

Pontificia Universidad Católica de Valparaíso
Instituto de Literatura y Ciencias del Lenguaje



Using social networks for professional purposes.

An elective workshop for seniors.

TRABAJO DE TITULACIÓN

para optar al grado de Licenciado en Educación y al Título de Profesor de Inglés

Alumna: Ignacia Leiva Morales

Profesor Guía: Ricardo Benítez Figari

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INTRODUCTION

Most people all around the world have spent a considerable amount of time inside a classroom, but how many of them have thought about the effect culture has on the development of the lesson and the students? “Culture is a broad concept that embraces all aspects of the life of man” (Seelye, 1984: 26) and it can be defined as everything that represents a specific society, such as clothing, customs, behaviors, art forms and so on.

Things change over time and, consequently, culture also gets transformed. Therefore, it is accurate to say that a culture evolves as fast as does a society. Plus, it is important to remember that not only do things/artifacts determine the way a culture changes, but also all the modifications that a particular group of people goes through have an effect on the culture.

Following this idea and if we think of the present time, it is impossible not to relate culture to technology, taking into consideration the deep impact that technology is having on people’s lives. Throughout the years, many technological artifacts have been replacing old manufactured objects, creating a more mechanical society. Face-to-face contact is increasingly scarce. In a nutshell, almost everything one can think of can be done by using technology. Some people are so blinded by the shining screens they cannot even see how different their lives have become due to the use of technology. “Before social networks, people engaged in hours of small talk to learn each other’s favorite foods, movies, and pet peeves. Over time, they revealed details about their own life, family, and emotions. Now users can search online for people they have just met. Suddenly, there is no need for hours of small talk. Users can learn all about a new friend just by reading their social network profile. Some of this research occurs even before people meet in person. By researching online, many people discover the personal details about a casual acquaintance that used to be reserved knowledge for close friends” (Mooney, 2009: 99).

As it is clear that technology has a defining role in culture nowadays, it becomes obvious that new generations have been growing up with a strong technological influence on their lives. For this reason, technology has not only been changing the way most

teenagers behave daily, but also the way they learn at school. Consequently, as students have been changing, teachers have incorporated electronic devices into their classrooms.

In most Chilean classrooms, the integration of technology is not as effective as it was supposed to be. It is true that many students can handle the use of basic programs such as Microsoft Word or Microsoft PowerPoint; nevertheless, there are a great number of other options to exploit apart from that software. The application of Information and Communications Technologies (ICTs) represents a great option to cope with students' lack of motivation inside the English classroom nowadays. The use of computer networks and audio-visual material might elicit students' prior knowledge as they naturally acquire new knowledge through technological devices almost on a daily basis.

Social networks will be the core focus of study in this project, given that they are a gold mine in terms of resources to learn and to develop the four linguistic skills. It is important to notice that a social network is “a cluster of people connected for a specific reason” (Ryan, 2011: 4). Lately, the idea of social networks has evolved to the point that most people now relate them only to online services but, in fact, it is possible to find social networks whenever a group of people with common interest gathers. To share connections is the main characteristic of all social networks and the participation of people is intrinsic, as it is necessary the connection between, at least, two different persons in order to have a proper social network. However, in this project social networks are not considered under its basic definition; instead, they are defined as “web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system” (Boyd & Ellison, 2007: 211). The current definition that people are giving to the term “social networks” has been slowly replacing the original definition.

Target audience

Of all the student population, a majority of seniors are the ones under the greatest amount of pressure throughout the whole year. It is a well-known fact that they have to deal

with several decisions and formalities, such as the Prueba de Selección Universitaria (PSU), studies to prepare for college, school grades, and so on. All those elements leave them little time to focus on other important issues that will be essential to their near future.

A big number of freshmen who have not been able to get a scholarship have to work during their first year of college studies in order to pay for the fee. Jobs such as being a supermarket cashier's aid or working as a clothing store attendant are the most common ones, but there are plenty of other jobs waiting for young people. For a teenager, working in a job that is at least somehow related to his or her area of interest can be a truly positive and rewarding experience.

Many teenagers visit online social networks on a daily basis; nonetheless, most of the time they exploit a minimal part of what these social networks offer. "Online, teens can find others who share specific interests like robotics or the environment. Group members share knowledge with each other. Physical location is no longer a barrier. The group may have members from across the country or around the world. Social networks give teens the chance to mingle with peers from different backgrounds and cultures while they develop interests" (Mooney, 2009: 30). If they were well informed, searching for a job would be much easier and beneficial. Additionally, in the curriculum designed for seniors it is possible to find technology-related units, some of them with contents concerning social networks and/or software application.

Considering all the above, a workshop whose main purpose is to develop linguistic skills through the appropriate application of social networks has been designed for seniors. The ultimate goal is to raise awareness among students of the usefulness of social networks and to teach them to employ them advantageously according to their professional needs. The idea underlying this workshop is teach English to seniors by having them acquire a deeper knowledge of the use of social networks with professional purposes, such as looking for a job or creating a CV.

Recent studies have shown that around the world the most widely utilized social networks on the internet are Facebook, Pinterest, LinkedIn, Twitter, and Google Plus. LinkedIn is a social network used for professional purposes, connecting people who are

interested in areas of knowledge that are common to them and, of course, finding/offering a job. This online system is not quite popular in Chile yet, but has been gaining some status lately. Apart from this network, there are many others that serve a similar purpose and that will be covered in the course. “Online social networking is more than just a fad. Every day, it evolves and adapts to users. Some people welcome this change, while others fear it. What started out as a place for friends to hang out online is being embraced by people of all ages and backgrounds. Businesses, politicians, churches, libraries, and activists all experience the power of these sites. Social networks are not just for spare-time fun anymore. They are swiftly becoming an integral part of daily life. New users, new uses, and even new forms of online social networking are all changes that will create the future of social networking” (Mooney, 2009: 86).

Activities and linguistic aspects

There are two main goals that students are expected to achieve. The first one is related to the improvement of students’ competence regarding social networks: To learn to apply resources beneficially and, at the same time, to be aware of what they can do with what is available in the cyberspace.

The second goal is related to linguistic features. At the end of the semester, students are expected to have developed all of the skills through the use of different social networks and software.

Skype will be one of the main software employed. Globalization has had a great impact on the way businesses are conducted nowadays. Many job interviews are being conducted using Skype as an applicant for a job may live in a different place around the world. Also, it is possible that a worker may have to travel to another city or country to do business, so a working meeting can be conducted by using the software. Listening comprehension and speaking skills are intended to be the main skills developed through the usage of Skype. Students will primarily work in pairs to help them gain confidence when using the instrument. Then, activities will be conducted in groups, simulating a business-related interview or meeting.

Facebook is the most used social network around the world, but many teenagers have no idea or scarcely know that this online social networking service can also serve as an instrument to connect to people who are interested in the same business areas and/or offering/looking for jobs. Thus, students in this course will have to create a professional profile, writing about their goals in life, work experience, and so on. In addition, the teacher will create a Facebook page, in order to perform a long-term role play activity in which students will simulate job offers, looking for jobs, business partner hunts, and other activities. When using Facebook, writing will be the main skill developed. Formal writing proficiency is an essential feature that will be developed using this specific network.

Similarly, students will be required to create a profile in the social network LinkedIn. Vocabulary will be highly expanded through this role play activity, as LinkedIn requires a large amount of information in order to create a full profile. As this social network's main aim is to connect people with similar professional interests, some students will play the role of clients while others will be bosses, human resources staff or company workers.

Every student will also have to create a blog which will be regularly updated. The topics of the entries have to be related to their professional interests. Interaction will be tremendously encouraged given that students are expected to make comments and questions on others' blogs. A number of posts and responses will be required and assessed throughout the duration of the unit that covers Blogger. In this way, a visible and permanent record of the achievements and progress of each student will be available for the teacher and, most importantly, for the students. They will be able to see for themselves their progress as they will compare blog entries from the beginning with the latest entries.

Taking into consideration all the different tasks that will be conducted along the course, it is important to notice that formal as well as informal communication will be required. Students will have to be aware of the difference between both types of communication and pay special attention to the appropriate context for each of them.

Also, through the different activities students will have to do, critical thinking is expected to be developed. Construction of arguments, identification of important ideas,

reflections, and understanding of rational connections are some of the abilities that students will produce and develop, being aware of their own capacities and opportunities. Students will be challenged to interact in most of the activities with the purpose of encouraging them to make decisions and be active all the time. “Classroom interaction is a fundamental factor in developing and exploiting students’ creative ability. Creativity is viewed as the individual’s endowment to organize his environment in such a way as to produce new and meaningful experiences” (Mukalel, 1998: 108). Through the promotion of creativity, students will develop their critical thinking naturally, having the opportunity to debate and rationalize ideas, concepts, and projects as they develop linguistic abilities.

As students develop their critical thinking, opportunities given through the different tasks to learn from their classmates will help them develop some social skills; consequently, improving their communication abilities and preparing to be a greater contribution to the society they live in.

The syllabus

Considering the previous ideas, a content syllabus is the type of syllabus suitable to carry out this graduation project. It is expected to include complex and sophisticated language through authentic material that easily engages students. This syllabus attempts to help students improve their English naturally as the semester progresses, students’ motivation being fundamental in the success of this syllabus. For this reason, it is important to create an adequate classroom environment and to provide authentic material which students can relate to effortlessly. Students’ motivation and the creation of an adequate environment go hand in hand, given that most of the tasks do not represent the reality students are experiencing at the moment, so they might have to make an effort to feel identified with the materials and tasks. Furthermore, it will be the teacher’s responsibility to provide as many authentic materials as possible. It is imperative to notice that in this project “a rule of thumb for authenticity here is any material which has not been specifically produced for the purposes of language teaching” (Nunan, 1989: 54). As most of the tasks aim at students’ production instead of at teacher-centered lessons, the material

must be genuine and appropriate to create a motivating environment. Considering all the facts above, it is clear that meaningful learning will be an expected outcome, as “one defining aspect of meaningful learning is that it is intentional. For learning to be meaningful, all classroom activities should be directed toward achieving specific learning outcomes” (Ashburn & Floden, 2006: 10).

Needs analysis

After constructing the basis for this graduation project, a needs analysis was conducted in order to have an overall picture of the situation the teacher will face when teaching the course. The questionnaire was formulated to collect specific information about the general and concrete knowledge students have, their interests, their abilities, and so on, as a way to facilitate meaningful learning among students.

This needs analysis was conducted through a survey in Colegio Internacional Valparaíso. This is a private school located in Avenida Alemania # 4875, Cerro Alegre, Valparaíso. The needs analysis was applied to the senior class, which consists of twenty two students: ten girls and twelve boys.

The main topics covered in this needs analysis are culture, knowledge and opinions about the internet and social networks, and their experience with jobs.

In relation to culture, Graph 2 shows that 90% of students were not interested in learning about it. Taking into consideration these students are in their senior year, they may be more concerned to learn about school-related topics or topics of their interest as they may be under a lot of stress and in their free time they only want to relax. Additionally, it may be inferred that the majority of students surveyed do not have a clear idea of what culture is, this being the main reason they are not interested in learning about it. Graph 1 reveals that music, sports and religion are the topics students relate to culture the most. It seems that students tend to relate culture to the topics they know more about and/or those in which they are more interested. This may happen because these topics are universal, and it is frequent to hear from them on the news or to read about them on the internet. Arts and

politics were topics chosen by a few students in relation to culture. This may be a representation of the little interest teenagers have in those topics. They may not see politics and arts as important areas, so they don't see them as culturally important.

The main use that 100% of the group of students gives to the internet is related to entertaining purposes and studies, and the websites they visit the most are Facebook, Jaidefinichon, Youtube and Wikipedia. This information supports the idea that students tend to relate culture only to themes they are most frequently exposed to as all of those websites have entertaining and academic purposes. Taking into consideration the reality students are living as seniors, as they are principally focused on studying to get a high PSU score, it is clear that they spend their time studying and relaxing.

When asked if they felt comfortable surfing the internet, as Graph 8 reflects, 100% of the students gave a positive answer. It reflects the identity of the generation these students belong to. A more technological generation that was born in a high-tech environment in which the use of the internet and its resources is normal. Even though they do not use it at its full capacity, at least they are aware of its power. This fact will help them to engage with the activities that they will face as this workshop develops.

Focusing on social networks, 100% of the students use at least one social network on a daily basis. But, as Graph 6 shows, only 18% of the students declared to be clear about what a social network is. This finding was helpful to plan part of the first unit of the course, which aims to help students acquire knowledge about what social networks are.

Concerning jobs, Graph 9 reveals that 90% of the students understand the importance of English in this area, although only 68% have had a job before, as Graph 10 shows. This information leads to anticipate that students' motivation will not be hard to reach as the majority of the students in this particular group recognize the importance of English in life.

Only 63% of the students consider the internet reliable to look for a job, according to Graph 13. This may be due to the fact that students do not have a vast knowledge of the internet and its utilization, and more precisely, of social networks. This last instrument can be certainly useful in the working-related area when effectively employed.

References

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COURSE SYLLABUS

Type of course:	Elective workshop
Duration:	14 sessions
Audience:	Senior high school students
Class hours:	90 minutes per session
Teacher:	Ignacia Leiva Morales
Contact information:	ignacia.leiva.morales@gmail.com

Rationale

This workshop is an elective course oriented to Chilean 12th graders. It is based on a content syllabus whose goal is to prepare students to deal with professional settings through the usage of social networks. The workshop's educational importance lies in the fact that, on one hand, the study of technology-related units –and lately more specific, the study of social networks- is part of the MINEDUC program for seniors, but even though this generation of students is part of a technological era, internet-related topics are studied mostly in a general way. To prepare students to deal with technology can be truly beneficial for them. On the other hand, it is a fact that 12th graders are one step closer to job opportunities. Students will have to think critically, create connections, analyze information and more, in order to develop knowledge of technology and professional scenarios as they develop the four skills through a variety of authentic material and activities.

Course Description

This course is an elective workshop oriented to senior high school students with an intermediate English level. Through critical thinking and the analysis and utilization of social networks students will learn to utilize advantageously what is available in the

cyberspace with the purpose of feeling more prepared to deal with professional settings in written as well as in spoken form. Students will be able to establish connections between real-life, everyday situations and professional scenarios and to apply previous knowledge to comprehend new input.

Course Organization

This workshop is divided into five units that will revise different social networks, contrasting them in terms of the context they are used, formal and informal situations and real life work-related situations that can take place inside those social networks. The last unit consists of the consolidation of the workshop, an instance in which students will have to carry out a final project. Each unit will encourage participation, analysis and production of ideas, expression of opinions, reflections, comparison of information, and so on. Students will be exposed to authentic material and will have to participate in different hands-on tasks that will simulate real life interactions.

Course Objectives

General objective:

Students will be able to appreciate social networks advantageously appreciating them from a professional perspective, comprehending language and characteristics of professional situations.

Specific objectives:

Unit 1: Learn vocabulary related to the internet and social networks

Develop understanding of social networks

Understand information on the purpose of social networks

Recognize formal and informal situations

Infer the use of different communicative situations

Unit 2: Comprehend the difference between formal and informal situations

Use expressions to signify formal and informal situations

Apply formal and informal situation correctly

Analyze the use of Facebook and LinkedIn with professional purposes

Design a profile in a specific social network

Compare different work-related situations on the internet

Unit 3: Predict problems in written communication

Organize paragraphs and main ideas into written texts

Judge others' opinion objectively

Express own ideas and opinions

Support opinions of one's own respectfully

Discuss differences between oral and written communication

Unit 4: Summarize ideas orally

Categorize main ideas according to importance

Interpret others' cryptic messages

Solve communication problems fluently

Synthesize main ideas in written form

Unit 5: Apply knowledge acquired during the course

Design a new social network

Organize main ideas

Defend own arguments on the usage of new social network

Course Calendar and Topics

Unit	Session	Content
1. Getting ready! (What is a social network?)	1	-Introduction to Social Networks
	2	-Understanding how social networks work and their purposes.
	3	-Introduction to formal and informal situations

2. Informalbook vs formalIn.	1	-Facebook
	2	-LinkedIn
	3	-Comparison of formality between Facebook and LinkedIn
3. Get to work! Skype and Blogger.	1	-Skype
	2	-Blogger
	3	-Comparison: Skype and Blogger
4. More resources	1	-Review of the social networks studied -Introduction to writing short messages
	2	-WhatsApp
	3	-Twitter
5. Consolidation unit	1	-Final project
	2	-Final project

Evaluation Criteria

Quiz on formal and informal communication 20%

Blog entries and responses 30%

Assessment of blog entry and response to another entry on Blogger.

Oral presentation about memoranda 20%

Assessment of three different memoranda in front of the class.

In-class work 15%

Progress observed by the teacher every class.

Class participation 15%

At the end of the semester students create a work-related social network, defending its usefulness and explaining main features.

In-class Work Rubric

	1	2	3	4
Accomplishment of task	Work is highly incomplete.	Student has barely completed the task. There are many errors in accuracy.	Student has completed the task. There are some errors in accuracy.	Student has completed the task thoroughly, and accurately.
Grammar & Mechanics	There are many spelling and mechanical errors.	There may be some spelling and mechanical errors.	There are a minimal amount of errors in accuracy. There may be minimal spelling and mechanical errors.	No spelling or mechanical errors.
Subject Knowledge	There is no evidence of understanding of concepts and ideas.	Student displays a vague understanding of concepts and ideas.	Student displays an understanding of most concepts and ideas.	Student displays full understanding of all concepts and ideas.

(Adapted from: <http://www.firstclass.com/>)

Class Participation Rubric

	1	2	3	4
Frequency	Dominates discussion, not allowing students (even teacher) to contribute, is silent or creates distractions.	Comments occasionally or a bit too much that break the flow of the discussion. Sometimes talks over others.	Contributes regularly to discussions, and allows others their turns to share their comments as well.	Frequency of comments is optimal. Sensitive to when to comment
Relevance	Comments are not related to topic, or go back to previous part of discussion.	Comments may only repeat what has been already said, or may be tangential or may sidetrack discussion from time to time.	Contributions are related to the topic and some support is provided to make connections between the topic and the students' comments.	Contributions enhance discussion: they may ask a key question, bring in relevant personal knowledge, move the discussion along, or take the discussion to another level.
Growth of School Community	Comments may focus attention on self rather than on discussion. Comments may frequently interrupt others or be disrespectful. Side conversations.	Listens intermittently as others speak, so comments are sometimes off topic or don't follow thread of discussion. Comments sometimes respectful.	Listens as others contribute. Comments acknowledge others' contributions. Student both asks and answers questions in discussion.	Listens actively and attentively to others prior to making own comments. Comments focus on and enhance consideration of topic.

(Adapted from: <http://www.rubrics4teachers.com/>)

Written Assignments Rubric

	1	2	3	4
Focus: Purpose	No awareness.	Shows limited awareness of purpose.	Shows awareness of purpose.	Purpose is clear.
Main idea	No main idea.	Vague sense of a main idea, weakly supported throughout the written text.	There is a main idea supported throughout most of the written text.	Clearly presents a main idea and supports it throughout the written text.
Organization: Overall	No sense of organization.	There is a sense of organization, although some of the organizational tools are used weakly.	Good overall organization, includes the main organizational tools.	Well-planned and well-thought out. Includes title, introduction, main idea, transitions and conclusion.
Content	Content is not sound.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Exceptionally well-presented; ideas are detailed, well-developed, supported with evidence & facts, as well as examples and specific details.
Style: Word choice, Tone	No attempt at style.	There is little attempt at style; reads as flat and perhaps uninteresting in content.	There is an attempt at a personal style but style of writing may be awkward; the reader may lose interest in some sections.	There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease.
Grammar & Mechanics	Continuous errors.	Shows a pattern of errors in spelling, grammar, and/or punctuation.	A few errors in grammar, spelling, and punctuation, but not many.	Excellent grammar, spelling, syntax and punctuation.

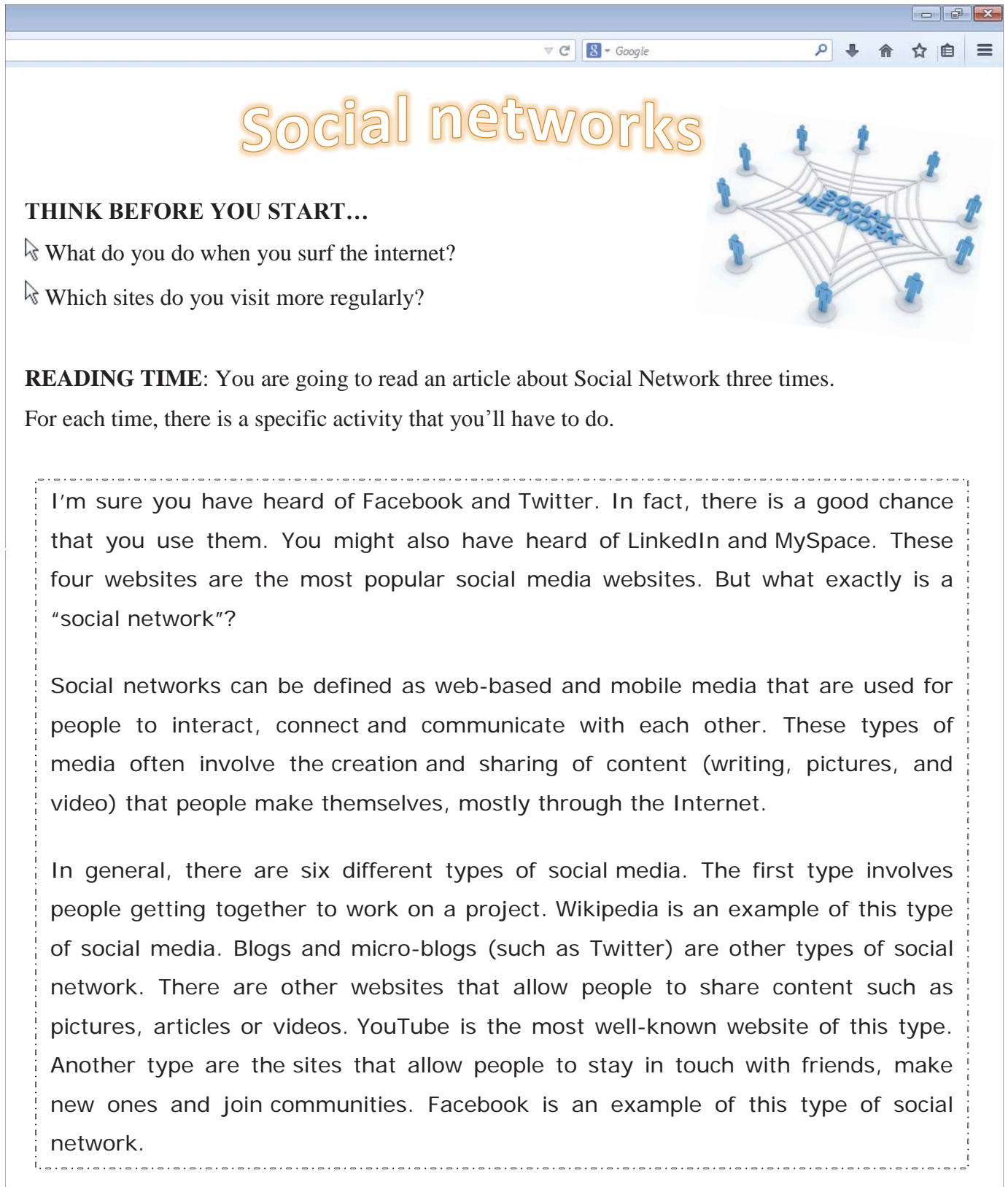
(Adapted from: <http://www.aur.edu/>)

Oral Presentation Rubric

	1	2	3	4
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence; audience follow
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject	Student is uncomfortable with information and is able to answer only rudimentary questions	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.
Mechanics	Student has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or gramm. errors.	Presentation has no misspellings or grammatical errors.
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes	Student maintains eye contact with audience, no returning to notes.
Elocution	Student incorrectly pronounces terms and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.

(Adapted from: <http://www.ncsu.edu/>)

SAMPLE ACTIVITIES

A screenshot of a web browser window showing a search for "Social networks". The browser's address bar contains "Google". The search results page features the title "Social networks" in a large, orange, glowing font. To the right of the title is a 3D illustration of a social network, consisting of several blue human figures connected by a web of white lines. The words "SOCIAL NETWORK" are written in blue, 3D letters in the center of the network. Below the title and image, there are two bullet points with mouse cursor icons, followed by a "READING TIME" section and a large dashed box containing three paragraphs of text.

THINK BEFORE YOU START...

- What do you do when you surf the internet?
- Which sites do you visit more regularly?

READING TIME: You are going to read an article about Social Network three times.
For each time, there is a specific activity that you'll have to do.

I'm sure you have heard of Facebook and Twitter. In fact, there is a good chance that you use them. You might also have heard of LinkedIn and MySpace. These four websites are the most popular social media websites. But what exactly is a "social network"?

Social networks can be defined as web-based and mobile media that are used for people to interact, connect and communicate with each other. These types of media often involve the creation and sharing of content (writing, pictures, and video) that people make themselves, mostly through the Internet.

In general, there are six different types of social media. The first type involves people getting together to work on a project. Wikipedia is an example of this type of social media. Blogs and micro-blogs (such as Twitter) are other types of social network. There are other websites that allow people to share content such as pictures, articles or videos. YouTube is the most well-known website of this type. Another type are the sites that allow people to stay in touch with friends, make new ones and join communities. Facebook is an example of this type of social network.

Many people like to play games on the Internet and, yes, there are social media games as well. These games allow gamers to interact with each other and play with or against other gamers. World of Warcraft is a good example. The last type of social media is websites like Second Life, where people can create avatars and use and create objects, as if they were in the real world.

Social media are different from traditional media. In the past, media were created from one place, normally a company. Then the company would send out the media to consumers. Magazines, books and movies are all examples of this. But with social media, many individual people in different locations create content.



Another difference is that people who produce content in social networks don't need very special skills. On the other hand, in traditional media, people need special skills to produce something. Another difference is that social media can be produced much faster. It takes only a few minutes to write a twitter post, for example.

But it can take many months to put together a magazine, or years to make a movie.

Some people think social media are good and some think they are bad. But whatever you might think, social media are here to stay.

Adapted from: http://esreadinglessons.com/social_media.htm

NOW...

1) What is the general idea of the text? Discuss with a partner.



2) Complete the chart with information from the text: For each social network complete with the definitions provided.

Facebook	Wikipedia	Youtube	World of Warcraft

3. Answer the following questions:

a) Read the last paragraph again. Do you think social networks are a good or a bad thing? Why?

b) Remember when you were a child. In which ways do you think social networks have changed society?

REFLECTION QUESTION:

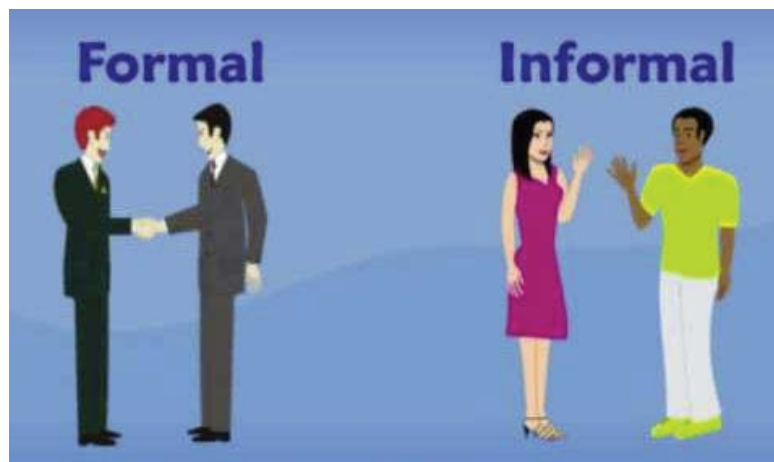
d) In which ways do you think social networks can be helpful in the professional area?



Formal and Informal situations

THINKING TIME...

Look at the image and answer: What do you think are the differences between formal and informal situations? Discuss with a partner and get to an agreement before sharing your answer with the class.



BEFORE YOU LISTEN

1. Look at the images and classify them into formal and informal communication.



2. Decide if the sentence corresponds to a formal (F) or an informal (I) situation. Justify your answers.

Example: F Please do not hesitate to contact me.

- A. ____ You can call me if you need anything.
- B. ____ Y’wanna go to the dance club after work tonight?
- C. ____ Let’s watch some TV during lunch time!
- D. ____ That sucks.
- E. ____ I would like to apologize for any inconvenience I may have caused.

WHILE YOU LISTEN

You will listen to different situations at an office. You will listen for a first time to recognize if the situation is formal or informal. Then, you will listen a second time to identify key vocabulary.

	Formal or Informal?	Key vocabulary
Situation 1		
Situation 2		
Situation 3		
Situation 4		

Now that you have identified the communicative situation and the key vocabulary:

- A. Give reasons to support your choice about the formal situations

B. Write one example of a formal situation and one example of an informal situation from your daily life.

1. _____

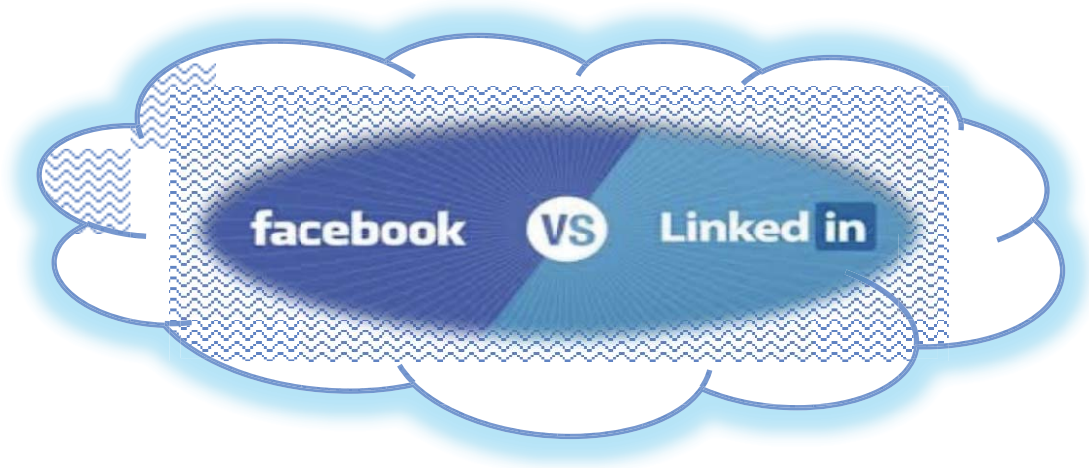
2. _____

AFTER YOU LISTEN



Work with a partner. Imagine you are at a job interview. Create a dialogue in which one of you is the candidate for the job and the other one is the interviewer.

Apply language suitable to the situation regarding formality.



BEFORE YOU START: Look at the image and reflect on it.



Read the following questions. Get together with a partner and discuss:

1. Which social network is more serious and formal? Facebook or LinkedIn? Why?
1. Would you prefer to use Facebook or LinkedIn to look for a job? Why?

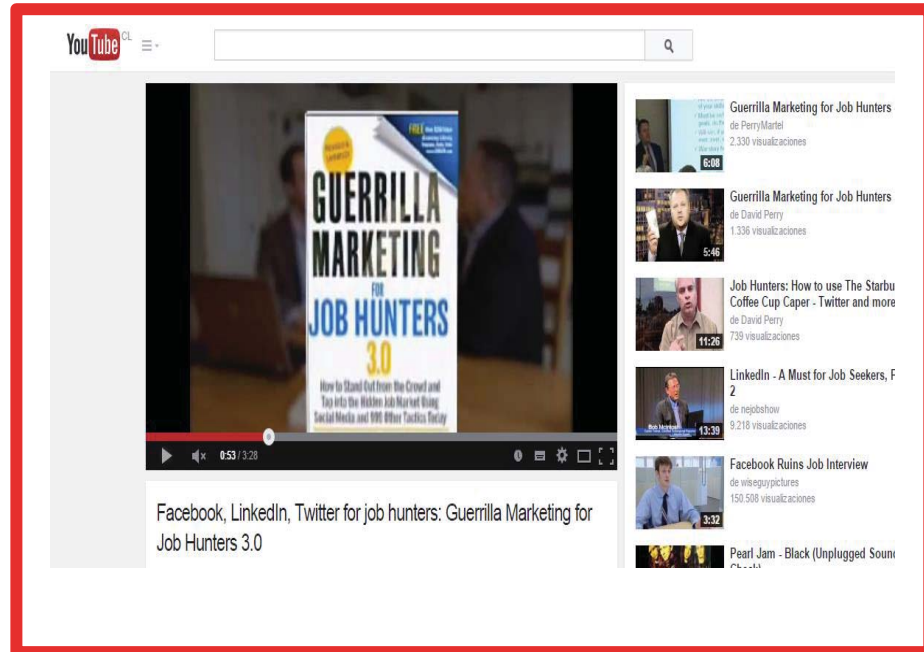


WHILE WATCHING...

→ Now you will watch a video on how “job hunters” use social networks to look for jobs?

(Taken From <https://www.youtube.com/watch?v=zSMSaSl83YA>)

→ Pay attention. You will have to answer some questions.



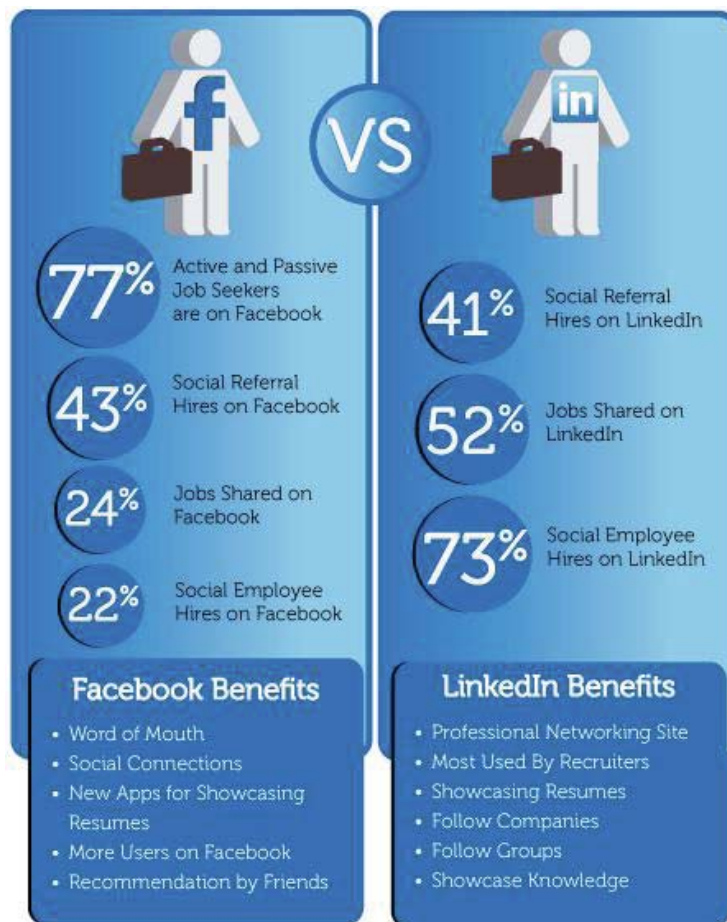
1. How many job meetings is the man attending now that he is using social networks to look for a job?

2. Does a “well-written profile” help to get a job? Why?

AFTER YOU WATCH

Complete the following chart by comparing Facebook and LinkedIn. Use the information below if you need extra data.

facebook.	LinkedIn



REFLECTION: Look at the profiles in Facebook and LinkedIn you have created in the last classes and pay attention to the differences.

Getting to know Blogger: The blog entry about how to blog

BEFORE YOU START...

1) Try to remember what we discussed about blogs last class. Now, look at the image below and read the definition of “blogging”



Take a few moments to analyze the image. Now, write in your own words what does blogging means:

2) Match the words with their definitions.



READING TIPS

Remember to use a dictionary!

When reading/writing it is essential to go through new vocabulary, looking for the meaning and creating an example sentence.

<p>A. Topic</p>	<p>___ Do something as a real professional.</p> <p>___ A person who watches a lot of movies.</p>
<p>B. Like a pro</p>	<p>___ A label attached to someone or something for the purpose of identification or to give other information.</p>
<p>C. Reader</p>	<p>___ Something spoken or written about; a subject.</p>
<p>D. Length</p>	<p>___ Do something with little effort.</p> <p>___ A general description or plan showing the essential features of something but not the detail.</p>
<p>E. Outline</p>	<p>___ A person who reads or who is fond of reading.</p>
<p>F. Tag</p>	<p>___ The amount of time occupied by something.</p>

NOW...

Read the following blog about blogging. Pay attention to the key vocabulary reviewed. (Adapted from: <http://blog.hubspot.com/marketing/how-to-write-blog-post-simple-formula-ht>)

How to Write a Blog Post: A Simple Formula to Follow



According to Ignite Spot, **77% of Internet users read blogs, 6.7 million people blog on blogging sites, and 12 million people blog via social networks.**

Blogging is clearly here to stay!

Nowadays, blogging is starting to be essential on jobs -- but it isn't easy. It is necessary to come up with a topic, write something engaging, and take other steps to make sure we are writing the best possible post that stands out from other similar topics online. There are 6.7 million people blogging, yet we have to stay original.

Though every blog post will be different, there are certain steps you can follow to make sure it has the essential components necessary to perform well. Here are some steps that can get you on the right path to blogging like a pro.

Step 1: Understand your audience.

Before you start to write, have a clear understanding of your audience. What do they want to know about? Consider what you know about your potential readers and their interests while you're coming up with a topic for the blog post.

That is what separates you from blogging about generic stuff to the stuff your audience *really* wants (and needs) to hear.

Step 2: Start with a topic and working title.

Before you do anything, you need to pick a topic for your blog post. The topic can be pretty general, but it is essential to come up with a few topic ideas to get you started. After you choose one to run with, you need to create a working title. What's the difference? A topic is general, while a working title is specific and will guide your post so you can start writing.

Step 3: Write an intro (and make it captivating).

First, grab the reader's attention. If you lose the reader in the first few paragraphs of the introduction, they will stop reading even though they haven't given your post a fair chance. Then, show the purpose of the post and explain how it will address a problem the reader may be having. This will give the reader a reason to keep reading and give them a connection to how it will help them improve their work.

Step 4: Organize your content.

The trick is to organize the info so readers are not intimidated by the length or amount of content. The organization can take multiple forms -- sections, lists, tips, whatever's most appropriate. But it *must* be organized!

Step 5: Write the content.

The next step -- but not the last -- is actually writing the content. We couldn't forget about that, of course. Now that you have your outline, you're ready to fill in the blanks. Use your outline as the guide and be sure to expand on all of your points as needed. Write about what you feel comfortable talking about, and do additional research, if necessary, to gather more information.

Step 6: Fix your formatting.

Visual Appearance

No one likes an ugly blog post. Not only do pictures make a post visually appealing -- the formatting and organization of the post also does.

You may notice that the titles and subtitles in this post are consistent. The pictures always have a similar border. The style stays consistent from paragraph to paragraph. There is always an image at the top of the page.

Tags

Tags are specific keywords that describe the post. They allow the readers to search for more content in the same category on your blog.



When you get home, visit the following link:

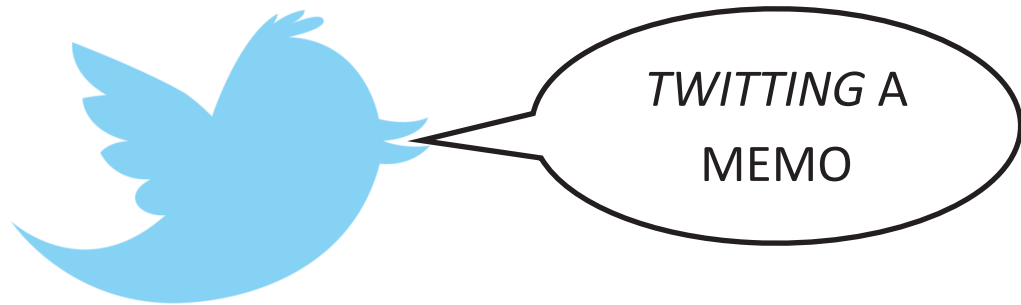
<https://www.blogger.com/blogger.g?blogID=1558935849921338686#allpages>

Create a Google account so you can log in Blogger.

→ Think about a topic that you would like to write about related to anything we have covered so far in this workshop. Then, create a blog entry following the steps presented in the text **“How to Write a Blog Post: A Simple Formula to Follow”**.

→ Before next week, you should have written one blog entry and at least one response to any of your classmates’ blogs.





BEFORE STARTING...

A) Remember the rules for writing a readable and effective memo. Complete the sentences with the words from the box below:

context	date	persuasive	formality	subject matter	tone	summarizing
---------	------	------------	-----------	----------------	------	-------------

1. **Write the heading segment.** Specify who the memo is for and who sent it. The heading segment should also include the complete and exact _____ the memo was written, and the _____ (what the memo is about).
2. **Consider who the audience should be.** In order to get people to read and respond to the memo, it's important to tailor the _____, length, and level of _____ of the memo to the audience who will be reading it.
3. **Introduce the problem or issue to your readers in the opening segment.** Briefly give them the _____ behind the action you wish them to take.
4. **Suggest ways to address the issue in the summary segment.** What you are _____ here are the key actions you would like your readers to take.
5. **Support your course of action in the discussion segment.** Be _____. State how the readers will benefit from taking the action you recommend, or be disadvantaged through lack of action.

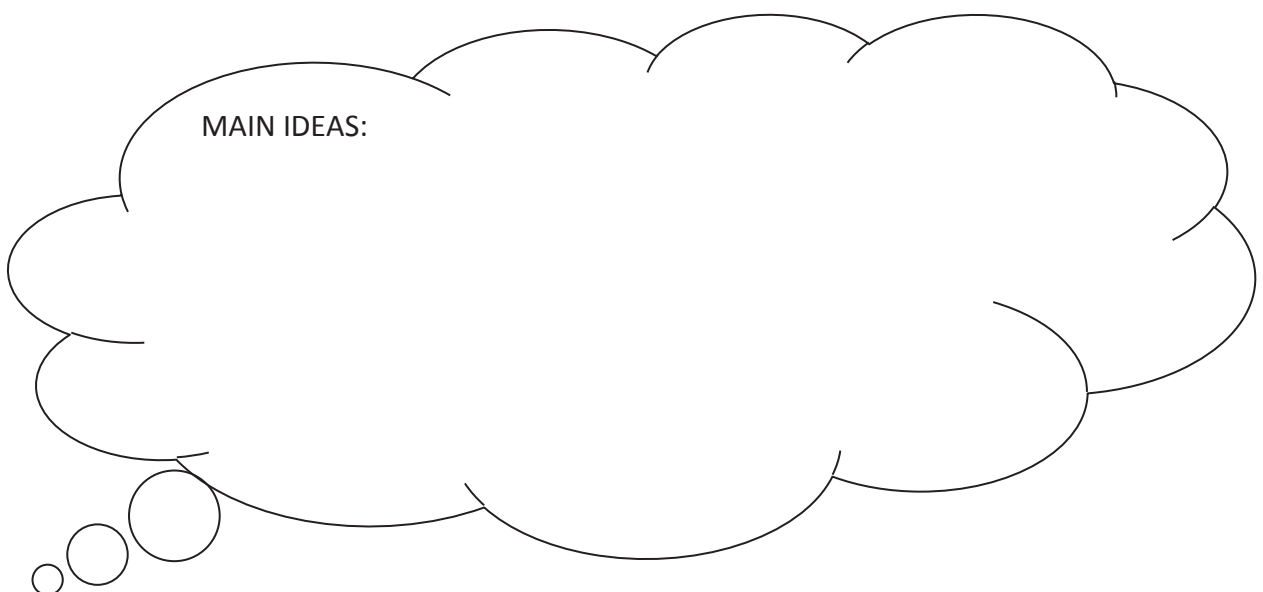
BEFORE LISTENING...

Read the definition of the social network Twitter. Then, discuss with your group what you already know about twitter.



LISTENING...

You will listen to a two-minute explanation of what twitter is. Pay attention and take notes about the main ideas.



AFTER LISTENING:

Think about how you can combine twitter and memoranda. Apply it to a real job situation.

1. Would you need to use formal or informal communication?
2. Is it hard for you to synthesize your ideas? Why?

Work with a partner. Together, create different examples of memoranda.

We will go to the computers' room to work with twitter. You need to have at least five different examples of memoranda.



APPENDICES

Appendix 1

Needs Analysis

This questionnaire has been created as part of my graduation project and your answers are tremendously valuable to me. Thanks in advance for your help.

Please read the questions and answer honestly ALL of them. Remember this is an anonymous questionnaire.

You can decide to answer either in English or in Spanish.

Questionnaire

1. What do you relate culture to? Select three items.
 - a. Music
 - b. Arts
 - c. Sports
 - d. Religion
 - e. Politics
 - f. Indigenous people
2. Are you interested in learning about culture?
Yes ____ No ____
3. Order the skills according to your proficiency, being 4 the best one.
Speaking: ____ Listening: ____
Writing: ____ Reading: ____
4. What do you use the internet for? Select three options.
 - a. Entertaining purposes
 - b. To study
 - c. To get in touch with friends and family
 - d. To read the news and keep me informed
 - e. To meet new people
 - f. To look for jobs
 - g. To buy online

5. Do you think you can learn from a different culture by surfing the internet?

Yes _____ No _____

6. Do you know what a social network is? If your answer is yes, what is it?

7. Which websites do you visit the most? (name 5)

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | |

8. Do you feel comfortable surfing the internet?

Yes _____ No _____

9. Do you think English is useful for having better job opportunities?

Yes _____ No _____

10. Have you had a job? Which one?

11. In case your answer to the previous question is yes, was English required in your job? If yes, under what circumstances did you use it?

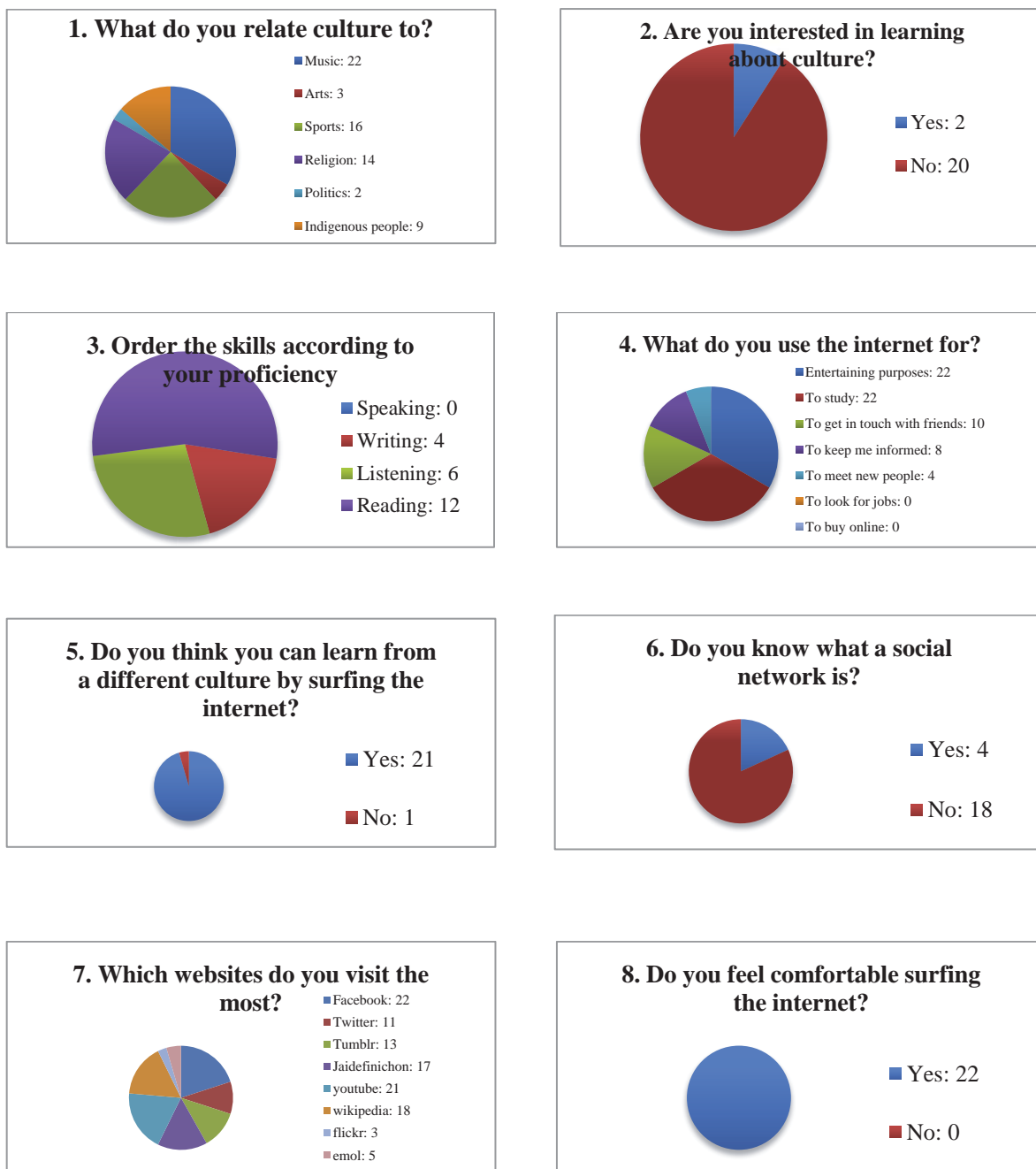
12. What professional area/s are you interested in?

13. Do you consider the internet reliable to look for a job?

Yes _____ No _____

Appendix 2

Survey results graphs



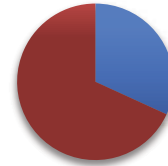
9. Do you think English is useful for having better job opportunities?



■ Yes: 20

■ No: 2

10. Have you had a job?



■ Yes: 7

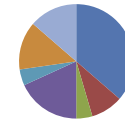
■ No: 15

11. Was English required in your job?



■ Y...

12. What professional area/s are you interested in?



■ Engineering: 8
■ Health: 2
■ Arts: 1
■ Education: 4
■ Computational services: 1
■ Life sciences: 3
■ Other: 3

13. Do you consider the internet reliable to look for a job?



■ Yes: 14

■ No: 8