

Social Media as a Tool for Using and Learning English in Translocal Exchanges

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Abstract

Engaging young learners to use English in a way they find compelling is challenging. Therefore, planning meaningful classroom proposals becomes crucial to trigger opportunities for authentic communication (Dooly & Sadler, 2019). The introduction of social media as an integral part of language projects may enhance learners' engagement in the use of the target language. Additionally, interacting with peers in countries with other languages and cultures may help students develop their interactional competence through the mobilization of plurilingual and multimodal resources.

Our study analyses the spontaneous use of social media as a tool for learning English in a translocal telecollaborative classroom project conducted with two groups of English learners from two secondary schools located in Catalonia and in Greece. The project was designed and implemented in joint collaboration by Catalan researchers and the English teachers of both schools.

This poster analyses two excerpts of student-student and teacher-student talk-in-interaction. Data stems from a larger corpus consisting of spontaneous communicative instances occurring outside the classroom walls through *WhatsApp* and *Instagram* and is analysed using CA procedures. Results suggest that learners' ability to communicate in a shared L2 is scaffolded by the use of a channel they are well acquainted with (*Instagram* & *WhatsApp*) and the legitimate shared code (Emoji & multimodal resources) that conveys it. Data also reveals that regulating and negotiating the language code used can accomplish different objectives depending on whether communication is mediated by teachers (students are eager to practice the target language) or by other peers (for the sake of mutual comprehension).

Keywords: *project-based learning; peer interaction; teacher-student interaction; WhatsApp chats Instagram chat*



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References

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