us are used to different modes of teaching and learning now. There is an inter dependency among mobility of teaching, learning and learners. These devices have changed the character of learning and reading on broad.

As the technology is seen as the essential tool for learning the language, the success of mobile learning is dependent on the MALL tools and learning Spanish has become easier in the recent times. Spanish as a foreign language requires special attention by the language trainers and the language trainers have opportunities by the social media to invest into it.

The role of mobile applications in education has taken a new shape in recent times. Since the number of smart phone users in India is 760 million in 2021 and most of them are on social media on broad. The initiatives like CALL and MALL are one of the important measures in language training through Instagram. Mobile learning through Instagram have paved the way for other institutions.

The popularity of social media learning of language must get fame though there are lots of investment patterns in language over the years.

Instagram is selected as a tool for learning Spanish language for many reasons: The rising popularity of Instagram in the current folk which is more tech savvy.

3.7 YouTube

One of the major supporter of all the social media sites as the videos which are available online are powered by YouTube. This site was created to explore videos of different people who are unconventional in nature. It was launched in Feb 14, 2005 but the popularity of these has gone up over the years.

YouTube is important as it can produce language training through different modes. It is a platform where all the video clips are uploaded and at the moment of requirement these videos are there to dig the truth.

More to it is social media has given a chance to alternatives over the years. There are more competent authorities that can serve more to the available resources. YouTube is one among the leading social media platform for almost everyone associated with social media.

Methodology

This research aims at exploring the use of social media in the learning of the Spanish language as a foreign language. This research is an inquiry about social media's role in contemporary and innovative teaching related to language. This research study is quantitative research, qualitative research, and exploratory research. Mixed method research is also used since the study seeks to examine the role and impact of social media in language training. Data for this research will consist of questionnaires for the language learners and language trainers (teachers) at different institutions; which offers Graduation in Spanish language (Jawaharlal Nehru University, Delhi University, Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha, English and Foreign Languages University, Hyderabad, Aligarh Muslim University and Doon University, Dehradun. In the light of this research, it has been tried to seek the possibility, use, and implementation of Facebook, Whatsapp, and Instagram-based activities either formal or informal in the Spanish Classrooms in India, and this research will incorporate and analyze its impact on the language skills and teaching.

The research is carried out in the different universities in India which offer BA program in the Spanish language; those are Jawaharlal Nehru University, Delhi; Aligarh Muslim University, Aligarh; Doon University, Dehradoon; Mahatma Gandhi Antarashtriya Hindi Vishwavidyalaya, Wardha; and The English and Foreign Languages University, Hyderabad. It is considered all those students who are enrolled in the first, second, and third year of graduation. Due to Covid-19, the total number of respondents who have participated in my online survey is 93 students. Among 93 respondents, 43 students are from Jawaharlal Nehru University, 28 students are from Doon University, 11 students are from Mahatma Gandhi Antarashtriya Hindi Vishwavidyalaya-Vardha, 6 students are from Aligarh Muslim University and 5 students are from The English and Foreign Languages University-Hyderabad. The majority of respondents are from JNU and very few students are from EFLU. Among them, 20 students are in the first year, 40 students are in the second year and 33 students are in the third year. The majority of students are from the second year and the first-year students are less than second and third-year students. In this research, not only students but also teachers have participated and It has formed different questions for both the categories i.e. for

students questions are concerned with learning purpose while the questions for the teachers are concerned with teaching purpose. Teachers, who teach the Spanish language in different universities in India are participants. Those Universities are Jawaharlal Nehru University, Delhi, University of Delhi, Delhi, Doon University, Dehradun, Mahatma Gandhi Antarashtriya Hindi Vishwavidyalaya, Wardha, and The English and Foreign Languages University, Hyderabad. This research is focused only on those Universities that conducted B.A. programs in different languages, one of them is Spanish. The total respondents are 9 from these Universities who have participated in the survey. Four teachers are from Jawaharlal Nehru Universities, one is from the University of Delhi, two are from Doon University, one is from Mahatma Gandhi Antarashtriya Hindi Vishwavidyalaya and one is from The English and Foreign Languages University.

For this research work, the universities were defined as all government universities in India where the full-time course is offered, that is, graduation in Spanish. These universities are 1). Jawaharlal Nehru University. 2) Aligarh Muslim University 3). The University of Delhi 4). English and Foreign Language Universities (EFLU), and 5). Doon University. Among them, all except Doon University are central universities. Doon University is public but state-run (established by the Uttarakhand State Government). In this research the study works on two levels: 1) at the level of the students. 2) at the level of the teachers of these universities.

The following research questions were examined in the research questionnaire:

1. What role does social media play in the development of the Spanish language at the university level?
2. What are the views of university teachers to employ social media in developing the Spanish language at the university level?
3. Currently, how do the students and teachers make use of the social media tools in their learning and teaching process?
4. What recommendations can be made to make social media inclusive for the development of the Spanish language at the university level?

5. What are the beliefs and attitudes of students and teachers towards the use of social media in the classroom? Do you consider the use of social media tools important for your learning and teaching needs?
6. What is the level of incorporation of social media in pedagogy? What are the challenges you face when incorporating social media in the classroom?

The questions lead to using certain techniques to collect and explain the information which is obtained. This section describes the methodological approach, the methods, models, and the statistical data analysis tools which is used to understand reality and its subsequent analysis.

4.1 Survey implementation and data collection

The surveys were conducted personally through the digital source, Google form. The students' questionnaire was applied in a completely personal way and it was possible to collect the data and send the questionnaires via specific Google form link through the mail and the means of social media like WhatsApp, Facebook, or Instagram. There was no interaction between students and teachers in the universities where this survey was conducted. Furthermore, the questionnaires had to be answered anonymously to ensure that all questions were answered frankly and without fear of being judged or penalized for 'uncomfortable' responses for teachers. The cooperation of the students was requested voluntarily, but the surveys were conducted online.

The survey questionnaire contains objective and multiple-choice questions. The objectives of the survey were explained, emphasizing the anonymous nature and it could take little time to answer all the questions both for students or teachers. It was considered important to guide the students through each section of the questionnaire and they were present throughout the time they were filling in the questionnaire to clarify any doubts or questions that might arise during the process. The survey was carried out in the same way in the universities where the BA program is conducted.

The questionnaire for teachers was made on Google form and the specific link was sent by either mail or WhatsApp, to obtain more representative data and the data was collected in a non-face-to-face way.

4.2 Ethical Considerations

The dynamics of decision-making are dealt with in Ethics which also happens to be a branch of philosophy. It contemplates what is correct or incorrect (Fouka & Mantzourou, 2011) and in the case of scientific research or studies, it involves the protection of the dignity of the subjects and not harming them in the research process. The process of surveying follows the consent of individuals and ensuring that they voluntarily participate in the study (Smith, 2003). In this study, subjects were asked for permission to carry out the survey. They were assured of the confidentiality, the anonymity of the surveys, and to use of the data for this study only.

Data compilation and processing

Once the responses of all respondents (students and teachers) from various universities were collected, the final results of the data were collected in the Excel sheets. The data for each university was organized in the different tabs of the Excel sheet.

Besides research methodology, the technique of statistical data analysis that provides correlation is employed. For this process, the data were entered into SPSS for further processing by performing tests such as t-test, p-value, independent sample t-test, dependent sample t-test, one-way ANOVA, Levene's test to compare different results based on educational institutions, gender, demography, course, and age.

4.3 Statistical data analysis

After collecting, organizing, and processing the data, the final phase of their analysis was reached statistically according to the type of research carried out, which consisted of drawing up tables of distribution of frequencies, absolute values, and percentages; and presenting them through a table in this research.

4.4 Type of Research

4.4.1 Qualitative Research

Qualitative research includes qualitative data collection which happens in form of painstaking interviews, open-ended questions, observations, field notes, etc. The

researcher occupies the position of the primary tool in data collection which covers many forms like images, words, patterns, etc.

4.4.2 Quantitative Research

Quantitative research involves collecting quantitative data. The quantitative data in precise measurement is collected with the help of structured and validated instruments or it is collected by archival data sources. The nature of the data is reflected in variables forms and forming statistical relationships is important in data analysis. If the study is done properly, the outcomes may apply to the entire population in general. This research work is primarily based on the quantitative research method without any prejudice against these two research approaches.

According to Creswell (2015), three features of mixed-method research has been followed regarding research design and data analysis for the use of this research:

- i). Mixing and integration of quantitative and qualitative data using a specific type of mixed-method design.
- ii). Collection and analysis of quantitative and qualitative data (open or closed as both multiple and objective choices have been given in questioner) that answer the questions.
- iii). Use of precise quantitative and qualitative methods.

In this research, the mixed research model has been used in which closed questions and assessment scales (quantitative) have been combined with open questions at the end (qualitative), which is called within-stage mixed model design by Johnson and Onwuegbuzie (2004).

Research aiming to examine a not well-defined problem is termed exploratory research. This kind of research is conducted to understand the current problem in a better way but it does not provide a conclusive outcome. For such research, a researcher begins with a general idea of the problem, and by detecting problems through this research, he benefits in conduction future research. Such type of research requires the researcher to be flexible in changing his/her direction if new data or insight is found during the research study. A problem at a preliminary stage is usually addressed in such a research study.

4.5 Types and methodologies of Exploratory research

4.5.1 Primary research methods

Primary research is the collection of information directly from the subject by either an individual or a group of people. Surveys/polls are conducted among a predefined group of respondents and hold the position of an important method of quantitative data. The surveys and polls can also differ in nature while exploring opinions and trends among the predefined respondents. The technological development has eased the process of conducting surveys/polls too as they can be sent online through email or other communication platforms and are easy to be accessed. This research has used the primary research method of the exploratory research methodology.

4.5.2 Independent Sample t-test

It was conducted to understand whether there are significant differences in buying behavior of consumers when they are compared with categories like male and female. This test is used because of only two factorial groups in the gender category i.e. male and female. This test provides two separate values for the t-Test and F Tests.

If the P-value of the F Test is significant then we consider the t-Test value for mean differences with equal variance not assumed. And if the P-value of the F test is non-significant then the P-value of the t-test with equal variances assumed is taken into consideration.

4.5.3 One-Way ANOVA

To conduct a similar analysis with other demographic characteristics like age, income, education, employment, and occupation, we have used One-Way ANOVA to compare the means of respondents by different groups with the identified demographic categories.

4.5.4 Levene's test

To check the homogeneity of data, Levene's test was applied.

P-value- The accept-reject decision in testing the hypothesis has always a probabilistic component. A condition of accepting or rejecting a null hypothesis is measured by significance level or p -value. The p -value signifies the probable conclusion (inaccurately) of being variable in collected samples if no accurate differences are observed. The correlation between the distribution of a given sample and an expected distribution (normal, F, t , etc.) helps in this statistical calculation. For example, a p -value of 0.05 in a t -test carries only a 5% chance of arriving at the calculated t -value if the samples from a similar group are being compared.

4.5.5 Reliability and Validity

Any measurement procedure requires to be equipped with two essential characteristics; reliability and validity. When the measuring instrument can produce the same numeric value after repeated attempts, it reflects on reliability. The validity reflects on the measurement of property by the measuring instrument the way it is supposed to do. The validity of an instrument is not warranted by its reliability.

4.6 Types of Variables

4.6.1 Quantitative Variables

Quantitative variables tend to fluctuate in degree rather than kind and are measured on interval or ratio scales.

1. The interval scale reflects on such a mechanism where the distance and rank are measured from an arbitrary zero in unit intervals like temperature, examination scores, etc.

2. The ratio scale shows links to natural zero as a starting point in measuring any rank or distance like height, monthly consumption, annual budget, etc.

In SPSS, the interval and ratio data are not distinguished but listed under the label *Scale*.

4.6.2 Qualitative Variables

The variables under qualitative variables tend to differ in kind rather than degree. The nominal or ordinal scales are the possible measuring scales in this case.

1. The categorization into groups and classes happens under the nominal scale which is labeled as gender, religion, race, color, occupation, etc.

2. The items are put on order under the ordinal scale. For instance, agreement disagreement

scale (1—strongly agree to 5—strongly disagree),

consumer satisfaction ratings (1—satisfied to 5—totally dissatisfied) etc.

If only two groups exist in any sphere like gender, the qualitative data could be dichotomous and if the groups exceed two like in the geographic region, it happens to be multinomial.

4.6.3 Independent and Dependent Variables

The independent variable gets manipulated in an experiment. The control of subjects accessible to independent variables lies with the experimenter. The effect of the independent variable as the result of manipulation is measured by measuring the dependent variable. For example, if a hypothesis is to be tested assuming that social media influences the Spanish learning behavior of the students, the learning behavior of the student represents the dependent variable.

4.7 t-test and z-test

t-tests resemble the commonly employed *z*-tests in numerous ways. Both *z*- and *t*-tests employ a similar rationale but they differ in assumptions which need to be done carefully depending on the requirements. For *z*-tests, the exact knowledge of the population means and population standard deviation is required. The exact calculation of population standard deviation is not achieved in many real-life problems while the

population means are known. In such a scenario, *t*-tests are recommended. Moreover, a big sample size is also not required in the *t*-test. As most statisticians opine, a sample size of 30-40 can give similar results to the *z*-test. The *t*-test is divided into three types: one-sample *t*-test, independent samples-test, and dependent (paired) samples *t*-test.

4.7.1 One Sample t-test

It is a *t*-test that is employed to compare the mean of a single sample with the population mean.

4.7.2 Independent Samples t-test

The value of the population means is difficult to be calculated in many real-life situations. The focus remains on comparison between two populations using a random sample from each. These experiments are called independent sample tests wherein the differences between the means of two independent groups are identified.

4.7.3 Dependent Samples t-test

While examining the difference between means, it is assumed that the observations in samples are not dependent on one another. However, the scope of analysis is curtailed by this assumption as the study revolves around the same set of persons in as many cases (people, objects, etc.) to provide control of some sample-specific extraneous factors. The experiments with observations being made on the same sample at different times are known as dependent or paired sample *t*-test.

The nature of the research carried out is descriptive that is explained as: “stating the present statement of affairs with variable remaining out of control for researcher” (Ethridge, 2004, p. 24). It means that it is a type of research in which the researcher describes the issues as they are in the present and does not try to influence the results in any way, since he does not have control over the variables. Using this method, some variables are selected and each one is analyzed independently to describe them for a generalized perspective of the problem. The purpose is to only describe the behavior or attitude of the subject without looking for specific relationships and without correlating two or more variables.

This research is based on students using social media to learn the language and by the teachers teaching the foreign language. The survey was carried out online through google forms due to the widespread pandemic. This is a type of open and close method. For this survey, several tests for data analysis were incorporated. The questionnaires for the students were mostly concerned with using social media like Facebook. The question for the teachers mainly dealt with what kind of tools the teachers use to teach the students. This research provides insight into social media and its role in facilitating a lot of information that widens the scope of this study requiring further research.

4.8 One-Tailed and Two-Tailed Tests

A one-tailed test is employed to look into directional hypothesis whereas a two-tailed test aims at exploring the non-directional hypothesis. The following three relationships are only possible between any two parameters, μ_1 and μ_2 : to formulate mutually exclusive and exhaustive null and alternative hypotheses from these relations we can choose either (b) or (c) as an alternative hypothesis and combine one of these two with (a) to formulate the null hypothesis. Thus we will have H_0 and H_1 as $H_0: \mu_1 \geq \mu_2$ or $\mu_1 \leq \mu_2$ $H_1: \mu_1 < \mu_2$ or $\mu_1 > \mu_2$. These hypotheses are called directional hypotheses and their analysis is done by one-tailed tests. If our null hypothesis is given by (a) only and (b) and (c) are combined to formulate an alternative hypothesis, we will have the following H_0 and H_1 : $H_0: \mu_1 = \mu_2$ $H_1: \mu_1 \neq \mu_2$. Such a hypothesis is termed as non-directional as only equality or non-directional inequality of the relationship matters. The testing of such hypotheses is completed by a two-tailed test. If the p-value stands lower than the significance level at which the hypothesis is tested, the null hypothesis is rejected and if it gets greater in significance level, the null hypothesis is accepted. Most of the time, the rejection of the null hypothesis becomes the prime objective of finding support for an alternative hypothesis. Therefore, the objective becomes to keep the p-values to be less than 0.05 (the commonly used significance level).

The methodology used in this research work involves statistical analysis and interpretation of the survey data and shall be discussed in the following chapter.

Survey Analysis

In this chapter, the responses of the students are analyzed (which was obtained through a questionnaire) who are doing the B.A. program in the Spanish language in some of the universities in India. Jawaharlal Nehru University, Aligarh Muslim University, Doon University, Mahatma Gandhi Antarashtriya Hindi Vishwavidyalaya, Vardha, and The English and Foreign Languages University, Hyderabad, Universities where this B A program is running. This chapter analyzes the questionnaire filled up by the students through Google form. The questionnaire comprises questions related to the various important aspects of the use of social media in the term of Spanish language learning.

The survey was conducted among the students of five universities analyzing the curriculum. These five universities are Jawaharlal Nehru University, Aligarh Muslim University, Doon University, Mahatma Gandhi Antarashtriya Hindi Vishwavidyalaya, and The English and Foreign Languages University. The curriculum of JNU, which is planned for the B A program, consists of a lot of things for Spanish language learning acquisition as well as also introduces one other subject for culture learning named as tool course. They planned many things about improving oral, listening, and writing skills.

5.1 Analysis of curriculum

The syllabus which is followed by the teacher to teach students is analyzed. Firstly, the curriculum of JNU is analyzed. In JNU, the syllabus for B A program is divided into many parts of the Spanish language, oral expression, written expression, grammar, introduction to the appreciation of literature, and another subject named tool paper. In the oral expression, they do not only focus on students talking to their classmates with correct pronunciation but also on teachers showing Spanish movies or clips through YouTube on the projector and also they make the students perform the cultural program. The subject of oral expression covers topics related to Spanish culture, sports and political and economic affairs, and historical monuments so that students take interest in learning the Spanish language happily. The subject of Spanish Language puts forward the lifestyle of Spanish-speaking countries and gives information about how

they interact with people and behave with them in public places like restaurants, hotels, service sector, family gatherings, etc. Apart from this, they also focus on writing and communicative skills through social media like YouTube, Facebook, etc. After critically analyzing the syllabus of JNU, it may be said that this curriculum has been designed in such a way that it also gives a lot of importance to social media for language learning. This curriculum highlights that besides class lectures, social media also plays an important role in process of learning a language.

At Doon University, the syllabus for B.A. program consists of many subjects like everyday Spanish, Spanish through audio-visual mode, grammar in practice, introduction to appreciation of Spanish literature, and Spanish history and culture. The analysis of the curriculum taught at Doon University gives us the finding that there has been more focus on language speaking. Through the audiovisual materials, grammar, the focus remains on learning the language. They also use social media to teach their students. Students make a WhatsApp group with teachers and classmates. Some of them make Facebook groups either formal or informal.

In The English and Foreign Languages University, the B.A. program in Spanish introduces oral and written expression, grammar and literature, and the culture of the Spanish-speaking world. The curriculum of this University also focuses on translation from English to Spanish and vice-versa. In the classroom, teachers use a lot of ICT and use means of social media for teaching their students.

In the Aligarh Muslim University, the B.A. program in languages has started late from other universities. In this university, B.A. program in Spanish introduces many subjects like communicative Spanish, Spanish culture and civilization, oral communication, written expression, and Latin American civilization. Teachers use technology in the classroom for teaching their students.

In Mahatma Gandhi Antarashtriya Hindi Vishwavidyalaya, the syllabus for B.A. program is divided into many parts of the Spanish language, oral expression, written expression, grammar, the culture of Spain and Latin America, history of Spain and Latin America, translation from Hindi to Spanish and Spanish to Hindi.

5.2 Questionnaire Analysis

Firstly the questionnaire carries the personal details because it shows that how many students know and do not know, how many students use or do not use social media and social networking sites. Further, the questionnaire consists of many other questions regarding social media.

There are many questions regarding the use of the Internet, social media, and types of social networking sites, and their uses which are divided into six different sections, and these are the following: the first section is named A. General- this implies that what is the awareness and understanding about uses of Internet, social media and type of social media. The second section is named B. Social Networks - imply about types of social networking sites and uses of social networking sites. The third section named C. Facebook implies the numbers of FB Spanish native friends, how much time they give to use for FB, they post something regarding Spanish on their FB wall, they comment on any post regarding Spanish language. The fourth section named D. Instagram - implies the number of friends on Instagram, how much time is given to them for this app, this app is useful for them to learn the Spanish language, in which field this app is helpful for them regarding Spanish learning. The fifth section is named E. WhatsApp - implies the use of this app, friends from Spanish speaking countries, which features are used most by them, this app is useful for them regarding learning the Spanish language. The last section is named Specific implies which social sites are most useful to learning the Spanish language, which method is used by them on social sites to spread information or knowledge about the Spanish language.

5.2.1 First section

Before starting the main part, three basic questions are directed to students which include knowing about a student's knowledge of the Spanish language through social media, knowing their Name, Institutions where they are studying and the course which they are pursuing. Furthermore, in section one, the information about age, gender, and region from where they belong, is sought. Therefore the first section of the questionnaire consists of questions regarding personal details. The total number of respondents who have participated in the online survey is 93 students. Among 93 respondents, 43 students are from Jawaharlal Nehru University, 28 students are from

Doon University, 11 students are from Mahatma Gandhi Antarashtriya Hindi Vishwavidyalaya-Vardha, 6 students are from Aligarh Muslim University and 5 students are from The English and Foreign Languages University-Hyderabad. The majority of respondents are from JNU and the least students are from EFLU. This survey is conducted only among those students who are doing graduation in the Spanish language, and are enrolled in either first year, second year, or third year. The collected survey samples suggest that among the respondents, 20 students are in the first year, 40 students are in the second year and 33 students are in the third year. The majority of students in this survey belong to the second year and the first-year students are less than second and third-year students. Now the first section consists of 16 questions that are directed to students. The first three questions of this section revolve around age, gender, and background from where they belong. Afterward, the remaining 13 questions are related to daily Internet usage, Social Media (Facebook, Whatsapp, Instagram, YouTube, etc) usage for learning the Spanish Language, the comfort level in communicating in Spanish. If yes, please rate their frequency of communicating in Spanish daily. If no, which one of the following is the reason for them not communicating in Spanish? How do they think to improve their knowledge of the Spanish language? Do they prefer to learn Spanish through the Internet? If yes, how frequently do they use the Internet for learning Spanish? If no, why do they not prefer the Internet for learning Spanish? Which of the following tools of social media do they prefer for learning Spanish? In which field do they improve their Spanish language most by the use of social media (Facebook, Whatsapp, Instagram, YouTube, etc)? Do they think that teachers should use the platform of social media (Facebook, Whatsapp, Instagram, YouTube, etc) and do activities related to the Spanish Language in the classroom? The last question of this section put forward in this questionnaire is related to social media and how it makes them autonomous regarding learning the Spanish language? From the survey response of the respondents, in the age categories, 47 respondents are under the age of 20 years, which constitutes 50.5% of the total respondents, while 46 respondents are ranging between the age of 21-25 years of students, which constitutes 49.5% of the total respondents. Under 20 years of age group, students are more than the age group of 21-25 years of students. This survey further shows that out of 93 respondents, 41 are female, and 52 are male. Male students are more than female students. In the categories of respondents backgrounds,

specifically their region, the findings of the survey show that 38 students are from the urban region which constitutes 40.9% of total respondents, 32 students are from the semi-urban region which constitutes 34.4% of total respondents and 23 students belong from the rural area which constitutes 24.7% of total respondents. Urban students are much advanced than especially rural students in terms of the usage of technology. They are much familiar with means of social media like Instagram and they have more knowledge about searching any learning material on Google or YouTube than rural students. Most rural students are being shy to interact with any natives on social media platforms but the urban students are contrary to them. The survey finds that the urban students have more facilities than rural students like the Internet through which they can acquire not only the knowledge of cultural aspects of any particular language speaking country but also the global knowledge. Further in this section, 86 students are found using it every day, which constitutes 92.5% of total respondents, and 7 students do not use it on daily basis, i.e. 7.5% of total respondents. The Internet-using students are more than those students who do not use the Internet every day. Most of the students who do not use the Internet every day belong to either semi-urban or rural areas. Furthermore, the survey findings show such students who use social networking sites. 69 respondents amounting to 74.2% of total respondents are found using social networking sites. 14 students are not sure about this so they reply 'Maybe' amounting to 15.1% and 10 students admit not to use social networking sites, amounting to 10.8% of total respondents. In the next question, 43 students out of 93 are found comfortable communicating in Spanish and they are 46.2 % and out of the total respondents, 20 students are not comfortable constituting 21.5 % of total respondents and the remaining 30 students are not sure whether they are comfortable or not to communicate in Spanish so they answered 'Maybe', and they are 32.3% out of total respondents. The next question is about the frequency with which the students communicate in Spanish on a daily basis and the options are given in numbers; 1 for poor, 2 for below average, 3 for average, 4 for good, and 5 for excellent. It is found that there are 20 students, in percentage 21.5% of total respondents who rate 1 and mostly they are first-year students. There are 24 students rate 2 in percentage 25.8% of total respondents, mostly among first and second-year students. Those students who rate 3, are 36, in percentage 38.7% of total respondents, among these students some from the first year and some from second-year. Those students who rate 4, they are 8, in

percentage 8.6% of total respondents, among these respondents mostly students from the third year and few from the second year. Lastly, those students who rate 5, are 5, in the percentage, they are 5.4% of total respondents and all students are only third-year students. The next question has four options; the first is lack of confidence. 4 students out of 93 amounting to 4.3% have opted for this option as they could not communicate in Spanish. The second option is lack of vocabulary knowledge which was opted by 17 students, constituting 18.3% out of total students. The third option is lack of practice, to which 31 students gave nod amounting to 33.3% out of total students. The fourth and last option is the lack of a Spanish-speaking environment to which 41 students of the total number of students, reaching 44.1%, agreed with this option as they did not communicate in Spanish. Majority of students, because of a lack of a Spanish-speaking environment they could not communicate in Spanish.

The next question contains 5 options; the first is “Through Online course”, to which 12 students (12.9%) out of 93 students agreed who think to improve their knowledge of the Spanish language through online courses. The second option is “Through Practice with friends face to face”, which was approved by 17 students (18.3%) out of total respondents purely to improve their knowledge of the Spanish language. The third option is “Through Books”, which was opted by 11 students (11.8%) out of total respondents backed by thinking to improve their knowledge of the Spanish language. The fourth option is “Through teacher Lecture in the classroom”, to which 31 students (33.3%) out of total students agreed. The fifth and last option is “Through talking with natives on social networking sites” which was given nod by 22 (23.7%) out of total students.

In the next question, 48 students (51.6%) out of total students have shown their interest in using the Internet to learn Spanish. 22 students (23.7%) out of total respondents do not use the Internet to learn Spanish, and 23 students (24.7%) out of total students are not sure about the use of the Internet to learn Spanish so they have answered ‘Maybe’. The response to the next question is the extension of the last question; 36 students (38.7%) out of total respondents use less than 1 hour of Internet for learning Spanish; 43 students (46.2%) out of total respondents use 1 to 2 hours of Internet for learning Spanish; 11 students (11.8%) out of total students use 3 to 4 hours

of Internet for learning Spanish and 3 students (3.2%) out of total respondents use more than 4 hours of Internet for learning Spanish.

While being asked about not preferring the Internet to learn Spanish, four options are provided; 27 students (29%) out of total respondents chose “Lack of Internet Connectivity” for not choosing the Internet. There are 6 (6.5%) students out of total respondents who cannot afford Internet, therefore, they do not prefer the Internet for learning Spanish. Among total respondents, 41 students (44.1%) think that instead of the Internet, they like the face-to-face experience of learning Spanish, and the remaining 19 students (20.4%) of total respondents feel less comfortable with technology for learning Spanish language.

The response from the next question shows that 14 students (15%) out of total students prefer Facebook for learning Spanish. There are 18 students (19.4%) out of the total respondents who prefer WhatsApp for learning Spanish. Other 21 students (22.6%) out of total respondents prefer Instagram for learning Spanish and the remaining 40 students (43%) out of total respondents use YouTube for learning Spanish. It clearly shows that most of the students use YouTube for learning the Spanish language because one can easily search for any material regarding the Spanish language. Here any topic is explained not only in Spanish but also in English as well as in other regional and native languages of Indian students like Hindi. Therefore, beginner students prefer to YouTube the most for learning Spanish.

In response to the next question, 27 students (29%) out of total respondents, think that they could improve their vocabulary in the Spanish language with the help of social media. 23 students (24.7%) out of total respondents believe in listening to be improved through social media. 21 (22.6%) out of total students opine that the written expression is improved with the use of social media. Mostly these students chat with natives on social networking sites like Facebook, WhatsApp, and Instagram, and there are 22 students (23.7%) out of total students who believe that social media helps in improving oral expression.

The response to the next question shows that 75 students (80.6%) of total respondents think that teachers should use social media platforms and do activities related to the Spanish Language in the classroom as the continuous use of social media

in language learning has made them aware of it. Other 18 students (19.4%) out of total students are opposed to the idea of teachers using any means of social media in the classroom for teaching language instead of class lecture or books.

The response to the next question points out to 68 students (73.1%) out of a total of 93 students being in favor of using social media to make them autonomous regarding learning the Spanish language. Other 25 students (26.9%) out of total respondents are of the view that the use of social media does not make them autonomous regarding learning the Spanish language.

5.2.2 Second Section

The second section consists of two questions which are related to their usage of social networking sites (if any) and how long they have been using social networking sites? Each question has four different options. The response suggests that 7 students (7.5%) out of total students use Facebook, 18 students (16.74%) out of total students use Instagram. WhatsApp is used by 20 students (18.60%) out of total students use while 48 students (44.64%) out of total students use all of these social networking sites. Most of the respondents in the survey are familiar with all famous social networking sites and they use all of them. In the response to the next and last question of this section, 7 students (7.5%) out of 93 students have been using social networking sites for 1 year. 19 students (20.4%) out of total students have been using social networking sites for 1-2 years. There are 17 students (18.3%) out of total respondents using social networking sites for 2-3 years and there are 50 students (53.8%) out of total respondents who have been using social networking sites for more than 3 years. The majority of students are found using social networking sites for a long time.

5.2.3 Third section

This section consists of seven questions related to Facebook. The first question revolves around their friendship with people from Spain & Latin America through Facebook where Spanish is spoken. The second question is how many foreign FB friends they have from Spain and Latin America. The third question is how often they check their Facebook and post stuff related to the Spanish language material on FB wall. The next question is related to their posting stuff regarding Spanish language

material on their FB wall. The fifth question is about writing comments in Spanish on FB. The sixth question is related to their using Facebook-group as a platform for Spanish class assessments and the last question is that whether they are a part of any group related to Spanish Language learning.

The response to the first question in this section shows that there are 73 students (78.5%) out of total students who do not have FB friends from Spanish speaking countries and there are 20 students (21.5%) out of total students who have FB friends from Spain & Latin America where Spanish is spoken. In response to the next question, there are 47 students (51%) out of the total respondents who have foreign friends from Spain and Latin America on Facebook, but the number varies from student to student. There are 8 students who have 10 to 12 foreign friends; 6 other students among 47 students have 15 foreign friends; 13 students have around 10 foreign friends; 10 students have more than 15 foreign friends; one student has only one foreign friend and the other 9 students admit having a friendship with foreigners, but they do not disclose the number. On the other hand, there are 46 students (49%) out of the total respondents who do not have any foreign friends from Spain and Latin America on Facebook.

In response to the next question, 36 students (38.7%) out of the total respondents admit checking their Facebook profiles once a week or less frequently. Those who check their Facebook profile several times a day are 21 students (22.6%) out of the total respondents. 18 students (19.4%) out of total students check their Facebook profile a few times a week but not on daily basis. Lastly, the remaining 18 students (19.4%) out of the total students say that they check their Facebook profiles once a day. The survey findings to the next question suggest that 67 students (72%) out of total respondents never post stuff related to the Spanish language material on their FB wall but they follow the entries of friends. There are 15 students (16%) out of total students who do not very often post stuff related to the Spanish language material on their FB wall although they say maybe once a month or less. Other 7 students (8%) out of total students do post stuff related to the Spanish language material on their FB wall occasionally and they do this once a week. The remaining 4 students (4%) out of total students admit posting stuff related to the Spanish language material on their FB wall.

The next question in this section finds out that 52 students (56.2%) out of total students never write comments in Spanish on FB. There are 38 students (40.4%) out of total respondents who write comments in Spanish on FB but not regularly. There are only 3 students (3.22%) out of total students who write comments every time in Spanish on FB. In response to the next question, it is observed that 30 students (32.3%) out of total respondents feel that the Facebook group is used as a platform for Spanish class assessments and there are 63 students (67.7%) out of total respondents who are of the view that Facebook-group is not used as a platform for Spanish class assessments. The response of the last question in this section shows that 50 students (53.8%) out of total students belong to a group related to Spanish Language learning and there are 43 students (46.2%) out of total students who are not a part of any group related to Spanish Language learning.

5.2.4 Fourth Section

The fourth section consists of 6 questions about the social networking site namely Instagram which is popular among youngsters. These questions are related to their friendship on Instagram, time spending on Instagram, posting stuff in Spanish on the Instagram wall, writing a comment in Spanish on Instagram and it also tries to explore their views on the utility of Instagram in learning Spanish and in what areas it has helped the most. This question is multi-choice. These social sites were launched for smartphones in 2020 and Most people use this social networking site like others.

In this section the response to the first question obtained in the survey, there are 45 students (48.4%) out of the total respondents, who have more than 150 friends on Instagram. 20 students (21.5%) out of the total respondents have 5-60 friends on Instagram. other 16 students (17.2%) out of total respondents have 60-100 friends on Instagram and there are 12 students (12.9%) out of total respondents who have 100-150 friends on Instagram. The response from the next question shows that 54 students (58.1%) out of the total respondents check their Instagram wall several times a day. There are 14 students (15.1%) out of total respondents who check their Instagram wall once a day while 14 students (15.1%) out of total respondents go through their Instagram wall once a week or less frequently, and 11 students (11.8%) out of total respondents check their Instagram wall few times a week but not every day.

Further, it is observed from the next response to the question related to posting stuff on Instagram in Spanish that 36 students (38.7%) out of total students post something in Spanish on their Instagram wall not very often but once a month. 32 students (34.4%) out of total respondents were inclined to post never in Spanish on their Instagram wall but these students follow the entries of their friends. There are 21 students (22.6%) out of total students who post something in Spanish on their Instagram wall sometimes, but they post once a week. Lastly, 4 students (4.3%) out of total respondents post something in Spanish on their Instagram wall every day.

The response to the next question shows that 48 students (51.6%) out of total respondents write 'comment' in Spanish on Instagram and other 45 students (48.4%) out of total respondents do not write 'comment' in Spanish on Instagram. The findings of the next question show that 39 students (41.9%) out of the total respondents think that Instagram helps them to learn Spanish. other 25 students (26.9%) out of total respondents do not find Instagram useful in learning Spanish while the remaining 29 students (31.2%) out of total respondents seem unsure about the utility of Instagram in learning Spanish.

In the response to the last question of this section, 43 students (46.2%) out of the total respondents think that Instagram helped them most to learn Spanish culture. There are 24 students (25.8%) out of the total respondents who think that Instagram helped them most to learn about their own culture. There are 43 students (46.2%) out of the total students, who think that Instagram helped them most to improve the Spanish language. Other 44 students (47.3%) out of total respondents find Instagram helpful to them in finding friends possessing the same interests. There are 12 students (12.9%) out of total respondents who think that Instagram helped them most to become more cosmopolitan. There are 27 students (29%) out of the total respondents who think that Instagram helped them most to express themselves.

5.2.5 Fifth Section

This section consists of four questions about the social networking site named WhatsApp, which is related to time spent on WhatsApp, friendship with people from Spanish Speaking Countries, the means to communicate with WhatsApp friends, and the impact of Spanish in helping them learn Spanish. This app is used by almost all

respondents in this survey. In the response to the first question in this section, 92 students (98.9%) out of the total respondents agree to use WhatsApp and only one student (1.07%) out of the total respondents does not use WhatsApp. According to respondents to the second question, 70 students (75.3%) out of total respondents, accept to have 10-11 WhatsApp friends from Spanish Speaking Countries. 9 students (9.7%) out of total respondents have more than 50 WhatsApp friends from Spanish Speaking Countries. While 8 students (8.6%) out of total respondents have 21-50 WhatsApp friends from Spanish Speaking Countries. The remaining 7 students (7.5%) out of total respondents agree that they have 11-20 WhatsApp friends from Spanish Speaking Countries.

There are 87 students (93.5%) out of total respondents who claim to use chatting for communicating with their WhatsApp friends. 27 students (29%) out of the total respondents, prefer using WhatsApp audio calling for communicating with their WhatsApp friends while 19 students (20.4%) out of the total respondents prefer WhatsApp video calling for communicating with their WhatsApp friends. The response to the last question of this section shows that 63 students (67.7%) out of total respondents feel that WhatsApp helps them in learning Spanish and there are 30 students (32.3%) out of total respondents who think that WhatsApp does not help them in learning Spanish.

5.2.6 Sixth section

This section consists of two questions regarding the most beneficial social sites to learn Spanish and the methods of contributing information about Spanish to Facebook, Instagram, WhatsApp employed by the students. According to the obtained response, 13 students (14%) out of the total respondents termed Facebook as the more beneficial site to learn Spanish. other 30 students (32.3%) out of the total respondents went for WhatsApp. Instagram also found a good number of respondents reaching 40 students (43%) out of the total respondents in the list of most beneficial social sites. The remaining 10 students (10.7%) out of the total respondents favored YouTube on this list.

As of the contributing information is concerned, 35 students (37.6%) out of the total respondents agreed to contribute it through posting comments on sites like

Facebook, Instagram, WhatsApp. There are 37 students (39.8%) out of total respondents who do so through uploading photos, videos, audio, blogs on Facebook, Instagram, WhatsApp. Other 7 students accept to contribute information by creating a page on Facebook and Instagram. Sharing the link of the related website through social media sites is also chosen by 14 students (15%) out of the total respondents in this survey.

5.3 Statistical Analysis

For analysis of this survey work, a code in number is allotted according to the question. For age, 1 stands for the under 20 age group and 2 for the under 21-25 age group. For gender, 1 stands for male and 2 for female. For geographical background, 1 denotes the students who belong to the urban area, 2 for those who belong to the semi-urban area, and 3 for those who belong to the rural area. In the question related to the use of the Internet every day, two options 'Yes' and 'No' are given: 1 for 'Yes' and 2 for 'No'. the next question related to using Social Media (Facebook, WhatsApp, Instagram, YouTube, Podcast, etc.) for learning the Spanish Language, three options 'Yes', 'No, and 'Maybe' are provided; here 1 stand for 'Yes', 2 for 'No' and 3 for 'Maybe'. In the question concerning the comfort level in communicating in Spanish, the same options 'Yes', 'No' and 'Maybe', and the same coding is done as in the previous question. In question no 8 according to the questionnaire wherein the respondents are asked the reasons for not communicating in Spanish, four options are provided. 1 denotes the Lack of Vocabulary knowledge, 2 refers to the Lack of a Spanish-speaking environment, 3 for Lack of Practice, and 4 for Lack of Confidence. While being asked the usage duration and frequency of social networking sites, 4 options are provided with codes allotted accordingly. 1 refers to less than 1 hour, 2 stands for the second option of 1-2 hours, 3 for the third option of 2-3 hours, and 4 for the last option of more than 3 hours.

In table I, a comparative study of student responses on the five aspects of their Internet using behavior (concerning learning the Spanish language) with the demographic profile i.e. age, gender, and geographical background of the students is done by analyzing the variance (ANOVA) to assess if there are any significant differences in the individual responses for Q4 Do you use the Internet every day, Q5 Do you use Social Media (Facebook, WhatsApp, Instagram, YouTube, Podcast, etc.) for

learning the Spanish Language, Q6 Are you comfortable to communicate in Spanish, Q7 If yes, please rate your frequency of communicating in Spanish daily, and Q11 If yes, how frequently do you use the Internet for learning Spanish. The results show that out of the five aspects, the responses of students based on their age differ significantly on the If yes, how frequently do you use the Internet for learning Spanish. The result further shows that the responses of students based on their gender differ significantly on their use of social media and If yes, please rate your frequency of communicating in Spanish on a daily basis. The result finally shows that the responses of students based on their geographical location differ significantly on their use of the Internet.

Henceforth, to further investigate this result, the independent sample t-test is done, one-way ANOVA and post hoc analysis which is presented in table II, Table III, Table IV, and Table V respectively.

Table I: ANOVA

<i>Spanish learning behavior</i>	<i>Demographic profile</i>	<i>F</i>	<i>Sig.</i>
Do you use the Internet every day	Age	0.18	0.68
	Gender	2.75	0.10
	Background	4.28	0.04*
Do you use Social Media(Facebook, WhatsApp, Instagram, YouTube, Podcast, etc) for learning the Spanish Language	Age	0.94	0.40
	Gender	6.10	0.00*
	Background	0.50	0.61
Are you comfortable to communicate in Spanish	Age	0.87	0.42
	Gender	0.42	0.66
	Background	0.08	0.92
If yes, please rate your frequency of communicating in Spanish on a daily basis	Age	0.59	0.67
	Gender	3.58	0.00*
	Background	0.63	0.64
If no, which one of the following is the reason for you not communicating in Spanish	Age	0.46	0.71
	Gender	2.41	0.07
	Background	0.68	0.57
If yes, how frequently do you use the Internet for learning Spanish	Age	7.22	0.00*
	Gender	1.41	0.25
	Background	0.21	0.89

Notes: *Significant at the 0.05 level

As per the results of Table II, it is clear that there is a significant difference in the Internet using the behavior of Under 20 and 21 - 25 students on account of Q4 and Q5. It means that students grouped under category 1 and students grouped under category 2 behave differently in respect of the use of social media and frequency 2. On the other hand, both age 1 and age 2 category students are behaving in the same manner on account of Q4, Q7, Q6, and Q8. In other words, the Spanish learning behavior of the age 1 and age 2 category is identical concerning their Do you use the Internet every day, If yes, please rate your frequency of communicating in Spanish on a daily basis, Are you comfortable communicating in Spanish and If no, which one of the following is the reason for you not communicating in Spanish.

Table II: Independent Samples t-Test for Age as Independent Variable

Question		F	Sig.	T	Df	Sig. (2-tailed)
Do you use the Internet every day	Equal variances assumed	0.71	0.40	-0.42	91.00	0.68
	Equal variances not assumed			-0.42	88.65	0.68
Do you use Social Media(Facebook, Watsapp, Instagram , YouTube, Podcast, etc) for learning the Spanish Language	Equal variances assumed	5.69	0.02*	1.35	91.00	0.18
	Equal variances not assumed			1.35	88.44	0.18
Are you comfortable to communicate in Spanish	Equal variances assumed	0.07	0.80	1.32	91.00	0.19
	Equal variances not assumed			1.32	90.94	0.19

If yes, please rate your frequency of communicating in Spanish on a daily basis	Equal variances assumed	0.57	0.45	-1.29	91.00	0.20
	Equal variances not assumed			-1.29	90.93	0.20
If no, which one of the following is the reason for you not communicating in Spanish	Equal variances assumed	0.91	0.34	-0.03	91.00	0.98
	Equal variances not assumed			-0.03	90.55	0.98
If yes, how frequently do you use the Internet for learning Spanish	Equal variances assumed	4.66	0.03*	-4.19	91.00	0.00*
	Equal variances not assumed			-4.17	71.69	0.00

NOTE: * Significant at 0.05 level

As per the results of Table III, it is clear that there is a significant difference in the Internet using the behavior of male and female students on account of *Q4, Q5, and Q7*. It means that male and female students behave differently with respect to their use of the Internet, use of social media, and frequency 1. On the other hand, both male and female students are behaving in the same manner on account of *Q6, Q8, and Q11*. In other words, the Spanish learning behavior of the male and female students is identical with respect to Are you comfortable to communicate in Spanish, If no, which one of the following is the reason for you not communicating in Spanish, and If yes, how frequently do you use the Internet for learning Spanish.

Table III: Independent Samples t-Test for Gender as Independent Variable

Question		<i>F</i>	<i>Sig.</i>	<i>T</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>
Do you use the Internet every day	Equal variances assumed	12.71	0.00*	1.66	91.00	0.10
	Equal variances not assumed			1.79	77.14	0.08
Do you use Social Media(Facebook, Watsapp, Instagram , YouTube, Podcast, etc) for learning the Spanish Language	Equal variances assumed	61.13	0.00*	3.51	91.00	0.00*
	Equal variances not assumed			3.80	75.37	0.00
Are you comfortable to communicate in Spanish	Equal variances assumed	0.77	0.38	0.06	91.00	0.95
	Equal variances not assumed			0.06	83.84	0.95
If yes, please rate your frequency of communicating in Spanish on a daily basis	Equal variances assumed	5.41	0.02*	0.90	91.00	0.37
	Equal variances not assumed			0.94	89.71	0.35
If no, which one of the following is the reason for	Equal variances assumed	0.94	0.33	-0.08	91.00	0.94
	Equal variances not			-0.08	76.90	0.94

you not communicating in Spanish	assumed					
If yes, how frequently do you use the Internet for learning Spanish	Equal variances assumed	0.24	0.63	-1.46	91.00	0.15
	Equal variances not assumed			-1.42	73.33	0.16

NOTE: * Significant at 0.05 level

As it has been argued earlier, One-Way ANOVA is considered to measure the mean difference between the responses on the above-cited six questions related to their Spanish learning by Internet by various groups categorized in the demographic characteristics of the geographical background of the students is used here. In this demographic characteristic, 3 subgroups are categorized. The result of this analysis suggests that there is no significant variation in the Spanish learning behavior of the students having the urban geographical background, students having the semi-urban geographical background, and students having a rural geographical background for all six questions, i.e. *Q4, Q5, Q6, Q7, Q8, and Q11*. It means that all of the students categorized under different geographical backgrounds behave identical to their use of the Internet, use of social media, comfortable, frequency 1, reason, and If yes, how frequently do you use the Internet for learning Spanish.

As no significant difference is noted on account of *Q4* Do you use the Internet every day, *Q5* Do you use Social Media(Facebook, WhatsApp, Instagram, YouTube, Podcast, etc.) for learning the Spanish Language, *Q6* Are you comfortable communicating in Spanish, *Q7* If yes, please rate your frequency of communicating in Spanish on a daily basis, *Q8* If no, which one of the following is the reason for you not communicating in Spanish, *Q11* If yes, how frequently do you use the Internet for learning Spanish. Henceforth, in this section, no post hoc analysis is needed.

Table IV: One-way ANOVA for geographical background

<i>Question</i>	<i>F</i>	<i>P-value.</i>
Q4	2.34	0.10
Q5	0.43	0.66
Q6	0.09	0.92
Q7	0.32	0.73
Q8	0.12	0.89
Q11	1.73	0.18

NOTE: * Significant at 0.05 level

Table: V Independent Sample t-test for use, influence, and frequency of Internet usage and Social Media by age

Questions	<i>Age</i>	<i>N</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Do you use the Internet every day	1	47	1.0638	0.2471	0.705	0.40	-0.418	91	0.68
	2	46	1.0870	0.2849			-0.418	88.648	0.68
Do you use Social Media(Facebook, WhatsApp, Instagram, YouTube, Podcast, etc) for learning the Spanish Language	1	47	1.5106	0.8041	5.691	0.02*	1.349	91	0.18
	2	46	1.3043	0.6623			1.352	88.436	0.18
Which of the following (if any) social networking sites are used by you	1	47	3.1064	0.9380	1.167	0.28	-0.752	91	0.45
	2	46	3.2609	1.0421			-0.751	89.566	0.46
How long have you been using social networking sites	1	47	2.9787	1.1130	4.965	0.03*	-2.001	91	0.05
	2	46	3.3913	0.8558			-2.007	86.206	0.05
Are you comfortable to communicate in Spanish	1	47	1.9787	0.8966	0.065	0.80	1.319	91	0.19
	2	46	1.7391	0.8547			1.319	90.938	0.19
If yes, please rate your frequency of communicating in Spanish on a daily basis	1	47	2.3617	1.1117	0.573	0.45	-1.290	91	0.20
	2	46	2.6522	1.0587			-1.291	90.933	0.20
If no, which one of the following is the reason for you not communicating in	1	47	2.2340	0.8396	0.913	0.34	-0.031	91	0.98
	2	46	2.2391	0.7655			-0.031	90.550	0.98

Spanish										
How do you think to improve your knowledge of the Spanish language	1	47	3.5106	1.9323	0.412	0.52	-1.704	91	0.09	
	2	46	4.1739	1.8173			-1.706	90.858	0.09	
Do you prefer to learn Spanish through the Internet	1	47	1.7660	0.8396	0.008	0.93	0.404	91	0.69	
	2	46	1.6957	0.8398			0.404	90.956	0.69	
If yes, how frequently do you use the Internet for learning Spanish	1	47	1.4894	0.5053	4.656	0.03*	-4.191	91	0.00	
	2	46	2.1087	0.8750			-4.168	71.694	0.00	
If no, why do you not prefer the Internet for learning Spanish	1	47	2.4681	1.1582	1.372	0.24	-0.424	91	0.67	
	2	46	2.5652	1.0467			-0.424	90.433	0.67	
Which of the following tools of social media do you prefer for learning Spanish	1	47	3.6596	0.9155	1.208	0.28	-0.834	91	0.41	
	2	46	3.8043	0.7489			-0.836	88.240	0.41	
By the use of social media(Facebook, Watsapp, Instagram, YouTube, etc) in which field improve your Spanish language most	1	47	3.0000	1.7816	2.360	0.13	1.210	91	0.23	
	2	46	2.5652	1.6820			1.210	90.884	0.23	
Social media make you autonomous regarding learning the Spanish language	1	47	1.2979	0.4623	1.611	0.21	0.633	91	0.53	
	2	46	1.2391	0.4313			0.634	90.794	0.53	
Do you think teachers should use the platform of social media(Facebook, WhatsApp, Instagram, YouTube, etc) and do activities related to the Spanish Language in the classroom	1	47	1.2766	0.4522	19.566	0.00*	2.074	91	0.04	
	2	46	1.1087	0.3147			2.082	82.216	0.04	

NOTE: Significant at level 0.05

Independent sample t-test is a statistical method to know the mean difference between 02 samples of the population, This table shows that to the use of the Internet there is a minimal difference between the 1 (Mean=1.0638 and SD=0.2471) and 2 students (Mean=1.087 and SD=0.2849), and found non-significant at 0.40. Concerning Social Media use, a significant difference is noted between the 1 (Mean= 1.5106 and SD= 0.8041) and 2 (Mean= 1.3043 and SD= 0.6623) and found significant at 0.02. Another question is related to Social Media sites used by students, which shows that there is a

minimal difference between the 1 (Mean= 3.1064 and SD= 0.9380) and 2 (Mean= 3.2609 and SD= 1.0421) and found non-significant at 0.28. For How long using, a significant difference is noted between the 1 (Mean= 2.9787 and SD= 1.1130) and 2 (Mean= 3.3913 and SD= 0.8558) and found significant at 0.03. Too Comfortable in Spanish, there is a minimal difference between the 1 (Mean= 1.9787 and SD= 0.8966) and 2 (Mean= 1.7391 and SD= 0.8547) and found non-significant at 0.80. To Frequency to communicating in Spanish, there is a minimal difference between the 1 (Mean= 2.3617 and SD= 1.1117) and 2 (Mean= 2.6522 and SD= 1.0587) and found non-significant at 0.45. To the Reason for not speaking Spanish, there is a minimal difference between the 1 (Mean= 2.2340 and SD= 0.8396) and 2 (Mean=2.2391 and SD= 0.7655) and found non-significant at 0.34. To Improve Knowledge of Spanish, there is a minimal difference between the 1 (Mean= 3.5106 and SD= 1.9323) and 2 (Mean= 4.1739 and SD= 1.8173) and found non-significant at 0.52. Concerning Spanish through Internet, there is a minimal difference between the 1 (Mean= 1.7660 and SD= 0.8396) and 2 (Mean= 1.6957 and SD= 0.8398) and found non-significant at 0.93. To Frequency of Learning Spanish, a significant difference is noted between the 1 (Mean= 1.4894 and SD= 0.5053) and 2 (Mean=2.1087 and SD= 0.8750) and found significant at 0.03. Concerning Why Not Prefer Internet for Spanish, there is a minimal difference between the 1 (Mean= 2.4681 and SD= 1.1582) and 2 (Mean= 2.5652 and SD= 1.0467) and found non-significant at 0.24. Concerning social media for learning Spanish, there is a minimal difference between the 1 (Mean= 3.6596 and SD= 0.9155) and 2 (Mean= 3.8043 and SD= 0.7489) and found non-significant at 0.28. in the Field of Improvement in learning Spanish by social media, there is a minimal difference between the 1 (Mean= 3.0000 and SD= 1.7816) and 2 (Mean= 2.5652 and SD= 1.6820) and found non-significant at 0.13. To Social Media makes you Autonomous, there is a minimal difference between the 1 (Mean= 1.2979 and SD= 0.4623) and 2 (Mean= 1.2391 and SD= 0.4313) and found non-significant at 0.21. To Teacher use of Social Media for Spanish, a significant difference is noted between the 1 (Mean= 1.2766 and SD= 0.4522) and 2 (Mean= 1.1087 and SD= 0.3147) and found significant at 0.00.

Table: VI. Independent Sample t-test for FB by Age

Questions	Age	N	Mean	Standard Deviation	F	Sig.	t	df	Sig. (2-tailed)
Do you have FB friends from Spain & Latin America where Spanish is spoken	1	47	1.8298	0.3799	4.578	0.04*	1.059	91	0.29
	2	46	1.7391	0.4440			1.057	88.263	0.29
How many foreign FB friends do you have from Spain and Latin America	1	47	0.5957	1.3778	8.223	0.01*	-1.868	91	0.07
	2	46	1.4348	2.7459			-1.856	65.989	0.07
How often do you check your Facebook	1	47	2.9149	1.1578	0.890	0.35	1.416	91	0.16
	2	46	2.5652	1.2230			1.415	90.471	0.16
Do you post stuff related to the Spanish language material on your FB wall	1	47	3.5745	0.8007	0.140	0.71	0.183	91	0.86
	2	46	3.5435	0.8355			0.183	90.626	0.86
Do you write comments in Spanish on FB	1	45	2.4667	0.5878	0.779	0.38	-0.831	89	0.41
	2	46	2.5652	0.5437			-0.830	88.122	0.41
Do you feel that Facebook-group used as a platform for Spanish class assessments	1	47	1.7660	0.4280	12.410	0.00*	1.861	91	0.07
	2	46	1.5870	0.4978			1.858	88.399	0.07
Do you belong to any group which is related to Spanish Language learning	1	47	1.3830	0.4914	1.697	0.20	-1.556	91	0.12
	2	46	1.5435	0.5036			-1.555	90.805	0.12

NOTE: Significant at level 0.05

This table shows that concerning FB Friend from Latin America and Spain, there is a significant difference between the 1 (Mean= 1.8298 and SD= 0.3799) and 2 students (Mean= 1.7391 and SD= 0.4440), and found significant at 0.04. Concerning How many FB friends from Latin America and Spain, again there is a significant difference between

the 1 (Mean= 0.5957 and SD= 1.3778) and 2 students (Mean= 1.4348 and SD= 2.7459), and found significant at 0.01. Concerning How Often Check FB, a minimal difference is noted between the 1 (Mean= 2.9149 and SD= 1.1578) and 2 (Mean= 2.5652 and SD= 1.2230) and found non-significant at 0.35. With respect to Spanish Stuff in FB, again a minimal difference is noted between the 1 (Mean= 3.5745 and SD= 0.8007) and 2 (Mean= 3.5435 and SD= 0.8355), and found non-significant at 0.71. With respect to Spanish Comment on FB, again a minimal difference is noted between the 1 (Mean= 1.7660 and SD= 0.4280) and 2 (Mean= 1.5870 and SD= 0.4978), and found non-significant at 0.38. To FB Group use class learning platform, again there is a significant difference between the 1 (Mean= 1.3830 and SD= 0.4914) and 2 students (Mean= 1.5435 and SD= 0.5036) and found significant at 0.00. To Belonging to any Spanish learning, again a minimal difference is noted between the 1 (Mean= and SD=) and 2 (Mean= and SD=) and found non-significant at 0.20.

Table: VII Independent Sample t-test for Instagram by Age

Questions	Age	N	Mean	Standard Deviation	F	Sig.	t	df	Sig. (2-tailed)
How many Instagram friends have you got	1	47	2.8085	1.2272	0.015	0.90	-0.577	91	0.565
	2	46	2.9565	1.2464			-0.577	90.874	0.565
How often do you check your Instagram	1	47	1.7234	1.0571	1.517	0.22	-0.990	91	0.325
	2	46	1.9565	1.2103			-0.988	88.838	0.326
Do you post something in Spanish on your Instagram wall	1	47	3.0426	0.8587	0.063	0.80	0.115	91	0.908
	2	46	3.0217	0.8816			0.115	90.789	0.908
Do you write 'comment' in Spanish on Instagram	1	47	1.4255	0.4998	0.331	0.57	-1.134	91	0.260
	2	46	1.5435	0.5036			-1.133	90.921	0.260
Do you think that Instagram helps you learn Spanish	1	47	1.9149	0.8030	4.222	0.04*	0.255	91	0.799
	2	46	1.8696	0.9094			0.255	89.116	0.800
in what areas do you think Instagram helps you most	1	36	3.6111	2.4989	1.312	0.26	0.428	74	0.670
	2	40	3.3750	2.3059			0.427	71.510	0.671

NOTE: Significant at level 0.05

This table shows that concerning How many Instagram Friends, there is a minimal difference between the 1 (Mean=2.8085 and SD=1.2272) and 2 students (Mean=2.9565 and SD=1.2464), and found non-significant at 0.90. Concerning How often you check Instagram, again there is a minimal difference between the 1 (Mean= 1.7234 and SD= 1.0571) and 2 students (Mean= 1.9565 and SD= 1.2103) and found non-significant at 0.22. Concerning Spanish posts on Instagram, again a minimal difference is noted between the 1 (Mean= 3.0426 and SD= 0.8587) and 2 (Mean= 3.0217 and SD= 0.8816) and found non-significant at 0.80. Concerning Spanish Comment on Instagram, again a minimal difference is noted between the 1 (Mean= 1.4255 and SD= 0.499) and 2 (Mean= 1.5435 and SD= 0.5036), and found non-significant at 0.57. However, concerning Instagram helps In Spanish, a significant difference is noted between the 1 (Mean= 1.9149 and SD= 0.8030) and 2 (Mean= 1.8696 and SD= 0.9094) and found significant at 0.04. And, concerning Area where Instagram helps, a minimal difference is noted between the 1 (Mean= 3.6111 and SD= 2.4989) and 2 (Mean= and SD=) and found non-significant at 0.26.

Table: VIII Independent Sample t-test for WhatsApp by Age

Questions	Age	N	Mean	Standard Deviation	F	Sig.	t	df	Sig. (2-tailed)
Do you use WhatsApp	1	47	1.0000	0.0000	4.276	0.04*	-1.011	91	0.315
	2	46	1.0217	0.1474			-1.000	45.000	0.323
How many WhatsApp friends do you have from Spanish Speaking Countries	1	47	1.4468	0.9512	1.166	0.28	-0.677	91	0.500
	2	46	1.5870	1.0451			-0.676	89.801	0.501
Mostly which means is used by you for communicating with your WhatsApp friends	1	47	1.7234	1.2803	28.382	0.00*	2.276	91	0.025
	2	46	1.2391	0.6728			2.290	69.929	0.025
Do you feel that WhatsApp helps you in learning Spanish	1	47	1.2979	0.4623	1.030	0.31	-0.510	91	0.611
	2	46	1.3478	0.4815			-0.510	90.645	0.611

NOTE: Significant at level 0.05

The result of this table shows that concerning Use WhatsApp, a significant difference is noted between 1 (Mean=1.0000 and SD=0.0000) and 2 (Mean=1.0217 and SD=0.1474) and found significant at 0.04. And, concerning WhatsApp Friends from Spanish Speaking countries, a minimal difference is noted between the 1 (Mean= 1.4468 and SD= 0.9512) and 2 (Mean= 1.5870 and SD= 1.0451) and found non-significant at 0.28. However, concerning Means of Use in WhatsApp, a significant difference is noted between the 1 (Mean= 1.7234 and SD= 1.2803) and 2 (Mean= 1.2391 and SD= 0.6728) and found significant at 0.00. And, concerning WhatsApp Helps in Spanish learning, a minimal difference is noted between the 1 (Mean= 1.2979 and SD= 0.4623) and 2 (Mean= 1.3478 and SD= 0.4815) and found non-significant at 0.31.

Table: IX Comparison between FB, Instagram, and WhatsApp

Questions	Age	N	Mean	Standard Deviation	F	Sig.	t	df	Sig. (2-tailed)
Which social sites are more fruitful to learn Spanish	1	47	3.0213	0.9666	0.267	0.61	1.590	91	0.115
	2	46	2.6957	1.0082			1.589	90.631	0.115
By which of the following methods you are contributing information about Spanish to Facebook, Instagram, WhatsApp	1	47	2.3191	1.2702	0.072	0.79	-0.594	91	0.554
	2	46	2.4783	1.3122			-0.594	90.733	0.554

NOTE: Significant at level 0.05

The result of this table shows that concerning Site more fruitful for Spanish Learning, a minimal difference is noted between the 1 (Mean=3.0213 and SD=0.9666) and 2 (Mean=2.6957 and SD=1.0082), and found non-significant at 0.61. And, concerning the Method of learning Spanish Contributed by FB, Instagram, WhatsApp, a minimal difference is noted between the 1 (Mean= 2.3291 and SD= 1.2702) and 2 (Mean= 2.4783 and SD= 1.3122), and found non-significant at 0.79.

Table: X Independent Sample t-test for use, influence, and frequency of Internet usage and social media by gender

Questions	Gender	N	Mean	Standard Deviation	F	Sig.	t	df	Sig. (2-tailed)
Do you use the Internet every day	1	52	1.1154	0.3226	12.708	0.00*	1.658	91	0.101
	2	41	1.0244	0.1562			1.786	77.135	0.078
Do you use Social Media(Facebook, WhatsApp, Instagram, YouTube, Podcast, etc) for learning the Spanish Language	1	52	1.6346	0.8639	61.132	0.00*	3.512	91	0.001
	2	41	1.1220	0.3997			3.795	75.370	0.000
Which of the following (if any) social networking sites are used by you	1	52	3.3269	0.9645	1.222	0.27	1.597	91	0.114
	2	41	3.0000	1.0000			1.59	84.530	0.116
How long have you been using social networking sites	1	52	3.2115	0.9968	0.002	0.96	0.307	91	0.759
	2	41	3.1463	1.0383			0.306	84.330	0.760
Are you comfortable to communicate in Spanish	1	52	1.8654	0.8639	0.770	0.38	0.063	91	0.950
	2	41	1.8537	0.9100			0.063	83.840	0.950
If yes, please rate your frequency of communicating in Spanish on a daily basis	1	52	2.5962	1.2408	5.412	0.02*	0.904	91	0.368
	2	41	2.3902	0.8625			0.942	89.707	0.349
If no, which one of the following is the reason for you not communicating in Spanish	1	52	2.2308	0.7307	0.944	0.33	-0.078	91	0.938
	2	41	2.2439	0.8883			-0.076	76.901	0.939
How do you think to improve your knowledge of the Spanish language	1	52	3.9231	1.8241	2.544	0.11	0.481	91	0.631
	2	41	3.7317	2.0003			0.476	82.001	0.635
Do you prefer to learn Spanish through the Internet	1	52	1.7692	0.8311	0.127	0.72	0.492	91	0.624
	2	41	1.6829	0.8497			0.491	85.122	0.625
If yes, how frequently do you use the Internet for learning Spanish	1	52	1.6923	0.6727	0.237	0.63	-1.46	91	0.148
	2	41	1.9268	0.8772			-1.415	73.326	0.161

If no, why do you not prefer the Internet for learning Spanish	1	52	2.3077	1.1468	9.364	0.00*	- 2.096	91	0.039
	2	41	2.7805	0.9877			- 2.134	90.252	0.036
Which of the following tools of social media do you prefer for learning Spanish	1	52	3.7115	0.8930	0.898	0.35	- 0.254	91	0.8
	2	41	3.7561	0.7675			- 0.259	90.287	0.797
By the use of social media(Facebook, Watsapp, Instagram, YouTube, etc) in which field improve your Spanish language most	1	52	2.8846	1.7110	0.030	0.86	0.621	91	0.536
	2	41	2.6585	1.7834			0.618	84.303	0.538
Social media make you autonomous regarding learning the Spanish language	1	52	1.3077	0.4660	3.768	0.06	0.947	91	0.346
	2	41	1.2195	0.4191			0.959	89.385	0.340
Do you think teachers should use the platform of social media(Facebook, Watsapp, Instagram, YouTube, etc) and do activities related to the Spanish Language in the classroom	1	52	1.2500	0.4372	10.909	0.00*	1.555	91	0.123
	2	41	1.1220	0.3313			1.606	90.878	0.112

NOTE: Significant at level 0.05

Independent sample t-test is a statistical method to know the mean difference between 02 samples of the population, i.e. 1 (male) and 2 (female). This table shows that to the use of the Internet there is a significant difference between the male (Mean=1.1154 and SD=0.3226) and female students (Mean=1.0244 and SD=0.1562), and found significant at 0.00. To Social Media use, again a significant difference is noted between the 1 (Mean= 1.6346 and SD= 0.8639) and 2 (Mean= 1.1220 and SD= 0.3997) and found significant at 0.00. Another question is related to Social Media sites used by students, which shows that there is a minimal difference between the 1 (Mean= 3.3269 and SD= 0.9645) and 2 (Mean= 3.0000 and SD= 1.0000) and found non-significant at 0.27. For How long using, a minimal difference is noted between the 1 (Mean= 3.2115

and SD= 0.9968) and 2 (Mean= 3.1463 and SD= 1.0383) and found non-significant at 0.96. Too Comfortable in Spanish, there is a minimal difference between the 1 (Mean= 1.8654 and SD= 0.8639) and 2 (Mean= 1.8537 and SD= 0.9100) and found non-significant at 0.38. With respect to FreSpanish, there is a significant difference between the 1 (Mean= 2.5962 and SD= 1.2408) and 2 (Mean= 2.3902 and SD= 0.8625), and found significant at 0.02. With respect to Reason for not speaking Spanish, there is a minimal difference between the 1 (Mean= 2.2308 and SD= 0.7307) and 2 (Mean= 2.2439 and SD= 0.8883) and found non-significant at 0.33. To Improve Knowledge about the Spanish language, there is a minimal difference between the 1 (Mean= 3.9231 and SD= 1.8241) and 2 (Mean= 3.7317 and SD= 2.0003) and found non-significant at 0.11. To learn the Spanish language through Internet, there is a minimal difference between the 1 (Mean= 1.7692 and SD= 0.8311) and 2 (Mean= 1.6829 and SD= 0.8497) and found non-significant at 0.72. For Frequency of Learning Spanish, a minimal difference is noted between the 1 (Mean= 1.6923 and SD= 0.6727) and 2 (Mean= 1.9268 and SD= 0.8772) and found non-significant at 0.63. For Why Not Prefer Internet for Spanish, there is a significant difference between the 1 (Mean= 2.3077 and SD= 1.1468) and 2 (Mean= 2.7805 and SD= 0.9877) and found significant at 0.00. Concerning Social Media preference for learning Spanish, there is a minimal difference between the 1 (Mean= 3.7115 and SD= 0.8930) and 2 (Mean= 3.7561 and SD= 0.7675) and found non-significant at 0.35. To the Field of Improvement in the Spanish language by Social Media, there is a minimal difference between the 1 (Mean= 2.8846 and SD= 1.7110) and 2 (Mean= 2.6585 and SD= 1.7834) and found non-significant at 0.86. To social media makes you Autonomous regarding learning the Spanish language, there is a minimal difference between the 1 (Mean= 1.3077 and SD= 0.4660) and 2 (Mean= 1.2195 and SD= 0.4191) and found non-significant at 0.06. For Teacher use of Social Media for teaching the Spanish language, a significant difference is noted between the 1 (Mean= 1.2500 and SD= 0.4372) and 2 (Mean= 1.1220 and SD= 0.3313) and found significant at 0.00.

Table: XI Independent Sample t-test for FB by gender

Questions	Gender	N	Mean	Standard Deviation	F	Sig.	t	df	Sig. (2-tailed)
Do you have FB friends from Spain & Latin America where Spanish is spoken	1	52	1.7885	0.4124	0.034	0.86	0.092	91	0.927
	2	41	1.7805	0.4191			0.092	85.368	0.927
How many foreign FB friends do you have from Spain and Latin America	1	52	1.2500	2.6633	5.067	0.03*	1.187	91	0.238
	2	41	0.7073	1.3646			1.273	79.394	0.207
How often do you check your Facebook	1	52	2.3077	1.1638	2.838	0.10	4.298	91	0.000
	2	41	3.2927	1.0061			4.373	90.19	0.000
Do you post stuff related to the Spanish language material on your FB wall	1	52	3.5769	0.8710	0.000	0.99	0.236	91	0.814
	2	41	3.5366	0.7449			0.241	90.363	0.810
Do you write comments in Spanish on FB	1	52	2.4808	0.6101	3.128	0.08	0.694	89	0.489
	2	39	2.5641	0.5024			0.714	88.175	0.477
Do you feel that Facebook-group used as a platform for Spanish class assessments	1	52	1.6923	0.4660	0.457	0.50	0.342	91	0.733
	2	41	1.6585	0.4801			0.341	84.803	0.734
Do you belong to any group which is related to Spanish Language learning	1	52	1.4231	0.4989	0.906	0.34	0.850	91	0.398
	2	41	1.5122	0.5061			0.848	85.439	0.399

NOTE: Significant at level 0.05

This table shows that concerning FB Friend from Latin America and Spain, there is a minimal difference between the 1 (Mean= 1.7885 and SD= 0.4124) and 2 students (Mean= 1.7805 and SD= 0.4191), and found non-significant at 0.86. To How many FB friends from Latin America and Spain, there is a significant difference between the 1

(Mean= 1.2500 and SD= 2.6633) and 2 students (Mean= 0.7073 and SD= 1.3646), and found significant at 0.03. To How Often Check FB, a minimal difference is noted between the 1 (Mean= 2.3077 and SD= 1.1638) and 2 (Mean= 3.2927 and SD= 1.0061) and found non-significant at 0.10. For post stuff regarding the Spanish language in FB, again a minimal difference is noted between the 1 (Mean= 3.5769 and SD= 0.8710) and 2 (Mean= 3.5366 and SD= 0.7449) and found non-significant at 0.99. With respect to Spanish language Comment on FB, again a minimal difference is noted between the 1 (Mean= 2.4808 and SD= 0.6101) and 2 (Mean= 2.5641 and SD= 0.5024), and found non-significant at 0.08. For FB Group used as a learning platform, again there is a minimal difference between the 1 (Mean= 1.6923 and SD= 0.4660) and 2 students (Mean= 1.6585 and SD= 0.4801) and found non-significant at 0.50. To Belonging to any Spanish learning, again a minimal difference is noted between the 1 (Mean= 1.4231 and SD= 0.4989) and 2 (Mean= 1.5122 and SD= 0.5061) and found non-significant at 0.34.

Table: XII Independent Sample t-test for Instagram by gender

Questions	Gender	N	Mean	Standard Deviation	F	Sig.	t	df	Sig. (2-tailed)
How many Instagram friends have you got	1	52	2.9231	1.2183	0.140	0.71	0.363	91	0.718
	2	41	2.8293	1.2630			0.361	84.534	0.719
How often do you check your Instagram	1	52	1.9038	1.1591	0.509	0.48	0.621	91	0.536
	2	41	1.7561	1.1131			0.624	87.482	0.534
Do you post something in Spanish on your Instagram wall	1	52	3.0962	0.9551	3.567	0.06	0.800	91	0.426
	2	41	2.9512	0.7400			0.825	90.980	0.412
Do you write 'comment' in Spanish on Instagram	1	52	1.5385	0.5034	0.768	0.38	1.183	91	0.240
	2	41	1.4146	0.4988			1.184	86.360	0.240
Do you think that Instagram helps you learn Spanish	1	52	2.0962	0.8462	0.053	0.82	2.679	91	0.009
	2	41	1.6341	0.7986			2.698	88.048	0.008
in what areas do you think Instagram helped you most	1	41	3.0976	2.1541	7.114	0.01*	-1.554	74	0.124
	2	35	3.9429	2.5889			-1.531	66.362	0.130

NOTE: Significant at level 0.05

This table shows that for How many Instagram Friend, there is a minimal difference between the 1 (Mean= 2.9231 and SD= 1.2183) and 2 students (Mean= 2.8293 and SD= 1.2630), and found non-significant at 0.71. For How often you check Instagram, again there is a minimal difference between the 1 (Mean= 1.9038 and SD= 1.1591) and 2 students (Mean= 1.7561 and SD= 1.1131) and found non-significant at 0.48. With respect to SpanishpostoInsta, again a minimal difference is noted between the 1 (Mean= 3.0962 and SD= 0.9551) and 2 (Mean= 2.9512 and SD= 0.7400) and found non-significant at 0.06. Concerning Spanish Comment on Instagram, again a minimal difference is noted between the 1 (Mean= 1.5385 and SD= 0.5034) and 2 (Mean= 1.4146 and SD= 0.4988) and found non-significant at 0.38. Concerning Instagram helps In Spanish, a minimal difference is noted between the 1 (Mean= 2.0962 and SD= 0.8462) and 2 (Mean= 1.6341 and SD= 0.7986) and found significant at 0.82. However, concerning the Area where Instagram helps, a significant difference is noted between the 1 (Mean= 3.0976 and SD= 2.1541) and 2 (Mean= 3.9429 and SD= 2.5889) and found non-significant at 0.01.

Table: XIII Independent Sample t-test for WhatsApp by gender

Questions	Gender	N	Mean	Standard Deviation	F	Sig.	t	df	Sig. (2-tailed)
Do you use WhatsApp	1	52	1.0000	0.0000	5.352	0.02*	-1.128	91	0.262
	2	41	1.0244	0.1562			-1.000	40.000	0.323
How many WhatsApp friends do you have from Spanish Speaking Countries	1	52	1.5385	1.0187	0.293	0.59	0.242	91	0.809
	2	41	1.4878	0.9778			0.244	87.498	0.808
Mostly which means is used by you for communicating with your WhatsApp friends	1	52	1.4231	0.9771	1.711	0.19	-0.627	91	0.532
	2	41	1.5610	1.1412			-0.616	78.923	0.54
Do you feel that WhatsApp helps you in learning Spanish	1	52	1.2885	0.4575	2.301	0.13	-0.787	91	0.433
	2	41	1.3659	0.4877			-0.781	83.309	0.437

NOTE: Significant at level 0.05

The result of this table shows that to Use WhatsApp, a significant difference is noted between the 1 (Mean= 1.0000 and SD= 0.0000) and 2 (Mean= 1.0244 and SD= 0.1562) and found significant at 0.02. And, concerning WhatsApp Friends from Spanish Speaking countries, a minimal difference is noted between the 1 (Mean= 1.5385 and SD= 1.0187) and 2 (Mean= 1.4878 and SD= 0.9778) and found non-significant at 0.59. Moreover, to Means of Use in WhatsApp, a minimal difference is noted between the 1 (Mean= 1.4231 and SD= 0.9771) and 2 (Mean= 1.5610 and SD= 1.1412) and found non-significant at 0.19. And, concerning WhatsApp helps in Spanish learning, a minimal difference is noted between the 1 (Mean= 1.2885 and SD= 0.4575) and 2 (Mean= 1.3659 and SD= 0.4877) and found non-significant at 0.13.

Table: XIV Comparison between FB, Instagram, and WhatsApp by gender

Questions	Gender	N	Mean	Standard Deviation	F	Sig.	t	df	Sig. (2-tailed)
Which social sites are more fruitful to learn Spanish	1	52	2.6731	1.0237	2.839	0.10	-2.078	91	0.041
	2	41	3.0976	0.9167			-2.106	89.482	0.038
By which of the following methods you are contributing information about Spanish to Facebook, Instagram, WhatsApp	1	52	2.5577	1.4199	4.283	0.04*	1.355	91	0.179
	2	41	2.1951	1.0775			1.400	90.887	0.165

NOTE: Significant at level 0.05

The result of this table shows that concerning Site more fruitful for Spanish Learning, a minimal difference is noted between the 1 (Mean= 2.6731 and SD= 1.0237) and 2 (Mean= 3.0976 and SD= 0.9167), and found non-significant at 0.10. And, concerning the Method of Spanish Contribution by FB, Instagram, WhatsApp, a significant difference is noted between the 1 (Mean= 2.5577 and SD= 1.4199) and 2 (Mean= 2.1951 and SD= 1.0775), and found significant at 0.04.

Table XV: One-Way ANOVA for use, influence, and frequency of Internet usage and Social Media by University

<i>Questions</i>	<i>F</i>	<i>P-Value</i>
Do you use the Internet every day	2.300	0.07
Do you use social media (Facebook, WhatsApp, Instagram, YouTube, Podcast, etc.) for learning the Spanish Language	1.057	0.38
Which of the following (if any) social networking sites are used by you	0.194	0.94
How long have you been using social networking sites	0.978	0.42
Are you comfortable communicating in Spanish	1.046	0.39
If yes, please rate your frequency of communicating in Spanish daily	2.045	0.10
If no, which one of the following is the reason for you not communicating in Spanish	0.633	0.64
How do you think to improve your knowledge of the Spanish language	1.494	0.21
Do you prefer to learn Spanish through the Internet	1.222	0.31
If yes, how frequently do you use the Internet for learning Spanish	3.803	0.01*
If no, why do you not prefer the Internet for learning Spanish	0.588	0.67
Which of the following tools of social media do you prefer for learning Spanish	3.032	0.02*
Using social media (Facebook, WhatsApp, Instagram, YouTube, etc.) in which field improve your Spanish language most	0.775	0.54
Social media make you autonomous regarding learning the Spanish language	1.345	0.26
Do you think teachers should use the platform of social media (Facebook, WhatsApp, Instagram, YouTube, etc.) and do activities related to the Spanish Language in the classroom	0.943	0.44

NOTE: Significant at level 0.05*

The result of this Table suggests that only variation in the Spanish learning behavior of the students with the variation in universities is reported concerning If yes, how frequently do you use the Internet for learning Spanish (0.01) and Do you use Social Media (Facebook, WhatsApp, Instagram, YouTube, Podcast, etc.) for learning the Spanish Language (0.02). This simply means that the students from all universities i.e. Jawaharlal Nehru University, Aligarh Muslim University, Doon University, Mahatma

Gandhi Antarashtriya Hindi Vishwavidyalaya, Vardha, and The English and Foreign Languages University, Hyderabad are behaving identical with respect to Do you use the Internet every day(0.07), Do you use Social Media(Facebook, WhatsApp, Instagram, YouTube, Podcast, etc.) for learning the Spanish Language (0.38), Which of the following (if any) social networking sites are used by you (0.94), How long have you been using social networking sites (0.42), Are you comfortable to communicate in Spanish (0.39), If yes, please rate your frequency of communicating in Spanish on a daily basis (0.10), If no, which one of the following is the reason for you not communicating in Spanish (0.64), How do you think to improve your knowledge of the Spanish language (0.21), Do you prefer to learn Spanish through the Internet (0.31), If no, why do you not prefer the Internet for learning Spanish (0.67), By the use of social media(Facebook, WhatsApp, Instagram, YouTube, etc) in which field improve your Spanish language most (0.54), Social media make you autonomous regarding learning the Spanish language (0.26), Do you think teachers should use the platform of social media(Facebook, WhatsApp, Instagram, YouTube, etc) and do activities related to the Spanish Language in the classroom (0.44),

Table XVI: One-Way ANOVA for FB by Universities

<i>Questions</i>	<i>F</i>	<i>P-Value</i>
Do you have FB friends from Spain & Latin America where Spanish is spoken	4.652	0.00*
How many foreign FB friends do you have from Spain and Latin America	10.294	0.00*
How often do you check your Facebook	3.401	0.01*
Do you post stuff related to the Spanish language material on your FB wall	2.634	0.04*
Do you write comments in Spanish on FB	0.956	0.44
Do you feel that Facebook-group used as a platform for Spanish class assessments	1.488	0.21
Do you belong to any group which is related to Spanish Language learning	1.009	0.41

NOTE: Significant at level 0.05*

The result of this Table shows the Spanish learning behavior of the students through Facebook, which suggests that a variation in the Spanish learning behavior of the students to variation in their universities is reported concerning Do you have FB friends from Spain & Latin America where Spanish is spoken (0.00), How many foreign FB friends do you have from Spain and Latin America (0.00), How often do you check your Facebook (0.01), and Do you post stuff related to the Spanish language material on your FB wall (0.04). However, the result further suggests that no variation in the Spanish learning behavior of the students for variation in their universities is reported with respect to Do you write comments in Spanish on FB (0.44), Do you feel that Facebook-group used as a platform for Spanish class assessments (0.21), and Do you belong to any group which is related to Spanish Language learning (0.41).

Table XVII: One-Way ANOVA for Instagram by Universities

<i>Questions</i>	F	P-Value
How many Instagram friends have you got	3.401	0.01*
How often do you check your Instagram	0.321	0.86
Do you post something in Spanish on your Instagram wall	1.740	0.15
Do you write 'comment' in Spanish on Instagram	0.291	0.88
Do you think that Instagram helps you learn Spanish	0.302	0.88
Area where Instagram helps	1.248	0.30

NOTE: Significant at level 0.05*

The result of this Table shows the Spanish learning behavior of the students through Instagram, which suggests that only variation in the Spanish learning behavior of the students for variation in their universities is reported for How many Instagram friends have you got (0.01). However, the result further suggests that no variation in the Spanish learning behavior of the students to variation in their universities is reported concerning How often do you check your Instagram (0.86), Do you post something in Spanish on your Instagram wall (0.15), Do you write 'comment' in Spanish on Instagram (0.88), Do you think that Instagram helps you learn Spanish (0.88), and in what areas do you think Instagram helped you most (0.30).

Table XVIII: One-Way ANOVA for WhatsApp by Universities

<i>Questions</i>	F	P-Value
Do you use WhatsApp	0.569	0.69
How many WhatsApp friends do you have from Spanish Speaking Countries	1.358	0.26
Mostly which means is used by you for communicating with your WhatsApp friends	0.541	0.71
Do you feel that WhatsApp helps you in learning Spanish	1.669	0.16

NOTE: Significant at level 0.05*

The result of this Table shows the Spanish learning behavior of the students through WhatsApp, which suggests that no variation in the Spanish learning behavior of the students for variation in their universities is reported to Do you use WhatsApp (0.69), How many WhatsApp friends do you have from Spanish Speaking Countries (0.26), Mostly which means is used by you for communicating with your WhatsApp friends (0.71), and Do you feel that WhatsApp helps you in learning Spanish (0.16).

Table XIX: One-Way ANOVA comparison between FB, Instagram, and WhatsApp by Universities

<i>Questions</i>	F	P-Value
Which social sites are more fruitful to learn Spanish	2.051	0.09
By which of the following methods you are contributing information about Spanish to Facebook, Instagram, WhatsApp	1.535	0.20

NOTE: Significant at level 0.05*

The result of this Table shows a comparison between Facebook, Instagram, and WhatsApp which helps the students in their Spanish learning behavior. Result suggests that no variation in the Spanish learning behavior of the students concerning variation in their universities is reported concerning Which social sites are more fruitful to learn Spanish (0.09), and By which of the following methods you are contributing information about Spanish to Facebook, Instagram, WhatsApp (0.20).

Table XX: One-Way ANOVA for use, influence, and frequency of Internet usage and Social Media by Course

<i>Questions</i>	F	P-Value
Do you use the Internet every day	2.991	0.06
Do you use social media (Facebook, WhatsApp, Instagram, YouTube, Podcast, etc.) for learning the Spanish Language	3.992	0.02*
Which of the following (if any) social networking sites are used by you	0.723	0.49
How long have you been using social networking sites	3.541	0.03*
Are you comfortable to communicate in Spanish	4.068	0.02*
If yes, please rate your frequency of communicating in Spanish on a daily basis	6.998	0.00*
If no, which one of the following is the reason for you not communicating in Spanish	1.027	0.36
How do you think to improve your knowledge of the Spanish language	3.115	0.05*
Do you prefer to learn Spanish through the Internet	0.520	0.60
If yes, how frequently do you use the Internet for learning Spanish	3.302	0.04
If no, why do you not prefer the Internet for learning Spanish	0.957	0.39
Which of the following tools of social media do you prefer for learning Spanish	2.489	0.09
By the use of social media (Facebook, WhatsApp, Instagram, YouTube, etc.) in which field improve your Spanish language most	2.280	0.11
Do you think teachers should use the platform of social media (Facebook, WhatsApp, Instagram, YouTube, etc.) and do activities related to the Spanish Language in the classroom	1.987	0.14
Social media make you autonomous regarding learning the Spanish language	3.132	0.05*

NOTE: Significant at level 0.05*

The result of this Table suggests that the variations in the Spanish learning behavior of the students with the variation in their courses (B.A. first, second and third year) are reported with respect to Do you use Social Media(Facebook, WhatsApp, Instagram, YouTube, Podcast, etc.) for learning the Spanish Language (0.02), How long have you been using social networking sites (0.03), Are you comfortable to communicate in Spanish (0.02), If yes, please rate your frequency of communicating in Spanish on a

daily basis (0.00), How do you think to improve your knowledge of the Spanish language(0.05), If yes, how frequently do you use the Internet for learning Spanish (0.04), and Social media make you autonomous regarding learning the Spanish language (0.05). This simply means that the students of all courses i.e. (Jawaharlal Nehru University, Aligarh Muslim University, Doon University, Mahatma Gandhi Antarashtriya Hindi Vishwavidyalaya, Vardha, and The English and Foreign Languages University, Hyderabad) are behaving identical with respect to Do you use the Internet every day (0.06), Which of the following (if any) social networking sites are used by you (0.49), If no, which one of the following is the reason for you not communicating in Spanish (0.36), Do you prefer to learn Spanish through the Internet (0.60), If no, why do you not prefer the Internet for learning Spanish (0.39), Which of the following tools of social media do you prefer for learning Spanish (0.09), By the use of social media(Facebook, WhatsApp, Instagram, YouTube, etc.) in which field improve your Spanish language most (0.11), and Do you think teachers should use the platform of social media(Facebook, WhatsApp, Instagram, YouTube, etc.) and do activities related to the Spanish Language in the classroom (0.14).

Table XXI: One-Way ANOVA for FB by Course

<i>Questions</i>	F	P-Value
Do you have FB friends from Spain & Latin America where Spanish is spoken	5.719	0.01*
How many foreign FB friends do you have from Spain and Latin America	4.831	0.01*
How often do you check your Facebook	0.601	0.55
Do you post stuff related to the Spanish language material on your FB wall	2.872	0.06
Do you write comments in Spanish on FB	3.328	0.04*
Do you feel that Facebook-group used as a platform for Spanish class assessments	3.756	0.03*
Do you belong to any group which is related to Spanish Language learning	0.715	0.49

NOTE: Significant at level 0.05*

The result of this Table shows the Spanish learning behavior of the students through Facebook, which suggests that a variation in the Spanish learning behavior of the students concerning variation in their courses is reported with respect to Do you have FB friends from Spain & Latin America where Spanish is spoken (0.01), How many foreign FB friends do you have from Spain and Latin America (0.01), Do you write comments in Spanish on FB (0.04), Do you feel that Facebook-group used as a platform for Spanish class assessments (0.03). However, the result further suggests that no variation in the Spanish learning behavior of the students for variation in their courses is reported concerning How often do you check your Facebook (0.55), Do you post stuff related to the Spanish language material on your FB wall (0.06), and Do you belong to any group which is related to Spanish Language learning (0.49).

Table XXII: One-Way ANOVA for Instagram by Course

<i>Questions</i>	F	P-Value
How many Instagram friends have you got	1.874	0.16
How often do you check your Instagram	2.051	0.14
Do you post something in Spanish on your Instagram wall	4.515	0.01*
Do you write 'comment' in Spanish on Instagram	3.537	0.03*
Do you think that Instagram helps you learn Spanish	3.010	0.05*
Area where Insta helps	1.261	0.29

NOTE: Significant at level 0.05*

The result of this Table shows the Spanish learning behavior of the students through Instagram, which suggests that only variation in the Spanish learning behavior of the students for variation in their courses is reported to Do you post something in Spanish on your Instagram wall (0.01), Do you write 'comment' in Spanish on Instagram (0.03), and Do you think that Instagram helps you learn Spanish (0.05). However, the result further suggests that no variation in the Spanish learning behavior of the students concerning variation in their courses is reported with respect to How many Instagram friends have you got (0.16), How often do you check your Instagram (0.14), and in what areas do you think Instagram helped you most (0.29).

Table XXIII: One-Way ANOVA for WhatsApp by Course

<i>Questions</i>	F	P-Value
Do you use WhatsApp	0.658	0.52
How many WhatsApp friends do you have from Spanish Speaking Countries	0.309	0.74
Mostly which means is used by you for communicating with your WhatsApp friends	1.162	0.32
Do you feel that WhatsApp helps you in learning Spanish	0.889	0.42

NOTE: Significant at level 0.05*

The result of this Table shows the Spanish learning behavior of the students through WhatsApp, which suggests that no variation in the Spanish learning behavior of the students with respect to variation in their courses is reported concerning Do you use WhatsApp (0.52), How many WhatsApp friends do you have from Spanish Speaking Countries (0.74), Mostly which means is used by you for communicating with your WhatsApp friends (0.32), and Do you feel that WhatsApp helps you in learning Spanish (0.42).

Table XXIV: One-Way ANOVA comparison between FB, Instagram, and WhatsApp by Course

<i>Questions</i>	F	P-Value
Which social sites are more fruitful to learn Spanish	6.846	0.00
By which of the following methods you are contributing information about Spanish to Facebook, Instagram, WhatsApp	1.564	0.22

NOTE: Significant at level 0.05*

The result of this Table shows a comparison between Facebook, Instagram, and WhatsApp which helps the students in their Spanish learning behavior. Result suggests that a variation in the Spanish learning behavior of the students concerning variation in their courses is reported with respect to Which social sites are more fruitful to learn Spanish (0.00). However, no variation in the Spanish learning behavior of the students

with respect to variation in their courses is reported by which of the following methods you are contributing information about Spanish to Facebook, Instagram, WhatsApp (0.22).

Table XXV: One-Way ANOVA for use, influence, and frequency of Internet usage and Social Media by Geographical Background

<i>Questions</i>	F	P-Value
Do you use the Internet every day	0.425	0.66
Which of the following (if any) social networking sites are used by you	3.920	0.02*
How long have you been using social networking sites	0.094	0.91
Are you comfortable to communicate in Spanish	0.088	0.92
If yes, please rate your frequency of communicating in Spanish on a daily basis	0.318	0.73
If no, which one of the following is the reason for you not communicating in Spanish	0.118	0.89
How do you think to improve your knowledge of the Spanish language	0.602	0.55
Do you prefer to learn Spanish through the Internet	0.200	0.82
If yes, how frequently do you use the Internet for learning Spanish	1.728	0.18
If no, why do you not prefer the Internet for learning Spanish	6.285	0.00*
If no, why do you not prefer the Internet for learning Spanish	1.009	0.37
By the use of social media(Facebook, Watsapp, Instagram, YouTube, etc) in which field improve your Spanish language most	1.421	0.25
Do you think teachers should use the platform of social media (Facebook, WhatsApp, Instagram, YouTube, etc.) and do activities related to the Spanish Language in the classroom	0.054	0.95
Social media make you autonomous regarding learning the Spanish language	1.205	0.31

NOTE: Significant at level 0.05*

The result of this Table suggests that only variations in the Spanish learning behavior of the students with the variation in their background (Urban, Semi-urban, and Rural) are reported to Which of the following (if any) social networking sites are used by you (0.02), and If no, why do you not prefer the Internet for learning Spanish (0.00). This simply means that the students of all background (Urban, Semi urban and Rural) are behaving identical with respect to Do you use the Internet every day (0.66), How long have you been using social networking sites (0.91), Are you comfortable to communicate in Spanish (0.92), If yes, please rate your frequency of communicating in Spanish on a daily basis (0.73), If no, which one of the following is the reason for you not communicating in Spanish (0.89), How do you think to improve your knowledge of the Spanish language (0.55), Do you prefer to learn Spanish through the Internet (0.82), If yes, how frequently do you use the Internet for learning Spanish (0.18), If no, why do you not prefer the Internet for learning Spanish (0.00), By the use of social media(Facebook, WhatsApp, Instagram, YouTube, etc.) in which field improve your Spanish language most (0.25), Do you think teachers should use the platform of social media(Facebook, WhatsApp, Instagram, YouTube, etc.) and do activities related to the Spanish Language in the classroom (0.95), and Social media make you autonomous regarding learning the Spanish language (0.31).

Table XXVI: One-Way ANOVA for FB by Geographical Background

<i>Questions</i>	F	P-Value
Do you have FB friends from Spain & Latin America where Spanish is spoken	0.894	0.41
How many foreign FB friends do you have from Spain and Latin America	3.477	0.04*
How often do you check your Facebook	4.272	0.02*
Do you post stuff related to the Spanish language material on your FB wall	1.493	0.23
Do you write comments in Spanish on FB	0.869	0.42
Do you feel that Facebook-group used as a platform for Spanish class assessments	1.628	0.20
Do you belong to any group which is related to Spanish Language learning	0.059	0.94

NOTE: Significant at level 0.05*

The result of this table shows the Spanish learning behavior of the students through Facebook, which suggests that a variation in the Spanish learning behavior of the students concerning variation in their background is reported with respect to How many foreign FB friends do you have from Spain and Latin America (0.04), and How often do you check your Facebook (0.02). However, the result further suggests that no variation in the Spanish learning behavior of the students for variation in their courses is reported with respect to Do you have FB friends from Spain & Latin America where Spanish is spoken (0.01), Do you post stuff related to the Spanish language material on your FB wall (0.23), Do you write comments in Spanish on FB (0.42), Do you feel that Facebook-group used as a platform for Spanish class assessments (0.20), and Do you belong to any group which is related to Spanish Language learning (0.94).

Table XXVII: One-Way ANOVA for Instagram by Geographical Background

<i>Questions</i>	F	P-Value
How many Instagram friends have you got	0.820	0.44
How often do you check your Instagram	5.060	0.01*
Do you post something in Spanish on your Instagram wall	4.511	0.01*
Do you write 'comment' in Spanish on Instagram	2.830	0.06
Do you think that Instagram helps you learn Spanish	3.847	0.03*
in what areas do you think Instagram helped you most	0.292	0.75

NOTE: Significant at level 0.05*

The result of this Table shows the Spanish learning behavior of the students through Instagram, which suggests that the variations in the Spanish learning behavior of the students to variation in their background are reported concerning How often do you check your Instagram (0.01), Do you post something in Spanish on your Instagram wall (0.01), Do you think that Instagram helps you learn Spanish (0.03). However, the result further suggests that no variation in the Spanish learning behavior of the students for variation in their courses is reported with respect to How many Instagram friends have

you got (0.44), Do you write 'comment' in Spanish on Instagram (0.06), and in what areas do you think Instagram helped you most (0.75).

Table XXVIII: One-Way ANOVA for WhatsApp by Geographical Background

<i>Questions</i>	F	P-Value
Do you use WhatsApp	0.952	0.39
How many WhatsApp friends do you have from Spanish Speaking Countries	0.501	0.61
Mostly which means is used by you for communicating with your WhatsApp friends	1.346	0.27
Do you feel that WhatsApp helps you in learning Spanish	0.766	0.47

NOTE: Significant at level 0.05*

The result of this Table shows the Spanish learning behavior of the students through WhatsApp, which suggests that no variation in the Spanish learning behavior of the students with respect to variation in their courses is reported with respect to Do you use WhatsApp (0.39), How many WhatsApp friends do you have from Spanish Speaking Countries (0.61), Mostly which means is used by you for communicating with your WhatsApp friends (0.27), and Do you feel that WhatsApp helps you in learning Spanish (0.47).

Table XXIX: One-Way ANOVA comparison between FB, Instagram, and WhatsApp by Geographical Background

<i>Questions</i>	F	P-Value
Which social sites are more fruitful to learn Spanish	3.175	0.05*
By which of the following methods you are contributing information about Spanish to Facebook, Instagram, WhatsApp	0.705	0.50

NOTE: Significant at level 0.05*

The result of this Table shows a comparison between Facebook, Instagram, and WhatsApp which helps the students in their Spanish learning behavior. Result suggests that a variation in the Spanish learning behavior of the students with respect to variation in their courses is reported with respect to Which social sites are more fruitful to learn Spanish (0.05). However, no variation in the Spanish learning behavior of the students concerning variation in their courses is reported By which of the following methods you are contributing information about Spanish to Facebook, Instagram, WhatsApp (0.50).

5.4 Teacher Survey Analysis

In this chapter, the responses of the teachers are analyzed through an online survey (which was obtained through a questionnaire) who teach the Spanish language in different universities in India. Those Universities are Jawaharlal Nehru University, Delhi, which is the first University in India from where students can do graduation in Languages. Here not only Spanish but also many other languages are taught. Especially for languages, there is one department, called the School of Language. Second is the University of Delhi, Delhi, third is Doon University, Dehradun, fourth is Mahatma Gandhi Antarashtriya Hindi Vishwavidyalaya, Vardha, and the fifth is The English and Foreign Languages University, Hyderabad. For this research, the focus is only on those universities where the B.A. program is running, and these Universities offer B.A. programs in Languages. This chapter analyzes the questionnaire filled up by the teachers from these Universities which is mentioned above. Since the thesis's topic is Use of Social Media in the Spanish Language classroom in India, therefore, this questionnaire comprises questions related to the various important aspects of the use of social media in the term of Spanish language teaching. The pandemic time which the entire world is going through for more than a year now, has curtailed our free movement and all educational institutions are closed, there is no option of talking face-to-face classes. In such a scenario, social media platforms provide a good opportunity to continue study without going to any educational institutions. The seminars are attended through the means of social media, for example, Facebook, Instagram, WhatsApp, etc. In this period, this survey work is completed by using Google form which comes under ICT.

5.4.1 Questionnaire Analysis

In this questionnaire, there are 9 respondents from different Universities in India who have participated in the survey. Four teachers are from Jawaharlal Nehru University. One belongs to the University of Delhi; Two are from Doon University and both are female; One is from Mahatma Gandhi Antarashtriya Hindi Vishwavidyalaya who is male, and one is from The English and Foreign Languages University who is also male. Among the total respondents, 4 teachers are male, and 5 teachers are female. Particularly from JNU, 2 teachers are male and two are female. As of the cities where they are teaching, 5 teachers are teaching in Delhi, 4 in JNU and 1 in DU, two are teaching in Dehradun, One is teaching in Hyderabad and one is teaching in Wardha. As of years of experience in teaching is concerned, the teaching experience of each teacher is different. The teacher who is from Delhi University has 30 years' experience. Particularly in JNU, one has around 30 years experience, the other one has 8 years experience, one has 6 years experience and the last one from JNU has one 1 year 11 months of teaching experience. A teacher who is from Mahatma Gandhi Antarashtriya Hindi Vishwavidyalaya has 13 years of experience. One teacher from Dehradoon has 10 years' experience while the other one also has 10 years experience and the last one who is from EFLU, has 5 years' experience.

First of all, the questions are related to personal details, and hereafter, they are asked the questions related to social media as follows, "Which devices do they use in their teaching method? It is found that all 9 teachers have a laptop which is utilized in the teaching process as a laptop is much easy to use and carry as compared to a desktop in this modern age. The other technological equipment to be used in classroom teaching can be connected through it as is the case with a projector. Among 9 teachers, only 7 teachers use a smartphone for teaching their students, one uses a desktop computer along with a laptop for teaching, while one uses a tablet along with a laptop and smartphone and one uses a call conference along with a laptop and smartphone for teaching their students. If calculated in percentage, the laptop usage for teaching reaches 100%, smartphone a bit behind with 75%, desktop getting the third place with 12.5%, the tablet getting equal attention with 12.5%, and call conference also being employed by 12.5%.

In response to the question “Which tools of social media are used in their institution/ university/college?”, it is observed that 5 teachers use Wi-Fi connection amounting to 62.5%, 2 teachers use the projector in their classroom for teaching with 25% and 1 teacher uses an interactive whiteboard for teaching. Two teachers do not use any such tool and instead, they use the traditional method i.e., class lecture.

The next question was “Do they think teachers must know the use of Social Media (Facebook, WhatsApp, Instagram, YouTube, Blogs, Podcast, etc.)?”, to which 8 teachers (87.5%) out of total teachers agree and 1 teacher who is not sure so gives reply ‘Maybe’ with 12.5% of total respondents. In reply to the question, “Do they think that social media should be used without any particular training?”, 4 respondents do not agree with this statement, 3 respondents (25%) agree with this statement, and 2 respondents (25%) seem confused to give certain replies as either ‘Yes’ or ‘No’. while replying to the question, “Do they think that the students you teach prefer your class lectures by using Social Media in the classroom?” around half of the teachers precisely five with around 50% disagree with this statement. They believe that the class lecture is more important than the lecture by using social media. Three teachers, around 37.5% of total teachers, agree with this statement and 1 teacher with 12.5% do not give a certain reply in form of either ‘Yes’ or ‘No’.

The question “Do they think that social networking sites such as Facebook, WhatsApp, Instagram help in developing communication skills among the learners?” concludes that 6 respondents (75.5%) see social media as a platform that is not only used for entertainment but also for learning as well as for teaching providing students the opportunity to connect with natives and help themselves in language learning. three respondents with 37.5% of total respondents go for option ‘Maybe’ as they are not certain about this. In response to the question, “Do they use Facebook or WhatsApp for teaching foreign languages in the classroom?”, it is observed that 4 respondents around 50% of total respondents admit using these two means of social media in their classroom for teaching, other 3 respondents with around 30%, do not use these means of social media in their classroom and instead, they believe in face-to-face classroom lecture while 2 respondents with around 20%, think that both social media and class lecture are fruitful for students and they use both in their classroom.

Regarding the question, “Do they take the help of any native language speaker through social networking sites for teaching in the classroom?” it is found that 6 respondents, reaching 62.5% of total respondents, do not take the help of any native but they teach themselves; 2 respondents with around 25%, do not look sure on this statement and only one respondent with around 12.5% admit to taking help from native in his classroom for teaching their students. When asked “Do they suggest their students be connected with natives through Facebook for a better understanding of the Spanish language? “, 5 respondents with around 62.5%, agree with this statement suggesting their students connect natives through social media; 3 respondents with around 37.5%, are not sure about this and only one teacher disagrees and does not suggest such things to her students. Furthermore, in response to the question, “Do you think Social networking sites should be used by students for learning a foreign language?”, it is found that 7 respondents reaching 75% agree with this statement; 1 respondent with 12.5%, disagrees with this statement; one respondent with 12.5%, is not sure about this statement.

The next question is “Social Media helps in enhancing student’s learning” to which codes are given; 1 stand for Strongly Disagree, 2 stands for Disagree, 3 stands for Neither Agree nor Disagree, 4 stands for Agree, and 5 stand for Strongly Agree. The results of the survey show that 4 respondents equaling 50% rate 4 meaning agree, 3 respondents equal to 37.5% rate 3 meaning Neither Agree nor Disagree and only two of the total contributions with around 25% rate 5 meaning strongly agree. Then they are asked “With the use of Social Media, it can be created a better and interesting learning environment” and in response, it is found that 2 respondents equal to 25% rate 3 meaning Neither Agree nor Disagree, 5 respondents equal to 62.5% rate 4 meaning Agree and 2 respondents equal to 25% rate 5 meaning Strongly Agree.

It is followed by the question “It makes students more autonomous” to which 2 respondents equal to 25% rate 3 meaning Neither Agree nor Disagree, 6 respondents reaching around 65.5%, rate 4 meaning Agree and 1 respondent with around 12.5% of total respondents rate 5 meaning Strongly Agree. The next question is “I prefer using Social Media tools for preparing my class for in-class activities.” According to the findings of the survey, 2 respondents with around 25% rate 2 meaning Disagree, 5 respondents with 62.5% rate 3 meaning Neither Agree nor Disagree and 2 respondents

with 25% rate 5 meaning Strongly Agree. Further, in the response to the question “Social media Facebook, WhatsApp, Instagram, YouTube, podcast, blogs, etc. allows learners to express their creativity and individuality”, it is found that one respondent with 12.5% rates 2 meaning Disagree, 2 other respondents, rate 3 meaning Neither Agree nor Disagree, 4 respondents with 50% rate 4 meaning Agree and 2 respondents with 25% rate 5 meaning Strongly Agree. The last question directed to them is “Which type of challenges do you face in the use of social media (Facebook, WhatsApp, Instagram, YouTube, Podcast, Blogs, etc.) in class?” this question has 4 options; first is “Difficult to create new material”, second is “Connectivity”, third is “Time consuming” and the last one is “Lack of Internet speed”. As per the survey results, 8 respondents are in favor of connectivity, 5 respondents go for lack of Internet speed along with connectivity, 2 respondents chose difficulty to create new material along with connectivity and lack of Internet speed, and 4 respondents out of 9 respondents think that time-consuming along with difficult to create new material, connectivity and lack of Internet speed is the most suitable option. In percentage, 25% of total respondents agree with difficulty to create new material, 87.5% of total respondents agree with connectivity, 37.5% of total respondents agree with time-consuming, 62.5% of total respondents agree with lack of Internet speed and 12.5% of total respondents do not agree with these given options, and rather have challenged other than these.

Conclusion

This thesis has described and analyzed the experiences of students who are doing graduation in Spanish and who use social networking sites like Facebook, WhatsApp, Instagram, and Youtube as a learning tool during their B.A. course in Spanish at different Indian universities. This study aimed to understand the characteristics and affordances of the social media tools in the learning and teaching of Spanish, and to understand the implications of using the social networking site for students. This chapter discusses the finding results and deliver some recommendations for the identified problems in this research and finally outlines the implications of the study and the limitations in the conclusions at the end.

6.1 General conclusions

With social media networks advancement in the education system, many helpful tools will emerge that can make learning a more enriching experience. Students today are intimately involved in social media at every stage. The benefits of social media for academic entities are many. Most of the students have access to social networking sites and they could connect to the Internet either at University or home. Students use technology for social and educational purposes, they utilize technology to make them autonomous in learning a foreign language.

The importance of social media is that it is full of interaction and interaction in the language learning process is necessary and quite helpful (Ferdig, 2007). In the field of language learning, interest and environment are very fundamental requirements and it is through the means of social media that language training can be made interesting (Sabiha, M., 2008). Language is a basic source of communication and plays a vital role in all walks of life, where it works as a fundamental communication tool for the transmission and communication among friends, family members, colleagues, and especially in the teaching-learning process (Irfan et al, 2016).

Language training and learning through social media can be more interesting, engaging, and inclusive since we are living in the age of technology and virtual networks at the global level. The use of Facebook, Instagram, and WhatsApp can provide the

appropriate platform for interaction with natives and also among students and teachers. This shall have an overall impact on enhancing the communicative competence of the learners and also can assist teachers in making the teaching-learning process more exciting and engaging.

The role of communication has been considerably instrumental for the growth of social networking and with the prevalence of the Internet and cellular phones, social interactions take place through emails and instant messaging. It is considered that the participation of the student can be improved through an alternative communication channel, such as the use of cellular devices. we can have more assertive communication with the teacher and other colleagues; there is even the possibility of exchanging experiences with external students, even from other countries, which is essential in language learning.

Moreover, learners of any foreign language employ various strategies about the different language skills; reading, writing, listening, and speaking along with interaction. The use of social media as an effective language learning tool is very interesting and quite motivating for the students considering that they take control of their learning process thereby enhancing learner's autonomy.

6.2 Discussion of the research questions

The research questions which are examined in this study are as follows:

1. What are the impacts of social media on the development of the Spanish language at the university level?

There are many questions regarding the use of the Internet, social media, and types of social networking sites, and their uses which are divided into six different sections.

Firstly the questionnaire highlights the awareness and understanding about using of Internet, social media and type of social media. Some questions are related to daily Internet usage, Social Media (Facebook, Whatsapp, Instagram, YouTube, etc) usage for learning the Spanish Language, related to this research question, and it is found that 74.2% of students use social media for learning the Spanish language. Almost all

students have a smartphone that is easy to use anywhere, anytime for learning through social networking sites like Facebook, WhatsApp, Instagram, and Youtube.

The majority of respondents 52.7% have responded that they use all the major platforms like facebook, Instagram and Whatsapp and have been using social media platforms for more than three years and too frequently on a daily basis.

To the question “ Do you prefer to learn Spanish through the Internet?”, 51.6% of the respondents have affirmed positively to the use of Internet in learning Spanish. Although, as per the survey students have shown a higher preference for practicing Spanish with friends in face to face mode but a sizeable number of students accounting for 44.1% of the respondents have indicated that they improve their Spanish language skills by talking with natives on social networking sites. On facebook, 40.4% of the students surveyed mentioned that they post comments in Spanish although not regularly rather sometimes but most of them, 53.8%, are part of some Spanish language learning community on facebook. On the contrary the responses on student participation in Instagram using Spanish is reduced although students do believe that they learn about Spanish culture and improve language. Whatsapp primarily used for chatting but the majority of students have few contacts with Spanish speaking natives through this mode.

Overall, the social media platforms provide primarily an effective mode for sharing of links of websites with Spanish related content. Secondly, these platforms are used by students to upload photos, videos and audios related to the Spanish world and finally they use these platforms for posting comments in Spanish. It is found that these platforms are least utilised for talking to Spanish natives. The students survey clearly showed (44.1%) that they were not able to communicate in Spanish due to a lack of a Spanish speaking environment and thereby they do not get to practice much the Spanish language. The students would prefer that the teachers integrate social media tools in their classroom teaching and thereby also allowing the students to become autonomous learners.

2. What do the university teachers think of the usage of social media in developing the communication skills of the Spanish language at the university level?

The questionnaire was filled up by the teachers from different Universities which is mentioned in chapter four. As the thesis's topic is Use of Social Media in the Spanish Language classroom in India, therefore, this questionnaire comprises questions related to the various important aspects of the use of social media in the term of Spanish language teaching. The majority of teachers believe that the knowledge about the use of social media is indispensable for teachers and 66.7% of teachers think that social networking sites like Facebook, Whatsapp, Instagram, and Youtube help in developing communication skills among learners. Also, teachers suggest that the students should use social networking sites for learning Spanish and in particular facebook can be used for coming in contact with Spanish speaking natives. The teachers believe that the use of social media will make the students become more autonomous in their learning simultaneously allows students to express their creativity and individuality. The absence of proper infrastructure i.e. issues related to connectivity were considered by teachers as the biggest challenge in the implementation of the use of social media in the learning of Spanish as a foreign language.

3. Currently, how are social media tools and platforms employed by the teachers and students in the teaching and learning process of Spanish as a foreign language in India?

Spanish language learning in India entails a situation of non-immersion language learning and the students survey has highlighted this aspect as one of the key reasons behind their poor communicative skills. At the same time, the survey results are indicative of the students and teachers positive attitude towards the use of social media in the Spanish language classroom and beyond the classroom as well. Teachers recommend students to do be active on social media platforms like Facebook and Instagram, in order to come in contact with Spanish speaking natives and thus get an opportunity to do real life interactions in the Spanish language thereby enhancing students vocabulary, written expression, reading comprehension and listening skills. Normally, teachers have shown a tendency to use videos from Youtube for classroom teaching of Spanish language and culture but it is done in a sporadic manner that lacks a systematic designed curriculum and developing of relevant material for Spanish language and culture teaching in the Indian context. The students also have shown use of Youtube for cultural and linguistic practice purposes but then again it is an unguided and random approach which many a times results in a confused understanding of the

language and culture. On the other hand, students also use Facebook but it is completely voluntary although teachers do promote students to have friends from the Spanish-speaking world. The other usage of Facebook is in the form of Facebook groups/communities that are dedicated to Spanish language learning or about Spanish language jobs in India and abroad. Instagram is also used by students to learn about the language and culture of Spain and Latin American countries. WhatsApp is the least used among the students for a direct interaction with Spanish speaking natives primarily because it requires actual phone numbers of the target language speakers which is normally not available with the Indian students. Teachers also have used WhatsApp extensively for their class purposes primarily using it for sharing links or material related to Spanish language and culture.

In the current times of the pandemic the online classes are mostly done via Zoom or Google meet along with usage of applications like Google Classroom and Google docs. These tools are part of the digital platforms but do not come under the purview of social media and hence have not been considered in this research work.

4. What recommendations can be made to make social media inclusive for the development of the Spanish language at the university level?

During the Covid-19 as the pandemic time when nobody can go outside the home when all educational institutions are closed by the government. During this period I created the page on Facebook named “ Vamos A Aprender Espanol”, this page is the platform where I have tried to interact with students from India and natives from Spain and Latin America so that the students from India learn not only the language but also their culture because without knowing the culture of any country, it is difficult to learn many languages. This exercise is not only fruitful for Indian students but also fruitful for foreigners they also could know about the culture of our country when they interact. Students from here also could learn their colloquial language which generally doesn't learn in the classroom. The main objective of my page is to examine the relationship between the application of this social network and its effect on the learning process. The digital space for teaching and learning that the social network entailed was conceived and designed consistently to encourage communication and interaction in the target

language and also for the students to create and share content, to help them, in short, to be more autonomous in their learning process.

6.3 Some Tips when using Facebook in teaching practice

Social networks enhance the educational processes. Its introduction as educational training tool leads to becoming a development tool; the practice can help in developing the competence for designing, programming, monitoring, and evaluating a formative action. Social media networks can be employed by teachers to tackle problems and empower social change be it in class or out of class. Some practical advice to use social media networks and platforms in teaching are as follows:

- Create small workgroups: The safest way to introduce Facebook in your classroom is with groups of 3-6 students. This way you can ensure that all students are empowered their own spaces as managers of these (Community Managers). Besides, The creation of these groups allows them to be responsible for managing their networks, this will give students a sense of unity and membership.
- Listen to your students on social media: Before you start sending messages on social media, actively pay attention to how your students use and communicate in these sociable media. Check constantly posts, messages, give feedback to what your students expose on different social networks. This will allow you to discover what motivates them and what the topics of interest to them are.
- Promote conversation with your students: Don't limit yourself to passively posting information, expecting your students only to consume. It is important to motivate the dialogue, for which it is important to offer questions that motivate them to share with the other classmates their opinions, ideas, and perceptions related to the topics of interest.
- Keep a professional tone: If you have a personal Facebook page, try not to maintain communication from there, if you want to open a space on Facebook as a teacher of your subject; and the most advisable thing is that students invite you to visit their groups on Facebook as it is suggested keep both personal and professional spaces separate. It is

recommended to maintain an academic relationship with your students to avoid broken phones.

- Cooperation and collaboration: Sharing is a key element of the media social networks in these users exchange, distribute and receive links to photos, videos, texts, etc.

- Maintain good spelling, grammar, and writing: On social media, a high percentage of communication occurs in written form. Making good use of Spelling, grammar, and writing not only improves the ease with which Students will understand the message that you intend to communicate, but it also preserves the good image of their teaching practice. The bad guy's Habits in writing can be interpreted as a lack of interest in the interlocutor.

- Demand appropriate behavior from your students: Even when the inappropriate behavior is disqualified by the terms of use of the networks it is better to motivate students to make good use of these public platforms. For this, the terms and conditions of use established by the teacher will guide how you should proceed when situations arise that violate them. An inappropriate comment from a student without any observation by the teacher will be assumed by other students as accepted by the whole class and by you as a teacher. Be clear about the type of communication that is considered acceptable by your students.

6.4 Implications of the research study

The result got from the research should be useful to improve writing, listening, and speaking skills in university classrooms, and also teaching through the use of the tools of social media along with the traditional method of teaching and shall be fruitful for students if teachers use these tools in their classroom. The results have shown that students want to use and they are using technological tools for learning the Spanish Language. It can also contribute to renewing the curriculum with the focus on more technological integration.

As asked in the questionnaire, participants use social networking sites for educational purposes, especially learning Spanish outside the classroom. Students also believed that technology-enabled them to access different types of material and

information regarding their course, so that they could improve their learning skills. Though a few students still had some difficulties in using SNS and they face difficulties due to a lack of confidence. Therefore, these students could be guided and they are encouraged by their teacher in the classroom to use digital technology. For example, students could create Facebook groups or WhatsApp groups and Spanish materials could be uploaded into these groups and also they add their teachers to these groups. Besides, teachers could suggest some appropriate materials and guide students to learn online more effectively. The result also showed that students passively expended online materials and did not create them; therefore, they could be encouraged to create their online materials such as making such relevant videos, voice recording, or writing passages. In a Facebook group, they do not add only class friends but also add any foreign friends who belong to the native place where Spanish is spoken.

6.5 Limitations of the study

The research has focused on the use of social media especially Facebook, WhatsApp, Instagram, and Youtube. The study was limited to the scope of universities in India where BA program is offered in Spanish and has focused only on teachers and graduate students. So it cannot generalize the Research results for the landscape of Spanish courses in India in general. It was an exploratory study to know the extent to which Social networking sites are used in general in Spanish classes. In addition, the current research does not focuss on a specific social media tool and analyze its impact with the different students of the other institutions where the Spanish language course is conducted and do a comparative study.

This research was carried out in six universities in India, where B A program is running, and these Universities offer B A programs in Languages. therefore the result is also general. Accordingly, it provides general suggestions for improving the use of social media and no tools are specified. It was limited to the six universities in India where B A program is conducted in Spanish language, besides these universities, there are many other universities like Jamia Milia Islamia and private institutions like Amity, Instituto Cervantes, etc, where Spanish language course is conducted either part-time or only for learning, these institutions do not conduct B A program. Due to the pandemic situation, not more than 9 professors and 93 students could participate in this research survey;

the reason for which it has limited scope since the situation in private universities, universities where part-time courses are offered, it can be very different.

6.6 Recommendations for further research

This research finds out that the students belong to different backgrounds with diverse environments. The underlying activity system of these students belonging to different backgrounds can be analyzed in future research. The perceptions and insights of these students into groups of different social media platforms can also be reviewed in further research. The role of the instructor also emerges as an interesting topic of research and the transition of the instructor from a traditional teacher dealing with classroom lectures and interactions into an online instructor also looks equally important aspect in future research.

Further research is required to look into the role of an instructor while using the SNSs in the classroom and the affordance of SNSs in community building is also needed to be explored. The perceptions of the instructors in using social media platforms as teaching tools have to be analyzed more and the research needs to find out the certain code of practices that might make both students and teachers comfortable to collaborate on SNSs.

Since this research is related to Spanish language courses so it would be very interesting to see how these online assignments through various social media tools affected the writing proficiency of the students. The writing work in Spanish for some students was difficult and the social media assignments provide a more relaxed environment for students with no concern of getting assessed for their language output. It would be an interesting topic to research how the students approached the language us in their assignments through social media tools. One such technique might be the lexical frequency profile to be calculated by computer-based software programs which can provide a detailed analysis of the vocabulary used against several frequency list words. The analysis can be done on both vocabulary use before and after the integration of the social media tools and vocabulary enhancement can be measured.

Among several benefits of social media sites, it also helps in the classroom to integrate the intercultural elements. An SNS like Instagram can be employed in the

future to develop intercultural awareness among students in a classroom. In such a setup, the students can be divided into several groups of three or four students and each group is tasked to create its own Instagram group wherein the participants of that group are asked to find out in their group four or five photos that remind them of Spain or Spanish. Furthermore, these photos have to be contributed to their respective groups by themselves and at the end of the semester, each student is asked to show his photo to the class community where he may be asked to bring a write-up explaining the photo, the reason behind the choice of photo, factors of reminding him of Spain/Spanish. This task can also help in structuring a framework beneficial to multiliteracies.

This study provides foundations for further research in the field of use of social media in teaching and learning Spanish and it is noteworthy that more research is required into this field to highlight the Indian classroom realities taking this research as the starting point. This study only covers the students and teachers of the universities and in future research, the scope of any such research can be expanded to other private universities, institutes, schools, colleges which might provide us an overview of the use of social media tools in learning and teaching of the Spanish language.

The future research can focus on a specific university only analyzing the use of social media in general; also focussing on a particular tool which got employed in the classroom and how it affected the students in the learning process to gather related experience and how challenging it was for teachers in executing the study plan using a particular social media tool.

The attitudes, opinions, problems, and challenges for both students and teachers in using social media tools have been analyzed in this study. To identify the impact of social media tools, more casual studies are required to be carried out to ascertain whether they help in transforming the learning experience in university classrooms. The changes in the teaching and learning process can only be measured by the continuous use of this tool.

It is noteworthy that this study aimed at bringing out the realities of the Indian classroom by analyzing and measuring the digital competence and attitudes and approaches of both teachers and students. It is recommended to carry out more

longitudinal research studies to ascertain the impacts and use the social media tools had on teachers and students in the Indian context.

In the 21st-century social networking sites are highly recommended by the passing of time. It helps the learner to communicate with people all over the world. They connect with different people through Facebook, Instagram, Whatsapp etc. This research also showed that through social media, teachers can enhance interaction between students and teachers, and with people and resources outside the classroom. All are important for a student's sense of belonging in an educational community. It is also important to create a smart class in every class. It brings enjoyment and increases learning skills.

Also, an attempt was made through this research to know whether social media makes students autonomous according to teachers. The maximum teachers agree because this makes the learner independent, and they do not depend on their teachers for every task. Lastly, they too face different challenges in operating social networking sites such as due to poor connectivity or disconnection. Lack of Internet speed brings boredom among students. So it is found in this research through survey, not only students but also teachers use the social media regarding teaching Spanish as a foreign language. They use tools of social media in their classroom and with the help of social media, they carry out some activities. They are not fully dependent on the traditional method of teaching. They also use the latest social networking platforms in their teaching practices and also motivate students to connect with natives with the help of social media. The current pandemic has all the more made inevitable the use of social media platforms for the learning and teaching purposes and the need of the hour is to adapt the current educational practices efficiently according to the evolving circumstances.

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Annexure I

Student Questionnaires

Survey: Use of Social media in the Spanish Language classroom in India

This questionnaire is a part of my research work, under the Department of CSPILAS, JNU, New Delhi. Responses received will be among the bases of my doctoral thesis that seeks to find out the field of teaching Spanish for specific purposes in India. Requesting you to please answer the followings:

*** Required**

1. Name *

2. The institution (University/College) *

3. Course you are pursuing (B.A. first, second and third year) *

Mark only one oval.

First year

Second year

Third year

A. General

4. 1. Age *

Mark only one oval.

- Under 20
- 21 - 25
- 26 - 30
- More than 30

5. 2. Gender *

Mark only one oval.

- Female
- Male
- Prefer not to say

6. 3. Background *

Mark only one oval.

- Urban
- Semi urban
- Rural

7. 4. Do you use the Internet every day? *

Mark only one oval.

- Yes
- No

8. 5. Do you use Social Media(Facebook, Watsapp, Instagram, Youtube, Podcast, etc) for learning the Spanish Language? *

Mark only one oval.

- Yes
 No
 Maybe

9. 6. Are you comfortable to communicate in Spanish? *

Mark only one oval.

- Yes
 No
 Maybe

10. 7. If yes, please rate your frequency of communicating in Spanish on a daily basis. (1 is poor and 5 is excellent). *

Mark only one oval.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. 8. If no, which one of the following is the reason for you not communicating in Spanish? *

Mark only one oval.

- Lack of Confidence
 Lack of Vocabulary knowledge
 Lack of Practice
 Lack of Spanish speaking environment

12. 9. How do you think to improve your knowledge of the Spanish language? *

Check all that apply.

- Through Online course
- Through Practice with friends face to face
- Through Books
- Through teacher Lecture in the classroom
- Through talking with natives on social networking sites

Other: _____

13. 10. Do you prefer to learn Spanish through the Internet? *

Mark only one oval.

- Yes
- No
- Maybe

14. 11. If yes, how frequently do you use the Internet for learning Spanish? *

Mark only one oval.

- Less than 1 hour
- 1 to 2 hours
- 3 to 4 hours
- More than 4 hours

15. 12. If no, why do you not prefer the Internet for learning Spanish? *

Check all that apply.

- Lack of Internet Connectivity
- Cannot afford Internet
- Like face to face Learning
- Less comfortable with technology

Other: _____

16. 13. Which of the following tools of social media do you prefer for learning Spanish?

*

Check all that apply.

- Facebook
- Whatsapp
- Instagram
- Youtube

Other: _____

17. 14. By the use of social media(Facebook, Whatsapp, Instagram, Youtube, etc) in which field improve your Spanish language most? *

Check all that apply.

- Vocabualry
- listening
- Written expression
- oral expression

Other: _____

18. 15. Do you think teachers should use the platform of social media(Facebook, Whatsapp, Instagram, Youtube, etc) and do activities related to the Spanish Language in the classroom? *

Mark only one oval.

Yes

No

19. 16. Social media make you autonomous regarding learning the Spanish language? *

Mark only one oval.

Yes

No

B. Social Networks

20. 1. Which of the following (if any) social networking sites are used by you? *

Check all that apply.

Facebook

Instagram

Whatsapp

All of the above

21. 2. How long have you been using social networking sites? *

Mark only one oval.

up to 1 year

1-2 years

2-3 years

3 years +

C. Facebook

22. 1. Do you have FB friends from Spain & Latin America where Spanish is spoken? *

Mark only one oval.

- Yes
 No

23. 2. How many foreign FB friends do you have from Spain and Latin America? *

24. 3. How often do you check your Facebook? *

Mark only one oval.

- Several times a day
 Once a day
 A few times a week but not every day
 Once a week or less frequently

25. 4. Do you post stuff related to the Spanish language material on your FB wall? *

Mark only one oval.

- Yes, regularly- almost every day
 Yes, sometimes – maybe once a week
 Not very often, maybe once a month or less
 Never, but I follow the entries of my friends

26. 5. Do you write comments in Spanish on FB?

Mark only one oval.

- Yes, every time
- Yes, sometimes
- No, never

27. 6. Do you feel that Facebook-group used as a platform for Spanish class assessments? *

Mark only one oval.

- yes
- No

28. 7. Do you belong to any group which is related to Spanish Language learning? *

Mark only one oval.

- Yes
- No

D. Instagram

29. 1. How many Instagram friends have you got? *

Mark only one oval.

- 05-60
- 60-100
- 100-150
- More than 150

30. 2. How often do you check your Instagram? *

Mark only one oval.

- Several times a day
- Once a day
- A few times a week but not every day
- Once a week or less frequently

31. 3. Do you post something in Spanish on your Instagram wall? *

Mark only one oval.

- Yes, regularly- almost every day
- Yes, sometimes – maybe once a week
- Not very often, maybe once a month or less
- Never, but I follow the entries of my friends

32. 4. Do you write 'comment' in Spanish on Instagram? *

Mark only one oval.

- Yes
- No

33. 5. Do you think that Instagram helps you learn Spanish? *

Mark only one oval.

- Yes
- No
- Maybe

34. 6. In what areas do you think Instagram helped you most? (you can tick more than one) *

Check all that apply.

- learn more about Spanish culture.
- learn about your own culture.
- improve Spanish language.
- find friends who have the same interests.
- become more cosmopolitan.
- express yourself.

E. WhatsApp

35. 1. Do you use WhatsApp? *

Mark only one oval.

- Yes
- No

36. 2. How many WhatsApp friends do you have from Spanish Speaking Countries? *

Mark only one oval.

- Option 11-10
- 11 - 20
- 21-50
- More than 50

37. 3. Mostly which means is used by you for communicating with your WhatsApp friends? *

Check all that apply.

- chatting
 WhatsApp audio calling
 WhatsApp video calling

38. 4. Do you feel that WhatsApp helps you in learning Spanish? *

Mark only one oval.

- Yes
 No

Specific

39. 1. Which social sites are more fruitful to learn Spanish? *

Check all that apply.

- Facebook
 Whatsapp
 Instagram

Other: _____

40. 2. By which of the following methods you are contributing information about Spanish to Facebook, Instagram, WhatsApp? *

Check all that apply.

- Posting comments
- Uploading photos, videos, audio, Blogs
- Share link of related website
- Create page

Other: _____

Annexure II

Teacher Questionnaires

Survey: Use of Social media in the Spanish Language classroom in India

This questionnaire is a part of my research work, under the Department of CSPILAS, JNU, New Delhi. Responses received will be among the bases of my doctoral thesis that seeks to find out the field of teaching Spanish for specific purposes in India. Requesting you to please answer the followings;

* Required

1. 1. Name *

2. 2. Gender *

Mark only one oval.

Female

Male

Prefer not to say

Other: _____

3. 3. City/Town *

4. 4. Institution/ University/ college *

5. 5. Please mention your total years of teaching experience *

6. 6. Which devices do you use in your teaching method? *

Check all that apply.

Desk top computer

Laptop

Smartphone

Tablet

Other: _____

7. 7. Which tools of Social Media are used in your institution/ university/college? *

Mark only one oval.

Projector

Interactive white board

Wifi connection

Learning Management System (LMS)

Other: _____

8. 8. Do you think teachers must have knowledge about the use of Social Media(Facebook, Watsapp, Instagram, Youtube, Blogs, Podcast, etc)? *

Mark only one oval.

Yes

No

Maybe

9. 9. Do you think that Social Media should be used without any particular training? *

Mark only one oval.

- Yes
 No
 Maybe

10. 10. Do you think that the students you teach prefer your class lectures by using Social Media in the classroom? *

Mark only one oval.

- Yes
 No
 Maybe

11. 11. Do you think that social networking sites such as Facebook, WhatsApp, Instagram help in developing communication skills among the learners? *

Mark only one oval.

- Yes
 No
 Maybe

12. 12. Do you use Facebook or WhatsApp for teaching foreign languages in the classroom? *

Mark only one oval.

- Yes
 No
 Maybe

13. 13. Do you take the help of any native language speaker through social networking sites for teaching in the classroom? *

Mark only one oval.

- Yes
 No
 Maybe

14. 14. Do you suggest your students be connected with natives through Facebook for a better understanding of the Spanish language? *

Mark only one oval.

- Yes
 No
 Maybe

15. 15. Do you think Social networking sites should be used by students for learning a foreign language? *

Mark only one oval.

- Yes
 No
 Maybe

NOTE: All of the below mentioned questions need to be answered on the given parameters of 5 to 1, with the following indicators. Kindly select only one option for your answer

5. Strongly Agree
4. Agree
3. Neither Agree nor Disagree
2. Disagree
1. Strongly Disagree

16. 1. Social Media helps in enhancing student's learning. *

Mark only one oval.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. 2. With the use of Social Media, I can create a better and interesting learning environment. *

Mark only one oval.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. 3. It makes students more autonomous. *

Mark only one oval.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. 4. I prefer using Social Media tools for preparing my own class for in-class activities. *

Mark only one oval.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. 5. Social media Facebook, WhatsApp, Instagram, youtube, podcast, blogs, etc allows learners to express their creativity and individuality. *

Mark only one oval.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. 6. Which type of challenges do you face in the use of social media(Facebook, Watsapp, Instagram, Youtube, Podcast, Blogs, etc) in class? *

Check all that apply.

- Difficult to create new material
- Connectivity
- Time consuming
- Lack of internet speed
- If other kindly

mention.....
