ONLINE AFFINITY SPACES IN THE FOREIGN LANGUAGE CLASSROOM

A thesis
presented to the Faculty of Education University of Córdoba
in partial fulfillment of the requirements for the degree of
Masters of Arts in English Language Teaching

by

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Montería, Colombia
January, 2023

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Master of Arts in English Language Teaching

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Acknowledgments

I want to express my gratitude to God who has always guided my paths, blessed my life with the opportunity of getting educated and the blessing of belonging to a humble, hardworking and loving family. I am thankful to my father Gustavo, my mother María Eugenia, my grandmother Eloina, and my family for their support, guidance and love throughout this rewarding process. I also want to express my gratitude to my thesis advisor Sonia Jerez for teaching me passion and dedication for this wonderful field of research.

**Abstract**

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Online affinity spaces (OAS), whether formal or informal, have offered teachers of other languages an opportunity to share beliefs, values, interests, culture, but also to gain knowledge about different issues or topics. Furthermore, the social interactions held in these spaces are not only driven by personal interests but also by a desire to learn, innovate and self-direct their professional learning. However, even if OAS are usually held out of the classroom by teachers since they usually engage with new literacies such as social networks, webpages, blogs, or play video games, there is scarce evidence of studies among teachers of foreign languages and their everyday experiences, memberships, participation in OAS, and the integration of its features in their language lessons. Thus, this qualitative case study aimed at exploring five (5) foreign language teachers' online affinity spaces living and learning and the features conveyed in their language classes during the Pandemic Covid 19.

The study attempts to answer the following questions: How do teachers of foreign languages live and learn in online affinity spaces?, and, what features from Online Affinity spaces were conveyed in their language classes to provide a possible venue for learning during the Health crisis?. Data collection procedures such as online in-depth interviews, observations of video recorded classes, and the researcher's diary were used. Secondary sources such as visual evidence from the participants' interaction in online affinity spaces (OAS) was also considered. The results shed light on participants' profiles, portals, personal

and professional endeavors, content, and frequency of their participation in OAS. Most participants exhibit living and learning experiences in OAS driven by personal interests. They also demonstrate attempts to include OAS in their classes to construct social presence and support students' collaboration, networking and communication, joining students towards a common endeavor, guiding them to participate and share content in their lessons. Further research is suggested to continue exploring the possibilities OAS offer teachers of other languages to become independent and collaborative problem solvers, communicators, negotiators, and designers of texts rather than only consumers.

**Resumen**

Los espacios de afinidad en línea (EAL), ya sean formales o informales, han ofrecido a los profesores de otros idiomas la oportunidad de compartir creencias, valores, intereses, cultura, pero también de adquirir conocimientos sobre diferentes temas o temas. Además, las interacciones sociales que se llevan a cabo en estos espacios no solo están impulsadas por intereses personales sino también por el deseo de aprender, innovar y autodirigir su aprendizaje profesional. Sin embargo, si bien los EAL suelen ser mantenidos fuera del aula por los docentes, ya que suelen participar en redes sociales, páginas web, blogs o jugar videojuegos, existe escasa evidencia de estudios entre docentes de lenguas extranjeras y sus experiencias cotidianas, membresías, participación en EAL, y la integración de sus características en sus lecciones de idiomas. Por lo tanto, este estudio de caso cualitativo tuvo como objetivo explorar los espacios de afinidad en línea de cinco (5) profesores de idiomas extranjeros que viven y aprenden y las características transmitidas en sus clases de idiomas durante la pandemia Covid 19.

El estudio intenta responder a las siguientes preguntas: ¿Cómo viven y aprenden los profesores de lenguas extranjeras en espacios de afinidad en línea?, y qué características de los espacios de afinidad en línea se transmitieron en sus clases de idiomas para proporcionar un posible lugar de aprendizaje durante la pandemia Covid 19 ?. Se utilizaron procedimientos de recolección de datos como entrevistas en profundidad en línea, observaciones de clases grabadas en video y el diario del investigador. También se consideraron fuentes secundarias como la evidencia visual de la interacción de los participantes en los espacios de afinidad en línea (OEA). Los resultados arrojan luz sobre los perfiles de los participantes, los portales, los esfuerzos personales y profesionales, el contenido y la frecuencia de su participación en los EAL. La mayoría de los participantes exhiben experiencias de vida y aprendizaje en los EAL impulsadas por intereses y motivaciones personales. También demostraron intentos de

diseñar EAL para construir presencia social en el aula, pero también para apoyar la colaboración, la creación de redes y la comunicación en sus lecciones, mientras enseñan a los estudiantes a formar parte de portales y unirse a un esfuerzo común en clase, guiándolos a participar y compartir. contenido en sus lecciones. Se sugiere más investigación para seguir explorando las posibilidades que ofrecen los EAL a las lecciones de idiomas offer teachers of other languages to become independent and collaborative problem solvers, communicators, negotiators, and designers of texts rather than only consumers.

*Conceptos claves:* Espacios de afinidad en línea (EAL), nuevas alfabetizaciones, nuevos aprendizajes, oportunidades de aprendizaje, entornos informales de aprendizaje.

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**Introduction**

Social interactions between people faced challenges regarding face-to-face (F2F) communicative practices due to the way they were forced to interact during the pandemic Covid-19 pandemic. This global health crisis affected every country and in the field of education, teachers in schools, colleges and universities had to implement new teaching strategies to keep students and other staff safe from the public emergency while maintaining instruction using new literacies. These included practices such as blogging, video gaming, online social networking, editing wikis, creating music lists, and editing music videos, sharing and contributing to memes, creating animations, participating in interest- driven online forums or platforms and making Tik Toks to name some. These social practices can be described as different from conventional literacies on two dimensions: technically/technologically, and in terms of what we call a different "ethos" (Lankshear & Knobel, 2011 , Ch. 3).

These social practices held on the internet are more participatory, collaborative, and distributed, and less "published," less "author- centric," and less "individual" than conventional literacies (Lankshear et al., 2014, p. 98). And what has happened is the possibility that participants can be affiliated to OAS in which they "hold as their main purpose to develop the necessary skills to solve problems that are relevant for that group" (Gee, 2018, p.9). Hence, participants interact in their OAS according to their collective endeavor, working as a community to accomplish a common objective or goal. These affinity spaces addressed in this study are special interests' groups that offer learning that can either support personal or professional development. In AS people 'bond' first and foremost to an endeavor or interest; secondarily, if at all, to teach others" (Gee, 2009, p. 19), due to the fact that interest drives participation rather than relationship building, and people congregate to

share common values, beliefs, interests, and their participation gets maximized since they are motivated to do it.

However, teachers' participation in AS has not been the result of the Pandemic Covid 19 and long before, teachers have already been living and learning using online affinity spaces (OAS) on internet through social media such as Facebook (FB), Twitter, WhatsApp, YouTube, Hangouts, among some, to build "new avenues for sharing and accessing people anywhere" (Van Allen et al., 2019, p. 13). While there are others who have already been part of affinity learning sites where they can share web resources and engage in self-directed professional learning and networking (Prestridge, 2019; Trust, Krutka, & Carpenter, 2016).

Previous studies have explored the influence AS have on teachers' professional practices. For example, Carpenter et al. (2019, p. 2) have stated that teachers' motivation for using Pinterest can be related to their desire of engaging in academic communities to foster their teaching practices. This affinity space is not only used to share and get teaching strategies or ideas, but also to receive economic retributions for the content, materials, or ideas they provide to participants in this kind of virtual environment.

In the same line of thought, Friesen et al. (2011) claim that AS spaces such as Facebook, Twitter, provide teachers ideal conditions in which they can exchange ideas, materials, suggestions, and so forth, to improve their teaching practices. Not to mention that by participating in academic communities teachers have had the opportunity to gather and develop different teaching roles through their constant interaction (Kell et al., 2013).

In this sense, AS spaces seem to be an influence on the way teachers interact within virtual spaces since additionally to sharing ideas, they become part of online communities that will later provide professional experiences. It is through them that self-directed learning also occurs due to the "participation teachers hold in professional development websites" (Beach, 2017, p.63). Here web-based learning environments are primary sources of

information from general fields, that provide accessible opportunities for learning and contribute to teachers' repertoire of professional knowledge and instructional material (Demir, 2010; L.Stosic & Stosic, 2014; Wu & Chen, 2008) for professional growth.

However,  what has been going on in teachers' lives through the use of AS goes beyond the mere use of technology in the classroom. Curwood et al. (2012) suggest that theorists who espouse theories of social learning and Discourse might posit that "the ways in which technology seeps into literacy practices would depend heavily on the specific communities and the ways in which the new tools are or are not taken up" (p. 48). Therefore, it is necessary to bear in mind that contexts and situations change, and as Gee (2018, p.8) points out "powerful teaching and learning are taking place not only inside classrooms", then, they take place in different informal physical and virtual spaces where people interact, exchange ideas, communicate and create their own spaces due to similar preferences in affinity spaces or affinity groups.

Undoubtedly, today there is a concern about affinity spaces (AS) since today these "make available a range of opportunities to create, participate and learn" (Magnifico et al, 2018, p. 145). As educators are problem solvers, AS unlock potential opportunities for better learning and teaching, and allow teachers to be learners again and use them to join a "common endeavor " (Gee, 2004; Lammers et al., 2012) that can be related to their personal or professional needs. This implies that being a member of an AS is an opportunity to become part of a global community that shares struggles, fears, and joys, but who also needs to be supported and learn to support others. The pandemic did not constrict educators from joining and participating and rather whatever they have been doing has expanded, but evidence is needed on how this is happening in different contexts and populations.

Although, this study argues that the lock down during the Pandemic covid 19 could have brought changes among teachers of other languages on the range of possibilities to

interact, learn online and participate in AS while at the same time this could have influence their teaching, there is little evidence among teachers of other languages such as English and French on their living and learning in online affinity spaces and how they have conveyed OAS' features in their lesson to support their teaching. So far, we can only speculate that they built memberships, participated with others, collaborated, networked, and learned from multiple sources of information, developed new skills, and strategies for teaching and assessed students since they are apparently technologically savvy. Moreover, what is known is that most of them taught synchronous and asynchronous classes using platforms like Google Meets and used collaborative spaces such as Padlet, making use of different apps, web pages, blogs, and social networks, in order to continue achieving the aims of the curriculum but this does not provide evidence if they have been able to convey features of the OAS they use every day in their lessons to support their teaching.

Accordingly, this study explores foreign language teachers' online affinity spaces (OAS) living and learning but also the possibilities these offered to their teaching during the Pandemic Covid 19. The study attempts to answer the following questions: How do teachers of foreign languages live and learn in online affinity spaces? and what features from Online Affinity spaces were conveyed in their language classes to provide a possible venue for teaching during the Pandemic Covid 19?.

Regarding the significance of this study, it is essential to say that not only foreign language teachers will benefit from identifying their participation in OAS but also from understanding their nature and characteristics. The evidence can serve as a starting point for teachers to acknowledge that their lessons should not only include new literacies but also design OAS to support collaboration, networking, communication and self-directed learning while learning another language.

Likewise, the foreign language Department at University of Cordoba, can find evidence in this study of the relevance of identifying how teachers are making the most of their OAS to support their teaching or what is missing to really talk about the use of AS in teaching. Moreover, it is expected that this research study will shed light on public bilingual policies related to the importance of considering teachers' OAS since these have been registered as "informal practices" and have been set apart or considered illegitimate for not being part of F2F classes (Gee, 2018) but if these are well used can become sites of professional growth and agency for learning among teachers and students.

In the following sections, concepts such as literacy, new literacies as social situated practices, affinity spaces, components and features of affinity spaces, Sociocultural theory and affinity spaces will be explained. In a subsequent section, different studies regarding teachers' participation in affinity groups will be addressed. Following, the methodology addressed the research approach and design to collect data aiming to explore 5 foreign language teachers living and learning during the Pandemic Covid 19 is explained. For the purpose of this study, thematic analysis was implemented aiming to create themes and codes from the data collected. Findings, discussion, and conclusions are presented as well as the limitations of the study with suggestions for further research.

## Theoretical Framework

The following are the main underpinnings that support this research. Firstly, a definition about literacy from a sociocultural perspective is introduced since what is happening in OAS demands to understand that people do not only read and write but interpret and design meaning from text in different modes and media. This explains that teachers' meaning-making practices are situated in contexts with particular interests and needs which in turn demands a type of literacy that goes beyond reading and writing as two independent skills. Secondly, the concepts of new literacies and affinity spaces where new learning takes place are described. Relevant literature about each theory is presented to illustrate its connection with the current research.

## Conceptual Framework

### Literacy

One of the first concepts that this study highlights is the type of Literacy teachers hold today. While in the past, that is to say 10 years ago, literacy practices were printed, nowadays it has had some changes due to the use of blogs, social and academic networks, reading web pages, among others which are digital and happen online. These are practices which demand a kind of literacy that differs from the conventional definition of literacy as reading and writing as two independent skills (Street, 1984), and rather talks about what Street (2001) as cited in Perry (2012, p. 54) defines it as a social set of practices, linked to cultural settings and specific contexts. In this line of thought, this study sees literacy not as an individual practice that occurs isolated but as a social phenomenon based on collective principles, identity, beliefs, and knowledge, and described as a social practice (Street , 1984).

As a social practice, literacy allows different literacy practices. Barton et al. (2012, p. 6) state that literacy practices have been changing over the years, as society has done it as well. Hence, literacy is directly linked to the uses and reasons that reading and writing receive in people´s social contexts (Barton et al., 2000, p. 7). Indeed, a broader perspective has been adopted by UNESCO (2018, p. 2) that conceives literacy as "a means of identification, understanding, interpretation, creation, and communication in an increasingly digital, text-mediated, information-rich and fast-changing world".

In other words, today's definition of literacy is rather different from the one held years ago since to be literate today one must be able to interpret texts but also to design and redesign them to be part of a society that usually communicates online on the internet. In agreement with Kern (2000, p. 95), this study defines literacy as interpretation and creation of meaning from different texts in distinct modes and media. This definition, linked to Vygotsky's Sociocultural Theory, refers to the fact that learning is not only related to internal cognitive processes but also needs external factors such as social interaction, which also involves cultural issues, to achieve the learning outcome of the creation of meaning.

Of course, definitions are not always the same for everyone, but they can complement to have a better one. Several worldwide organizations such as The European Literacy Policy Network, The Organization for Economic Co-operation and Development (OECD), and The World Bank agree on the fact that the definition of literacy is closely linked to a group of cognitive skills that have to do with the process of enabling people to process, understand and produce output through oral and written means, in order to interact and socialize within social groups (UNESCO, 2018, p. 4). One hand, this study agrees that literacy is a cognitive process, but on the other hand, it also asserts that it is certainly a social practice, interwoven into larger social practices, and developed through apprenticeship and shaped by users to conform with social needs (Kern, 2000. P. 38).

Today even more than in the past, people in general and that includes teachers and students are developing a type of literacy that takes place in and out of the school. This literacy is used to participate with other people who are locally distant, communicate with them and share points of view while interacting either orally, or with a written format, designing texts with different meaning and purposes and in different contexts, using different media and modes.  In the field of education teachers are developing a kind of literacy that demands searching for opportunities to expand their knowledge and grow professionally out of the classroom, making use of the new literacies of the Internet.

### New Literacies as Social Situated Practices.

New literacies are understood by Lankshear et al. (2014, p.94)  as social practices that on one hand hold "a technological stuff" and on the other hold a "new ethos stuff" that allow people to participate, collaborate, communicate.  Following Lankshear & Knobel (2007): "...if a literacy does not have what we call new ethos stuff we do not regard it as a new literacy, even if it has new technical stuff" (p. 7). Therefore, just because literacies take place in virtual scenarios does not mean they are 'new', since it is necessary to set those literacies in social scenarios where human interaction enables negotiation to construct new knowledge or new learning. In the same line of thought, Cope et al. (2009, p. 168) express that knowledge as such is a product of learning since it is an ongoing process of meaning creation through social interaction within 'real world texts' in contemporary society and communities.

Moreover, new literacies have the endeavor of exploring how people interact and participate within new social environments and the new practices or skills people also develop (Lankshear et al., 2011, p. 53). These deal with the new ways and practices that have arisen due to the use of technological tools and the social interactions that take place within virtual environments. In this regard, Selwyn (2004, p. 370) states that ICTs have changed

people's lives and claims that new skills are needed to interact naturally in new social environments and highlights the importance of providing support from schools to enhance these abilities. When a person acquires and develops some skills that enable him/her to interact with the context and gather knowledge from real-world texts, is perceived as a literate person.

Indeed, human interaction means have been evolving throughout the past years due to the invention of virtual environments that offer similar interaction settings to those that happen in F2F interactions, also affecting the way in which social interaction and other human activities take place such as communicating with relatives or friends, sharing ideas or thoughts on social networks, or even looking for information on the Internet. Consequently, Lankshear et al. (2006) define these human activities as new literacy practices, since they enable meaning production, communication, and negotiation through 'encoded texts' in participative contexts (p. 64).

On the other hand, when someone is engaged with new literacies, this also involves using new skills and social practices which are necessary by the new technological tools and devices to interact in the new digital environments, where interaction occurs with communities through social networking platforms (Coiro et al., 2008, p. 703). Although, new literacies are usually assumed to be related just to technology, they also have to do with social interactions that these days take place in virtual spaces, which seek to generate and negotiate new meaning through multimodal texts. Talking about teachers, these negotiations take place in and out of their classrooms using digital devices, where there are interventions of individuals, who share their beliefs, culture, and values, constructing new knowledge and new skills to interact and socialize within online affinity groups and communities selected by teachers according to their needs and preferences.

In the same line of thought, Cope et al. (2004) as cited in Cope & Kalantzis (2009, p. 169) state that new learning happens, and this is related to the new virtual or physical spaces in which human interaction with texts occurs (p. 57). Thus, the previously described actions or 'stuff' are included in informal learning or formal learning, which can occur in schools or institutions or outside of them. In this sense, social interaction within the learning environment plays an important role since it provides learners collaborative opportunities through mediating virtual or physical environments in which they can develop 21st-century skills to interact with their contexts (Hoover, 2012, p.214).

Following a sociocultural perspective and guided by Lankshear & Knobel (2007) definition of new literacies, being literate today is not only about being proficient in a language, but it has to do with applying knowledge in social cultures to establish the exchange of information, to create meaning (p.4). Thus, new literacies are related to the integration of several means in which literacy takes part with the rise of technological and virtual spaces and tools since several areas of society including economy, education, entertainment, among others, have been transformed with the creation of new technological tools that have eased communication globally.

Regarding teachers of foreign languages such as English and French, they are probably using new literacies while participating in groups where they are able to acquire and enhance skills such as collaboration, create meaning through negotiation, or develop their agency which deals with their willingness to make their own decisions regarding their learning processes. However, since teachers have traditionally worked in isolation when planning lessons or learning for professional development, little motivation has also existed to reflect on their practice, sharing successful practices or connecting and learning from/with peers from the same profession (Gupta, 2014, p. 36).

Furthermore, teachers can use new literacies as social practices and these inform about the forms of learning and literacy taking place among them, but they do not necessarily belong to affinity spaces. These, and delving into Gee's (2004) concept of affinity spaces (AS), can be physical or virtual locations where people come together around an interest or affinity to engage with others and with texts in multiple modes. Today affinity spaces have become virtual environments where people with common ideals, interests, cultures, and so forth, congregate to carry out social interaction practices (Abrams, 2017), allowing them to join to convey knowledge to create meaning. These online affinity spaces also allow people to meet due to common and shared ideas, beliefs, or interests (Carpenter et al., 2020; Shafirova et al. 2020) and where diverse forms of participation as reciprocal exchanges of information take place. These are the spaces this study refers to since they happen in teachers' everyday life and somehow connect to their classrooms.

## Affinity Spaces to  expand the boundaries of the classroom

The concept of affinity spaces, first introduced by Gee (2004; as cited in Dominika, 2020) are places to which people are drawn by a common practice or passion. These also "focus on the idea of a space in which people interact, rather than on membership in a community" (Gee, 2013, p. 214) and where people can convey in "virtual or physical environments in which they congregate regarding their interests, thoughts and which overcome any barrier related to gender, race, country, and language" (Gee, 2005, p. 220). Hence, it

However, affinity spaces differ from communities of practice proposed by Lave and Wenger (1991) cited in Halaczkiewicz (2020) in which skilled practitioners trained their apprentices until the "independent performance of the latter". That is to say that AS are mainly learning groups that deal with participants' commitment and endeavor towards the

fulfillment of their own vocations and which do not bind by the membership (Gee, 2004). Instead, participation is open to all audiences, and the learning is not imposed by the master practitioner, and they can come and go at will (Halaczkiewicz, 2020).

Since many years ago, people have been actively participating in affinity spaces around a shared passion (Gee, 2004) and their participation offers access to authentic audiences who read, respond to, and even critique written work (Curwood et al., 2013 p. 677). That is to say when people participate around new literacies of social media be it Facebook to update a status, or in fanfic to share a story, in Twitter or WhatsApp to text others be the teacher or classmates, they are sharing a common interest or endeavor. But above all, there is obviously a motivation to share with an authentic audience, and this could be of value to educators who still are not aware of students' out-of-school writing in online spaces and neither understand how these can contribute to academic achievement (Buck, 2012, p. 15).

On the other hand, Magnifico (2018, p. 2; as cited in Greenhalgh & Koehler, 2016) states that: "Although Gee's work on affinity spaces has perhaps been most associated with video gaming and fan cultures, there are AS, which do not belong to schools, and allow to share ideas with other members of affinity communities. Curwood et al., 2013 (p. 683) suggest that these can permit to expand the boundaries of the classroom, motivating students in new and complex ways to engage with reading, writing and designing.

Nonetheless, there is evidence that affinity spaces have also been employed for participation in collaborative virtual spaces to get information and share materials or own ideas on different topics. For example, Carpenter et al. (2020, p.2) describe affinity spaces like Pinterest or Teachers Pay Teachers as practices of teacherpreneurship, since educators are not only participating in those spaces through the exchange of information, but they have opted also to participate to receive economic retributions when people get access to their

contents.

In the same line of thought, Harvey et al. (2018, p. 397) suggest that teachers also have accessed social media to 'fulfill' their necessities related to 'professional identity, community, and affective support'. Educators, for example, have been implementing Twitter to create academic and learning communities in which participants share ideas regarding their professional practices (Tang et al., 2017, p. 98). Their participation in social networks has provided them with online spaces with the same settings that physical spaces offer, so social interaction takes place.

Therefore, if there are 34.73 million Internet users in Colombia (Kemp, 2020), it is very likely that teachers of other languages as well students, are producing multimodal transformative works, including videos, Tik-toks, podcasts to demonstrate their participation and communication with others who speak the same language.  However, beyond saying that these spaces are only for hanging out with friends and acquaintances, it is necessary to say that learning also happens online, this according to Moore (1997, p. 25) requires a high degree of self-motivation, self-discipline, and self-direction and depends on the extent to which one can learn autonomously and without directive.

Furthermore, learning whether F2F or online for personal or academic purposes does not happen in isolation, Vygotsky (1978) illustrates the essentially social nature of human learning and emphasizes that cognitive understanding and the personal construction of knowledge depend on relations with others. In this view, today's teachers have reimagined their world by doing peer networking (McLaughlin & Talbert, 2006; Hargreaves & Shirley, 2009) and affinity spaces show that there are positive effects of the use of new opportunities for connection, collaboration, and content sharing (Li et al., 2015, p. 4) to construct social presence and learn to establish academic or personal relationships.

## Components and features of Affinity Spaces

The affinity spaces and according to Gee (2007, p. 94) hold two components: "*Portals and a common endeavor*". The portals are gateways allowing access to the affinity space or the entities used for the people to enter the space. Common portals are, for example, discussion boards and fanfiction websites. The second is *the common endeavor*, and this is the passion that captivates the participants and may include interests and favorite practices. These affinity spaces also hold features or characteristics and Gee (2013, p. 174) presented some:

## Table 1.

*Affinity spaces features*

| Number | Affinity spaces' features |
|---|---|
| 1 | People in AS congregate due to a common endeavor based on shared values, ideals, interests, etc. |
| 2 | Participants in AS are not limited by a range of age. |
| 3 | Members' levels of expertise vary from newbies to masters in the endeavor space. |
| 4 | Participants in AS can produce and not just only consume since content varies according to their interaction in these online environments. |
| 5 | Content is transformed by participants' interaction since most of it is not only produced by experts, companies, or designers but is also designed by participants of any level of expertise. |
| 6 | Affinity spaces aim to encourage participants in producing and sharing knowledge. For example, comments about tutorials, stories on Instagram, or TikTok about DIY (do it yourself) videos, and so forth. |
| 7 | Participants can contribute to producing the amount of content they desire according to their own interests. |
| 8 | Participants' contributions are valued in affinity spaces since they increase diversity regarding content. |
| 9 | AS honors participants' built-up knowledge due to the role participants adopt as leaders or designers of their own content. |

| 10 | Participation in AS varies according to participants' purpose in the virtual environment. |
|----|-------------------------------------------------------------------------------------------|
| 11 | Participants can adopt several roles when interacting in AS according to their personal strengths and abilities. |
| 12 | Affinity spaces enable and encourage participants to adopt the role of leaders since they do not have "bosses". In other words, participants become leaders when interacting, and leaders participate as members. |
| 13 | AS promotes diversity among participants, even though they have distinct cultures. |
| 14 | Participants in AS are expected to produce both individual and collective learning. |
| 15 | There is no delimitation between work and play in AS since all the content and interactions are done towards a common endeavor or interest. |

*Affinity spaces' features (Gee et al., 2012)*

Accordingly, these spaces integrate several features and provide a possible venue for second language learning (Halaczkiewicz, 2020). Previous research has explored applications of these spaces which contribute to the improvements of reading, (Steinkuehler, Compton-Lilly, & King, 2010) and writing (Black, 2007) for both native and non-native speakers. Furthermore, as language learners need a common point to congregate and participate in spontaneous ways, therefore, the word "Affinity" receives such value, since it covers all the important features for those members in affinity spaces to interact and exchange ideas.

Therefore, AS that happen mostly online such as video games, social networks, fandoms, and academic platforms, offer the same characteristics to those spaces where F2F interactions take place since those kinds of interactions are just adapted to how participants interact.  It is not very much known if there is a connection of these features to the foreign language classroom, bearing in mind that today people including teachers participate and communicate using them.

Finally, given that literacy is made up of ever evolving social practices (Wenger,

1998), foreign language educators in this context would do well to find how they are using AS and if they are being creative enough in their classes to encourage digital literacy practices that inspire students to experiment, create, and produce tests rather than only consume them.

## Sociocultural theory and affinity spaces

Humans as social beings have the ongoing need to interact, communicate, express ideas, feelings, and so forth. Therefore, people seek to comprehend others by establishing social activities and interacting. In this sense, some theories state the importance of social interaction in terms of second language acquisition. In this sense, Vygotsky (1978, p.48) depicts the importance that social interaction has on the meaning-making process since teachers and learners are in constant negotiation with their context. Thus, social interaction provides them opportunities to gather stimuli from context and transform those stimuli into new knowledge through mediated artifacts present in the environment. In other words, there is an intricate relationship between mental processes and communication, meaning learning is heavily imbued in social interaction (Hickmann 1985, Mercer 2004).

Following Vygotsky, learning is a social activity (Vygotsky et al. 1978; Wertsch, 1985) cited in Mahan et al. (2018, p.3), and in line with him, 'the most significant moment in the course of intellectual development […] occurs when speech and practical activity, two previously completely independent lines of development, converge' (Vygotsky et al. 1978, 24). Likewise, Lankshear & Knobel, (2011, p. 50) assert that through virtual spaces, teachers develop their social and cultural agency, then, they can create, share, and negotiate meanings as active participants within those groups. Thus, the sociocultural theory depicts the importance of interaction and culture within the creation of meaning through the interactions participants establish among them.

Additionally, Gee (2017, p. 11) states that participants in affinity spaces do not only generate knowledge, but provide participants with skills such as writing, speaking, listening, and consolidate their identities. In this sense, participants internalize and practice shared values, feelings, and beliefs as members of those spaces, in which they also create their own virtual identities, as a result of their daily participation in them.

In search of evidence that could support this view, there are studies conducted in online affinity spaces which can be labeled as informal spaces such as video games. Here young members participate, interact, exchange ideas, feelings, interests, and a common endeavor. Also new learning also happens where meaning is negotiated. Evidence from Corredor et al. (2014), who sought to explore the role of affinity spaces in bilingual interactions of a group of 32 videogamers in Bogotá - Colombia, reveals that a game can be an online environment and a mediated space in which problem-solving opportunities arise, and allow gamers to face similar linguistic behaviors to bilingual speakers. That is to say that Massively Multiplayer Online Role-Playing Game (MMORPGs) communities can enhance their participants' reading and communicative skills when interacting in realistic situations in which they develop their l2 skills. In other words, online interactive spaces such as video games, offer people the opportunity to participate in situations similar to those in which native speakers interact while developing and enhancing those skills through social interaction.

In this line of thought, and following Jewitt (2006) who reminds us that the ways in which digital literacies contribute to learning depends on how these literacies are used, it is not enough to hear that teachers of other languages are digital savvy and use new literacies in the classroom. Rather, it is necessary to find out the extent these educators can support students' digital literacy practices by inviting their online affinity spaces into the classrooms so they can observe and assess how students are engaging in these practices. Also thinking of

students as digital agents who already possess ways to create affinity spaces and encourage apprenticeship models can enhance learning around digital literacy practices.

## Literature Review

The following studies that have gone beyond the traditional view of using technology as a means for achieving a goal and rather these have investigated affinity spaces from a sociocultural scope which allows participants to communicate and create collaborative spaces where they share common beliefs, values, interests, affinities, and endeavor towards a specific topic and out of the classroom for personal purposes, and some of them will be reviewed in the next section. Thus, the following lines report studies informed by the concept of affinity spaces (Gee, 2005). The analysis describes the purposes for which these are held, and the collectively meaning-making process carried out by participants.

### Affinity spaces: uses and purposes.

In the last decade, researchers have investigated the impact that social media and online communities have on people's lives, where the emerging use of new technologies have allowed people around the world to communicate, collaborate and congregate in virtual and physical spaces, to share common likes, values, and cultural issues. New literacy practices have arisen with the implementation of new technologies where people create virtual communities ( Leu et al., 2017, p. 1570), also called affinity groups (Gee, 2017, p. 29), where not only youth but teachers as well seek to accomplish different purposes out of the classroom by self-directing their access and autonomously learning to be part of communities and groups.

First, there are studies related to the use of social networks as affinity spaces where not only personal but professional communication is held. Firstly, Carpenter et. al., (2020) conducted a survey study to identify the reasons why educators use Instagram and the ways they implement it for personal and professional matters in a group of 841 teachers. This study revealed that educators use virtual platforms such as Instagram for both personal and professional matters so that they can accomplish their personal purposes to communicate or get entertained through the use of those social networks, to start also using them as means to gather academic knowledge to mobilize to their classes and enhance their teaching methods, not to mention that over half of the participants described building an educator community or support network and collaborating with other educators as major reasons for use. These findings begin to delineate how and why educators use a popular social media platform, Instagram, at least in part for professional purposes.

Secondly, a qualitative study conducted by Rosenberg et al. (2016) examined Twitter as an affinity space through the exploration of 47 State Educational Twitter Hashtags (SETHs) across the United States. In this study, the researchers collected over 550,000 tweets for 6 months to gather insights concerning participants, their active participation in Twitter, and when the participation occurred. This study explored how teachers' participation in this social network supported their affinity groups and their professional development. Findings suggested that this affinity space provided social settings for active participation to its users due to the constant debate and exchange of new topics within the Education field, which provided teachers with some essential skills for their teaching. Interestingly, participants in this study reported that most of them initially used Instagram for non-personal issues, however, 25% of them have used this social network to improve their teaching practices when looking for advice, materials, and innovative strategies to apply in their environments.

Thirdly, the social network Twitter has been used by teachers to connect and talk with one another, sharing their thoughts and links to resources, using a hashtag that facilitates reading groups of tweets on the same topic. Britt and Paulus (2016) investigated #Edchat where users can either follow to read about educational topics, write large, or include in their own tweets to extend their audience to other educators. This study of #Edchat, studied a group of educators who meet weekly on this social media site and investigated informal professional development through the lens of best practices in professional development and communities of practice theory.

During the involvement in Twitter, participants could choose a topic (through online voting) and post thoughts, information, and responses on Twitter using the hashtag #Edchat. The study's results showed best practices and communities of practice including a focus on participants, extended duration, emphasis on content, sustained mutual relationships, rapid flow of information, and sharing of resources. Connections to and participation in the weekly chat positively supported participants' professional learning and development, in large part because participants could connect with others to regularly engage and discuss education-based topics as well as share resources and ideas.

Fourthly, Gómez-Martínez et al. (2021, p. 456) conducted a study that aimed to analyze the educational content focused on teaching shared by the Ibero-American community in Spanish through the case study of #ElClaustrodeIG on Instagram, as well as the analysis network of users who share experiences and good practices in this social event. Additionally, researchers analyzed Instagram posts using the hashtag #ElClaustrodeIG to track and explore the use of the content published by them.  In order to collect data, they implemented self-administered questionnaires on 130 users of this hashtag on Instagram which were previously verified by expert judgment.

Results revealed that most publications involved good practices in elementary and pre-school education, and most users believed that Instagram was an essential space for non-formal learning, applying many shared good practices to the classroom. Hence, technologically mediated spaces such as Instagram provided educators in the study with collaborative spaces in which they can exchange information regarding affecting teaching practices among colleagues while benefiting from their participation in those virtual environments.

These studies previously stated have explored the ways in which affinity spaces are integrated into teachers' lives for professional purposes. Following Gee (2004) people learn best when their "learning is part of a highly motivated engagement with social practices which they value" and that "space is a constructive concept for understanding how learning occurs" (p. 77). In this regard, participants in the previous studies chose to participate in these online spaces out of an interest and because they were motivated and engaged to participate at their pace and time since there was a purpose to do so.

Likewise, these studies have also highlighted the use of social networks such as Twitter and Instagram which are usually understood for personal purposes, but in the hands of teachers, they were used to find academic information and support their teaching practices. Furthermore, they show implications for teachers' professional development and suggest directions for future research on affinity spaces such as social networks as opportunities to learn about the content and interact with other people. Also, they have been carried out under a sociocultural scope, and the focus has been on participants' communication, collaboration, and creativity in affinity spaces where they share common beliefs, values, interests, affinities, and endeavor towards a specific topic and out of the classroom.

There are also studies that have investigated the influence affinity spaces have on teachers' professional practices and the new learning these foster inside their language

classrooms. Syahruzah (2020) carried out a case study to explore the effect of affinity groups in an EFL (English as foreign language) classroom at the University of PGRI Yogyakarta, Indonesia, and measured the reading comprehension of 19 students before and after the implementation of a pre-test and a post-test. Even though the purpose of the study aimed to explore the possible effects of affinity spaces in EFL students, researchers conceived the idea of affinity groups as a technique.

Therefore, researchers did not explore the affinity spaces or communities where those students interacted and the natural purpose those students had to interact in those communities, leaving aside the collaborative and interactive essence of OAS, focusing on the instrumental use of technological tools. Besides, researchers created some meetings where those students were able to study together and get prepared for the pos-test. Although researchers did not explore the natural spaces where those students interacted and created some spaces to reach a certain goal, they were able to build a space where those students worked and studied collaboratively.

Other researchers (Machin‑Mastromatteo, 2012) have investigated the impact affinity spaces such as social media and social networks have on people to generate new learning and enhance new skills. In this sense, they conducted a study implementing the DORIS approach "Doing Online Relearning through Information Skills" to investigate the emerging aspects, challenges, and opportunities in higher education after integrating social media within learning environments in two groups of international LIS master's students. Therefore, blogs, questionnaires, a diagnostic test, semi-structured interviews, and reports regarding students' social input were implemented. As a result, findings shed light on the positive influence affinity spaces have on teaching and learning practices that are mediated by virtual environments and tools when offering collaboration among participants.

In the implications, educators were called to provide and implement similar spaces to mediate learning through active social interactions with all students. Rather than adapting lessons to learning environments like social media, teachers present different perspectives to learners about these affinity spaces' pedagogical implications.

The studies previously reviewed have been carried out focusing on the interaction people have within affinity spaces, under the scope of new literacies, considering its differentiating factor of a "new ethos stuff" which goes beyond the mere use of electronic devices and the newness of technology to accomplish the same objectives of traditional means. These studies have highlighted relationships to the creation, exchange, and negotiation of ideas that take place in digital environments. (Lankshear et al., 2014, p. 98). Additionally, it has been shown that learning does not only take place in formal settings such as schools, universities, or formal institutions, but also in informal settings out of the classroom in social networks, fandom websites, wiki sites, video games, and so forth (Alberti, 2008; Vásquez-Calvo et al., 2019; Gleason, 2018; Leu et al., 2015; Mahmoudi-Shahrebabaki, 2019).

There is another group of  studies regarding the use of affinity spaces to foster new learning and skills in the classroom. For instance, Van Allen et al. (2019) carried out a qualitative study to explore useful virtual tools to design practice-based learning experiences through the implementation of collaborative spaces and create pedagogical content towards the execution of meaningful teaching and learning experiences. This study focused on teacher candidates and their pre-kindergarten classrooms in a school in the United States. To this end, observations and lessons' video recordings were implemented to collect data. Thus, findings revealed that neither collaborative tools and environments are explicitly taught in teaching preparation programs, nor their pedagogical purposes and usefulness in teaching practices. In this sense, providing teaching candidates with this set of tools, developed their 21st-century

skills, not only to implement them when collaborating with colleagues but when fostering those practices inside their classrooms.

In the same line of thought, Merchant (2009) carried out a research study that aimed to explore how participation relates to Web 2.0 and new literacies through the use of some variations of this concept to demonstrate its relevance regarding its connection through the implementation of Blogs, in an elementary school in Canada. In this study, findings revealed that social participation in Web 2.0 involved learners within online communicative interactions. However, it is concluded that participation was not closely related to a face-to-face (F2F) interaction regarding time and place. Also, it suggests that Web 2.0 provides participants meaning-making interaction when developing collective interaction activities. In other words, social interactive spaces such as Web 2.0 provided participants several opportunities for active interaction, where information exchanges took place to create meaning collectively.

Therefore, students' participation in online affinity spaces such as blogs, learning platforms, and portals found through Web 2.0 provide participants collaborative spaces, where interaction takes an essential role in meaning-making since members are constantly exchanging information, designing and consuming content, and adopting roles according to their own purposes.

In contrast with the main purposes of OAS have, which is a differential factor that consists on the members' participation in portals (social networks, platforms, video games, among others), due to a common endeavor, there have been other studies (Hutchison et al., 2014; Tayebinika et al., 2012; Shih, 2010; Sun et al., 2012; Huang, 2013) that have attempted to be included in the scope of new literacies and affinity spaces but these have only considered the use of a "technological stuff" (Lankshear et al., 2014, p. 98), which consists of the implementation of electronic devices to achieve some learning outcomes, leaving behind

members' participation and collaboration. These studies are not included in this investigation since what it is aimed at studying is teachers' participation in OAS to learn content, participate and interact with others and not to highlight technological newness only.

On the other hand, online affinity spaces are evident in professional environments, where experts congregate to share knowledge regarding common topics of interest. Thus, Gómez-Martínez et al. (2021, p. 456) conducted a study that aimed to analyze the educational content focused on teaching shared by the Ibero-American community in Spanish through the case study of #ElClaustrodeIG on Instagram, as well as the analysis network of users who shared experiences and good practices in this social event. Additionally, researchers analyzed Instagram posts using the hashtag #ElClaustrodeIG to track and explore the use of the content published by them. In order to collect data, they implemented self-administered questionnaires on 130 users of this hashtag on Instagram which were previously verified by expert judgment. Besides, results revealed that most publications involved good practices in elementary and pre-school education, and most users believed that Instagram was an essential space for non-formal learning, applying many shared good practices to the classroom.

Hence, technologically mediated spaces such as Instagram have provided educators collaborative spaces in which they can exchange information regarding affecting teaching practices among colleagues while benefiting from their participation in those virtual environments.

In the previous studies, it is common to find the influence affinity spaces have on participants who belong to them and have a personal interest but while doing it new learning is acquired from their active participation. This review of studies suggests the positive impact that affinity spaces have on people regarding not only that they can collaborate and communicate with others but on the development of their language skills due to their constant

interaction with them. Nonetheless, these studies lack a description of the features of AS included in their classes.

# Methods

In these sections, we describe the research approach and design as well as the data collection procedures, the participants, the context of the study, and the type of data analysis that were used during the study.

## Research approach and design

With the expansion of students and universities participating in online learning, it is mandatory to investigate what teachers are doing to cope with their professional needs and interests in online environments but also how this supports their teaching practice. In this view, this qualitative research study first explored teachers of foreign languages (English and French) participation in online affinity spaces (OAS) to better understand their living experiences and learning. This study is aligned with the constructionist epistemology since meaning is created as individuals who engage in the world around them. Crotty (1998) described constructionism as "the view that all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of the interaction between human beings and their world and developed and transmitted within an essentially social context" (Crotty, 1998, p. 42). This is exactly what this study wants to pursue when exploring teachers' OAS to understand the type of interactions held and constructed among their professional and personal needs.   To do so a qualitative scope allows that all the data collected will be interpreted by the researcher.

This study also used a case study design to explore teachers living and learning in affinity spaces. Following Stake (2000) one of the defining features of this method is attention to how local meanings are made through the researcher's continuous reflection and

analysis of data. The point of case-study research, then, is to learn enough about a particular phenomenon, in this case, teachers' OAS, so that readers can "experience these happenings vicariously and draw their own conclusions' (Stake 2000, p,450).

As an exploratory study, it first identified participants' online affinity spaces as well as the living and learning taking place there, and then the connections they made of the Online Affinity spaces features to their language classes during the Pandemic Covid 19. Additionally, an analysis of visual data and in- depth examination of how, and why, OAS are spaces to learn and support their teaching was made.

## Participants and context

The present research study proposal was carried out with 5 participants who teach English and French as foreign languages in Monteria, Córdoba. Four of the participants work at the University of Cordoba. Three teach English and one teaches French at the Licenciatura Program and at the English Language Center from the same University. Only one of the participants teaches English in a private school. All of the participants have either graduated from the University or work for it. They also hold a master's degree on teaching foreign languages and have frequent interaction on the Internet for personal and professional purposes. To protect their identity pseudonyms were used as follows: Grace, Emily, Caroline, Joseph, and David. Their participation in this study was voluntary since they were willing to share their personal and professional literacy practices in their online affinity spaces and explore their connection to their classes.

## Intervention

Tabla 2.

*Intervention*

| Data collection instrument | Description | Purpose |
|---|---|---|
| In-depth interviews | 2 with each participant | Collect data regarding participants' living and learning in OAS and to provide information about the connections they made of their OAS to the classroom. |
| Video recorded interactions in OAS and classes | Video recorded moments provided by the participants and related to their living and learning with OAS were observed | Identify instances in which participants participated, collaborated, negotiated meaning and communicated with others in OAS. |
| | 3 Video recorded classes during the pandemic Covid 19 were observed for each participant. | Identify the OAS' features teachers mobilized to their classes. It is essential to state that data displayed and analyzed in this study includes evidence from the participants' OAS and from their video recorded lesson during the lockdown in 2020 when there were government's restrictions for meeting people face to face, and teachers had to look for alternatives to keep communication with students, keep learning and working. Evidence from the interviews and other documentary data was collected during the second semester in 2021and first semester of 2022 to provide a broader understanding of the participants OAS. |
| Researchers' diary | This was followed during the study | As a researcher I followed a diary to register the instances in which participants' engaged with OAS and also used it to reflect on their participation, communication with others. My notes allowed me to think about how data answers the research questions, but also informed me on other questions for the interview. |
| visual data from Screenshots | These were used to initiate the interviews and guide the participants narratives of their living and | Screenshots provide vivid examples of members' active participation and the content they designed and consumed in OAS. Those served as a starting point to conduct the interviews and find out about |

|  | learning in OAS and their connections to the classroom | their living and learning in OAS as well as to identify the connection they made with their classroom. |
|---|---|---|

## Data collection

For the purposes of this research, it was decided to employ semi-structured interviews, observations of video recorded classes or participants' interactions in OAS; a researchers' diary was used as means to register events during the investigation, and visual data from screenshots. First of all, according to Powell (2005), in-depth interviews are personal and structured interviews, whose questions can vary or change according to the progress or path of the interview, and whose aim is to identify participant's emotions, feelings, and opinions regarding a particular research subject. That is to say, that the main advantage of semi-structured interviews is that they involve personal and direct contact between interviewers and interviewees.

Regarding the observations there were done either video recorded classes or while watching the participants navigate and interact in OAS. These observations and following Rustin (2012, p.17) combine participation in the lives of the people being studied with the maintenance of a professional distance that allows adequate observation and recording of data. However, as the current research study attempted to explore human interaction in online spaces, observations were employed as a data acquisition means (Charnet et al., 2014, p. 217). They were helpful to explore the participants' online affinity spaces, their living, learning and how these were mobilized to the classes and the features conveyed.

The researchers' diary (Engine, 2011) was a helpful tool to keep track of teachers' interactions, roles adopted, the portals where they participated, collaborated, and exchanged information with other participants. Besides that, it offered the possibility to focus on specific

aspects of the way participants interacted in their OAS regarding the content they consumed, downloaded, or shared.

## Ethical issues

There were ethical issues considered with the purpose of overcoming participants' anxiety when the researcher scrutinized their personal literacy practices for living and learning in OAS. This implied dealing with some difficulties of morality when unpleasant situations arose and demanded to avoid them. The researcher always adopted the role of a "lurker". This in order words made the participants in the OAS unaware of him even though he had been given the role of an outsider with previous consent. While doing it, the researcher had to know that the Internet and the use of the screen name did not guarantee anonymity among participants (Steinmetz (2012, p.36).

## Data Analysis

This research study implemented a thematic analysis to examine the way in which teachers lived and learnt in OAS as well as how the features these hold, were connected to their language lessons. According to Clarke et al. (2014, p. 1948), thematic Analysis offers researchers the possibility to go deep in the studied matter, through analyses in terms of identifying patterns along the data collected, creation of codes, naming themes, and the generation of a final report. The following chart will illustrate the six stages this case study study followed:

Tabla 3.

*Analysis stages*

| Stage number | Stage name | Description |
|---|---|---|
| 1 | Data collection and analysis | Collection of data through the transcription of |

| | | in-depth interviews, and observations from OAS and video recorded classes as well as data coming from the researcher's diary. |
|---|---|---|
| 2 | Generation of initial codes | Creating codes according to the analyzed data, considering general trending in the data collected. |
| 3 | Search of themes | Initial search regarding more information connected to the created codes. |
| 4 | Reviewing and sorting data to themes | Checking the information categorized into the created codes. |
| 5 | Renaming and defining themes | Recreating themes according to the information gathered from the general codes. |
| 6 | Final report production | Creating the final report in which the information was analyzed for the last time, and also, included an analysis connected to the research questions and the main underpinnings of the current research. |

Therefore, the data collected and analyzed through the different stages of thematic analysis, were also analyzed through the implementation of Triangulation. According to Campbell et al. (2020, p. 131) "Triangulation" is defined as a verification process in which researchers increase the legitimacy of their study by comparing different points of view with different data collection methods. Besides, triangulation is a mixture of two or more theories or methods in one study of a particular phenomenon. Moreover, Olsen (2004, p.107) mentioned that some authors' argument for 'triangulation' is just for increasing the wider and deeper understanding of the study of a phenomenon. In other words, triangulation is not only used to validate data or theories, but it helps researchers increase their understanding of a specific topic. Ibn this study, it provided the opportunity to contrast the different themes regarding the living and learning of teachers and their mobilization to their classes during the pandemic Covid-19.

# Findings

This study explored teachers of foreign languages living and learning in online affinity spaces (OAS) and how the features these spaces hold are conveyed in their foreign language lessons to support their teaching. This chapter reports findings from five cases: David, Grace, Emily, Caroline and Joseph. A personal profile for each case is stated so that it was possible to understand their living and learning experiences in OAS. Participants also shared the portals or spaces in which they participate, communicate, and interact, with others, towards a common personal or professional endeavor. Information about the rules and norms followed in these portals, frequency of their participation and their roles are included. Secondly, participants' attempt to mobilize OAS to their language classes is reported as well as features from these conveyed in their lessons during the Pandemic covid 19.

## Teachers' Living And Learning in OAS

The first participant is David, a 31-year-old teacher of English and who works at the English Language Center at University of Cordoba. In the first interview David was asked about the spaces on the internet where he held interaction, participation, and collaboration and used English. He immediately referred to a video game or portal which allows him to hold a personal endeavor which is to participate with other gamers in the foreign language. From the video game he further explained he participates in another portal which is Discord, a live streaming platform where he shares live videos with multiplayers. David notices that although the game has audio or text chat features, he and his friends prefer Discord because it affords the option of private servers (i.e., spaces within the platform where users could gather to chat via text or audio).

According to him, there is a motivation towards gaming and David stated: "in my free time I Ike playing a game called Saint Seiya Awakening ".  He further stated: "I have been

playing this game since 2019 with friends and acquaintances I met while doing so".  David

enjoys playing the video game due to its narrative and expanded "..it is like the manga Zodiac

Knights". He explained he has a joint endeavor which is to train knights of the zodiac,

winning battles as a single or as a multiplayer and always communicating in English. In his

description of the game he commented: "here, we fight and win battles as a single player or

as multiplayers". In other words, in the game he has created a joint endeavor which is to train

knights of the zodiac, winning battles as a single or as a multiplayer.

After years of playing and particularly during the Pandemic Covid 19, David reported

in the first interview that he had enough time to play at home and said "the game was a space

where I felt a sense of community where my participation was usually driven by my  passion

as a video gamer and where interactions happen always in English".  David also highlighted

"the game itself guides us to build community since you are forced to log in daily and interact

with all participants to practice and win battles". Here, David emphasized the  word

"community" because according to him there is a sense of collaboration among members,

considering they have common goals, when they win battles, and their group gets a score  and

elevates the group's ranking.

While participating in the video game, David also described another personal

endeavor which is practicing and improving his English language skills and particularly

writing since while communicating with other people they have to speak English.

> "My participation has helped me to improve my writing in English a lot, since
> everyone in the game likes to write on the WhatsApp group, and it is mandatory to
> write in English. this has allowed him to recognize that communication is also
> through writing within the game and out of it".

His interactions do not only happen in the video game, but he uses other portals to

maintain communication and refers to WhatsApp as another OAS designed to stay in

constant contact with other gamers and avoid the drama that sometimes occurred on the video game chats, which David described as mostly "uncomfortable".

Screenshot 1

David's WhatsApp conversation with friends from the video game
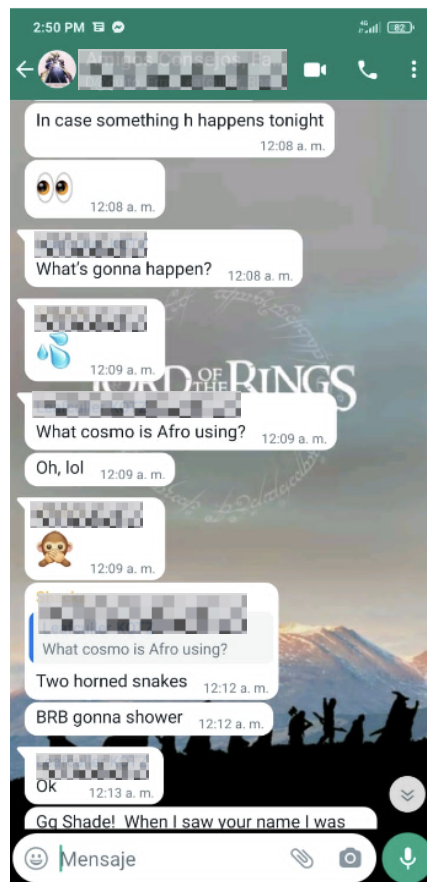


As displayed in the previous screenshot, David also participates with more people in another OAS: WhatsApp, which is more private. Here, his membership does not go only around the topic of the video game but rather it has expanded, and members talk about politics, TV shows, news, manga, anime, among others. It means that David's interactions with others does not happen exclusively while playing the video game but has transcended to other spaces to share common interests which is one of the features of OAS.  For example, in one of his posts in WhatsApp David asked a question: "what do you guys think who will win

the elections in Colombia?". This conversation was held in English and other people who were not from Colombia engaged and participated giving their perspective on the topic. Conversations also went around tips and suggestions to improve their skills towards the "Saint Seiya Awakening" game.

While holding a common endeavor or interest with the group, there were daily contributions sharing memes, pictures, videos, or links related to a wide range of topics. His participation in the OAS seems to provide David with the possibility to produce individual learning and collective learning on different topics. This was valuable for all in the group and improved their performance towards the game. Furthermore, in the WhatsApp group, he shared links of videos so that the group can improve their performances in the game, stating "Go to the following link, and I suggest you guys try to improve your weapons and armors to increase the possibilities to win the next battle". This has demanded him to look to specific video game subreddits (i.e., forum-based communities on Reddit dedicated to specific topics) where he finds tips and tricks for video games.

On the other hand, David's interactions always demand him to use English to communicate in the game since many gamers are native speakers of English or there are others who simply speak the language while talking about the game. Also, during these interactions, David usually offers feedback related to their performance in the game probably due to his expertise. In this regard he commented how this has helped him to learn English:

> "When these meetings are held, especially in Discord, they are native people from the USA using expressions of the game that suddenly when you have it set in Spanish, you don't use and understand. When talking and listening with native people, native speakers, because obviously it helps to strengthen your own level of both listening and speaking".

David is also aware that this is an opportunity to use the language with the community of gamers and for authentic purposes. He transcends the conversation to another OAS where

the conversation about the game continues only that this time the conversation is private and only with an exclusive number of members who are a team:

## Screenshot 2

David's WhatsApp interaction with friends from the video game



As David's narrative addressed through his personal interest towards video gaming he has learnt a lot of English either while texting or speaking. His evidence pointed out a bond towards an OAS because he likes playing and he can do it in English.

David's participation in the Online group of the video game has also demanded him not only to enjoy playing video games but also learning about the rules to be part of the community. The first one is that playing must be done every day. Indeed, he highlighted "all of us must join every day to the game to keep track of our goals and improvement". He

further explains that the game also forces participants to carry out daily, weekly, and monthly

activities:

> " because practically being quite active at certain times of the day you must be connected to be able to carry out these tasks that the game itself requires; and the other rules of the second that I am talking about, are already rules, outside the game, that is, they are agreed with the other members of the community, but they are not mandatory or are not imposed by the game itself, but rather, concerted and agreed with the rest of the community"

The second rule they hold as a community is that communication does have to happen

not only orally but through texting. This occurs either through WhatsApp or through Discord,

where David can text or talk with other gamers.

## Screenshot 3

### David's Online Affinity Space
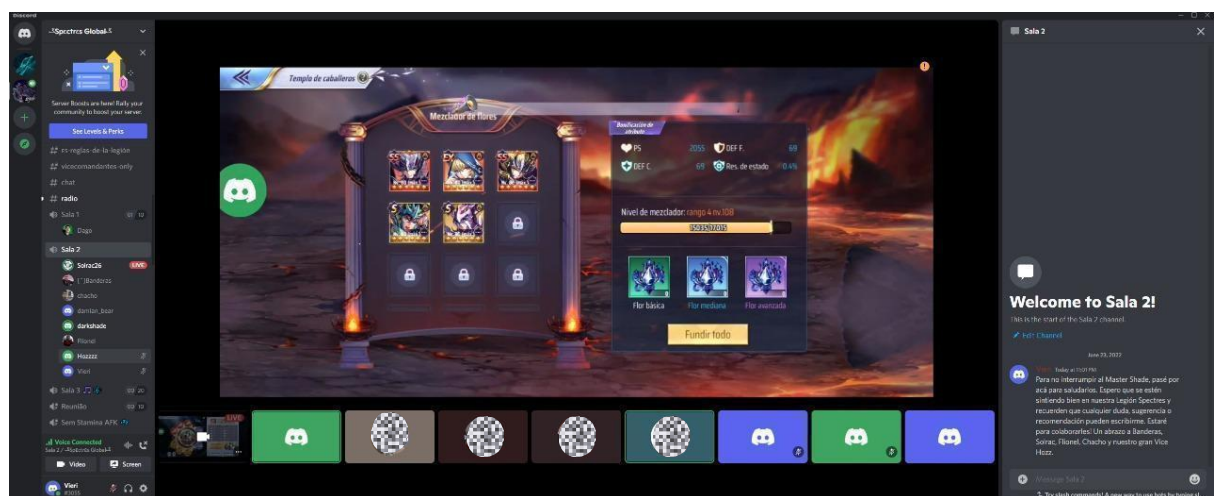


Communication as he explained must be respectful, tolerant and avoid sharing violent

images or promoting pornographic content. David stated:

> 'Sometimes, our group has mixed language interactions among all the participants in the group, since most of us are Hispanic speakers; however, there are some members from the USA, that is the reason why we use Discord, for interacting, commenting, and live streaming.  Most of our interactions are in English, we rarely use Spanish to communicate".

As a third rule, players must have good behavior "this game has rules about good behavior, using the right vocabulary to interact with others, and respecting others' opinions", this implied another fourth rule which is no cheating allowed among gamers. This means that participants can not try to tamper other abilities or use malicious software to try to gain an advantage. The fourth rule demands an everyday participation and he explained: "participants must dedicate some time to the daily game because there are events that occur at certain times of the day, and if you are not present, then you can lose the rewards of that event". Therefore, this rule somehow required David to invest time on practicing his skills towards the game and improve his performance in order to win battles and rewards. As a  fifth rule in the OAS English is the main language for communication and no matter where the interaction with others starts either in the chat in the game or when participating in the WhatsApp group the language is English.

David is aware that during the interactions held it is necessary to hold a role and he believes he is a leader. He showed a video of his interactions in Discord with another gamer. In the game he was a competitor but likewise he helped others to achieve their goals in the game and improve their avatars. This has requested him to create a legion, that is, a group of companions that demand training and strengthen the avatar's characters collectively. In other words, David's role within the game is one of a leader which helps others to create a sense of belongness. This according to David must be done otherwise it is impossible to survive the game:

> "Belonging to a community becomes mandatory because otherwise, you are at a disadvantage in relation to someone who belongs to a community. If you decide not to belong, obviously you are not going to get the rewards that the other person who does belong gets, so it forces you, it is like a rule that the very environment of the game forces you to belong to a community".

Screenshot 4

David's live streaming
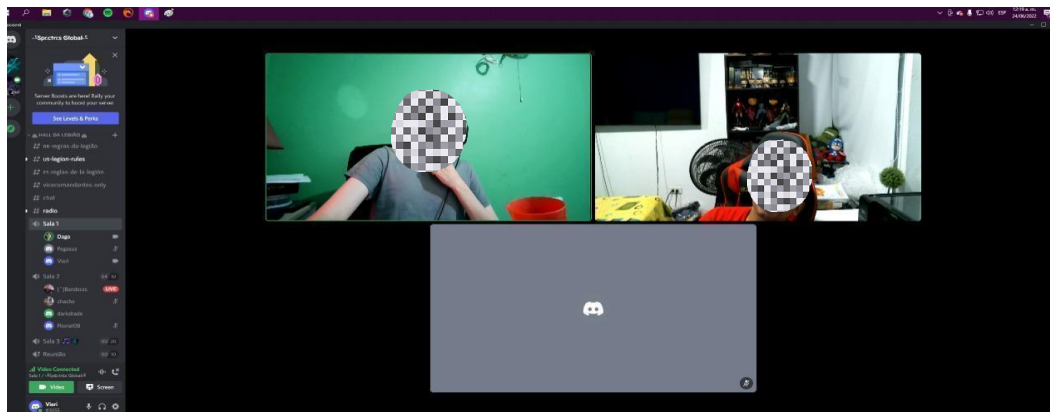


Finally, the above was evidence from David's living in OAS and for personal

purposes. Here he maintains a membership in social groups. His narrative denoted that his

participation demands following rules and holding roles. Furthermore, the communication

among gamers does not stay only in the game but other OAS have been chosen to have

privacy or stay in contact with the group. A sense of community seems to bond David to the

other gamers, and this has become an opportunity to practice English either by writing or

speaking. However, being part of this community has also demanded that while in the

WhatsApp group he has to offer immediate responses, be available for talking and a sense

that there cannot be interruptions because the narrative of the game is a priority.

Regarding the second participant, her name is Grace, a 43-year-old language teacher

with almost 18 years of experience in teaching foreign languages. She is proficient in 4

languages: Spanish (her native language), Italian, English and French. She currently works in

a public University in Monteria, Colombia. Her narrative was quite different from David's.

She reported in the first interview, her preferences for face-to-face interactions rather than

interacting online. From her point of view "social networks share a lot of private

information" and expanded "this is the reason why I have two profiles in Instagram: one is

personal and the other for business". Grace has preferences for one particular portal:

Instagram. Here she has a personal endeavor which is mainly communicating with relatives and close friends from around the world while sharing photos and videos, talking about topics of personal interest.

In relation to other endeavors, she could have in Instagram she replied:

"No, in fact, that 's what I say, I'm very reserved when it comes to posting on Instagram or any other social network. My Instagram is private, and what I consume is suddenly important topics, news about everything, but I'm very careful with the veracity of the content".

At this point of the interview, Grace acknowledged that she is aware that there are rules and norms in this social network that must be followed and, in this regard, she is usually concerned about truthfulness and privacy since these spaces are full of fake news and untrue posts.  However, as she shared her interactions in Instagram during the interview, she suddenly mentioned to have another endeavor in Instagram and that is to stay updated and learn about several topics:

"I read about the arts, the news, for example, I follow some comedians and actors on Instagram, who express certain behaviors and attitudes that are typical of that culture. So, that allows me, or rather, stimulates and develops cultural competence within the language."

Here, she realized that she also did some learning on the social network for personal purposes, and apparently, her concern for learning guides her to use Instagram for finding out, for example about museums: "I was very interested because of that, I follow all the museums in the world, for example, on Instagram, that is, but not all, the ones I know, I follow artists, I was also very interested in the art part in general terms".  These and other topics are searched in her Instagram, and she enjoys it since she has access to read in different languages. This is, in other words, an opportunity to connect with the global community as a personal endeavor. Her interest is personal, and she only wants to learn.

Grace also commented on the frequency of its use and stated that she visits Instagram more than other social networks: *"I use Instagram every day, however, I never use Facebook never, well let's say that the only social network that I can say that I consume is Instagram as a social network".* This participant emphasized the difference she understands the social networks have and notes the prestige of one over the other.

Regarding her role in this portal Grace defined herself as a contributor of personal content but only with family members:

> "I eventually post one or two photos. But let's say it's because I want those who are close to my family or very close friends to be able to see what I do. But I don't really use it as a means of communication with outsiders."

She clarified:

> "I don't have any publications, but rather photos that I uploaded from that time on the recreational vacation, but it was to keep parents informed of what we were doing at that time, but I don't actually have a social network."

Regarding other endeavors, she also realized that she promotes her professional services as a teacher. Here she offers tutoring in other languages to kids. In this sense, this participant found ways to use Instagram to create an interest in others about her professional skills as a teacher and she has chosen this portal as a means of advertising them. That is to say, she has used her Instagram account as Teacherpreneur. She started to build an OAS with a group of people who follow her work and trust her skills as a language teacher. In this OAS she posts her activities with the kids but also receives feedback from parents whose kids join her classes. She has given her Instagram several purposes: personal, organizational, instructional, and educational-disciplinary.

## Screenshot 5

Grace's teacherpreneurship on Instagram
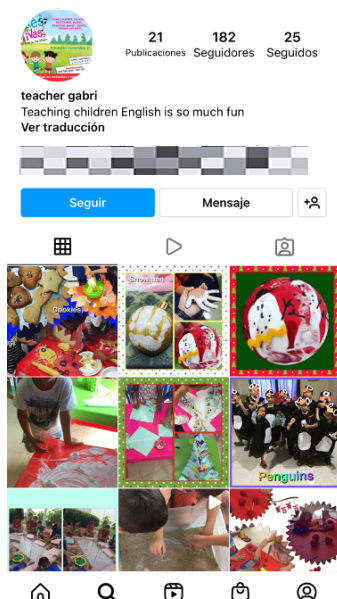
Additionally, she reported using other social networks such as WhatsApp and commented: "I use whatsapp as a means of communication".  She further explained " I use WhatsApp to communicate frequently. My Instagram is completely personal and private for very specific things. My Twitter is not public, I check what the people I'm interested in post, but I don't post".  At this point, Grace seemed to make differences between social networks and she uses them as OAS with particular people, and made it clear: "for example WhatsApp I used it with friends but also with students and colleagues from work".  At this point, Grace added "it facilitates interactive, multimedia discourse with the gifs, memes, audios and videos which provide quick exchanges with students and colleagues", and expanded  "it imitates face-to-face communication and gives a sense of immediacy".  Here, Grace described a space that has established a sense of community space, where informal communication takes place between the members of the closed group.

This participant showed evidence in OAS for personal endeavors mainly. These offer her an opportunity to congregate with friends and relatives due to a common endeavor based on shared values, ideals, interests. She also produces and shares knowledge, for example, she posts stories on Instagram that family and friends can follow. In this OAS, Grace has no

delimitation between work outside the university and personal life. She has designed another

OAS for doing extra work and here the content and interactions are done towards a common

endeavor or interest only that this time the participants are parents and children who learn

another language.

The third participant is Emily, a 25-year-old English teacher at a private school in

Monteria. She also referred to Instagram as a portal for a personal endeavor and to keep in

contact with friends and relatives.  Differently from Grace, Emily has a public profile to the

public in the platform, however, she shares more posts with her close friends "an option" of

Instagram to share information to a reduced group of people. However, as she shared about

her interactions in Instagram, she suddenly mentioned to have another endeavor while being

part of Instagram and that is to stay updated and learn about different topics:
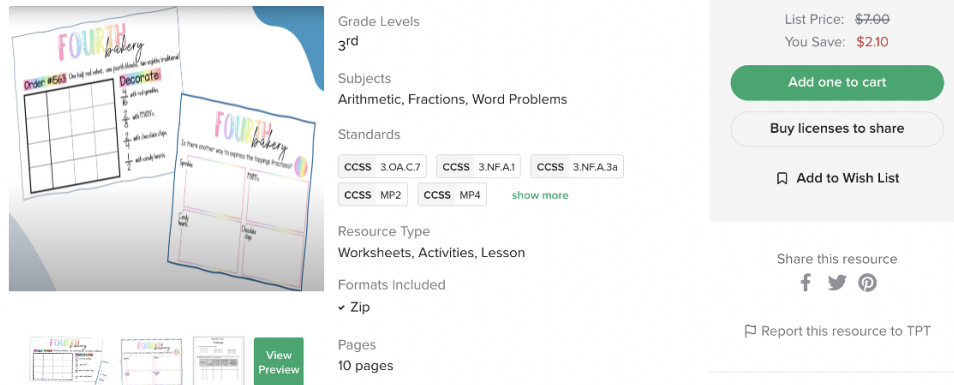
> "I use Instagram for keeping in touch with my relatives and close friends. In
> fact, I use an Instagram feature called closed friends, in which a reduced group of
> people can see what I post. Additionally, I use it as a means to learn about English tips
> for myself, teaching tips and also tips for material design for classes".

Just like David and Grace, Emily also congregates for personal purposes in an OAS

due to a common endeavor based on shared values, ideals, interests.  However, differently to

the other participants, she likes to design and share her professional knowledge, and she is a

member of Teachers Pay Teachers. She sees other people's work and sells hers. She has

designed teaching activities for teaching English to children and has posted it on this platform

for the community of teachers from all over the world. This is Emily's teacher preneurship

(action that describes the opportunity a teacher has to offer his/her services as a professional

within the education field) which is at some point like what Grace does in Instagram, only

that Emily is a designer of academic content to teach a language to foreign language students.

Screenshot 6

Emily's teacherpreneurship in Teachers Pay Teachers



She stated:

> "I am part of Teacher pay teachers, a community in which you share the resources you have created, and you can also obtain and buy resources that other people have created, and through Tik Tok sometimes some tips and Blocks that have to do with a specific topic that I am looking for, I am part of them more than four years ago since I started working at the school that I met them. I know the way in which they are organized, how to distribute the space, the links, how to do it, I learned it intuitively, messing around the pages."

In her description Emily is clear about the rules or norms for posting tests in Teachers pay teachers. Her learning has been autonomous, done mostly every day, and she has bonded for an interest: selling her work. Emily shares with Grace that both have used Instagram as a portal to share knowledge and both participants produce and not just only consume since content varies according to their interaction in these online environments.

Like David and Grace, She also uses WhatsApp and clarifies that it is a means to stay in contact with friends but also with people at work and communicate with colleagues, parents and stated: "I use Whatsapp as a frequent means of communication". However, she also realizes that in WhatsApp she communicates with colleagues at work because there is usually a common endeavor: "We share plans, learning materials, discuss our availability to

students' learning-related questions, and even solve contingencies at school. However, she

also mentioned a shortcoming which is "message flooding. "Here, she collaborates with

others and the content shared is transformed by them, so that it is not only produced by

experts according to their level of expertise.

Differently to Grace, Emily talked about Facebook as another social network that

serves as a portal only that for her it holds an academic endeavor. She has participated for

about ten years, following some groups of English teachers, where she has access to free

material such as worksheets, flashcards, interactive and digital materials. There, she interacts

with participants who post teaching materials, provide feedback regarding the way she can

use them in her classes. Her endeavor has been to learn about teaching and learning English,

in order to support her professional practice with her students.

> "Well, I like Facebook a lot, because through Facebook I have met many
> groups in which, well, I can participate, it is above all to learn, to learn and in
> many areas, in which what is preferred to English and that helps me to my
> classes, because there I have found, for example, there is a group called
> "Sabes inglés", which is a page that I had been using for a long time that I did
> not know what a group felt like, so it has taught me a lot about prayers,
> phrases about the language itself.

Her participation in the social network has driven her to look for other groups for

English language teachers:

"I see what communities they are part of, and I'm also interested, so I see, this teacher
is from English and is part of this community, I think about what it is about, and I also
think it seems cool, I'm going to be part of it too".

Although Emily's participation in this OAS is related to learning English by herself,

improving her language skills and also collecting ideas regarding class material for her

English classes, on one hand, she is mostly a lurker since she has stayed in the OAS reading

and downloading teaching activities. Her motive for staying is that she sees native speakers'

participation and from her point of view: "this is an opportunity to hear native speakers how

to teach English as a foreign language". In any case, she seems aware that people in these groups convene due to a shared interest or endeavor which is learning. She does not notice age or gender but the nationality of the participants.  Here Facebook seems to facilitate the creation of affinity spaces for educators rooted in shared professional affinities.

From the evidence, it seems like social networks such as WhatsApp, Facebook, Twitter and Instagram are close to some of the participants' lives because they access them every day while only one of them plays video games. Here, they have personal and professional endeavors or interests. However, these social networks do not just connect these educators and provide neutral spaces in which they can share ideas; through their algorithms, features, and designs, they also affect the nature of the connections that are made and the kinds of spaces that are cultivated (Friesen & Lowe, 2012). Likewise, some of the participants talk about communicating only with relatives, friends, or other professionals but each one is deciding how to use each OAS and the content they want to share with their own followers.

Another participant is  Caroline, a 33-year-old teacher who participates and belongs to different OAS. She works in a public school and also teaches at the University. Like Emily and Grace, she interacts with friends and relatives for personal endeavors in social networks. She shares with Emily that she also belongs to a community of teachers and stays in contact with teachers from all over the world. Here, she does informal learning to support her professional practice.

Screenshot 7

Caroline's  in participation in Facebook and TikTok
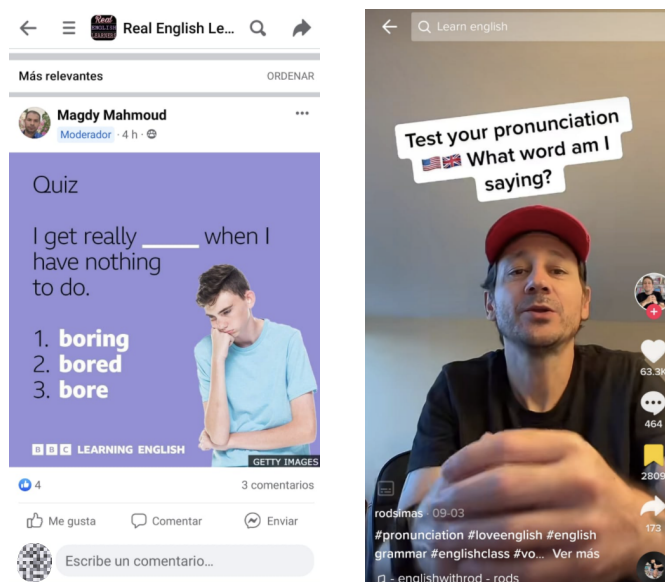


In the context of the COVID-19 pandemic, the transition to online learning happened

on an unprecedented scale and pace and Caroline was not an exception.  She continued

learning and solving her teaching, so she bonded to other online affinity spaces. However,

while she described her interactions in OAS she first defined herself as a consumer of tips for

learning the language and for teaching. On the web, she usually searches for

recommendations of web sites and due to the popularity of TikTok, a popular social media

app, as a resource for teaching she also started designing and sharing short looping videos,

usually for informal learning. In the #ForYou page, she used to watch content from accounts

she followed or searched for specific videos  and said, "Sometimes I use Tik Tok for

entertaining myself after work, but then I find some content regarding English tips for myself

or teaching English tips and then I save the video to apply it later with my students". Here, it

is noticed how she started with a personal purpose and moved to a professional one, and due to her professional interests.

Due to the positive impact of Tik Toks she also decided to design them and share them with the students at school.   This was an opportunity for Caroline for informal learning and teaching. As a user she was encouraged to participate in challenges (hashtag-based trends where users attempt to do the same thing, like a viral dance, a prank, or a physical challenge) or connect via duets (by remixing or building on each other's videos), but while doing this she encouraged others to participate and produce knowledge. For example, she commented about tutorials, stories on Instagram, or Tik-Tok about DIY (do it yourself) videos and encouraged her students to do the same "whenever I find some content regarding English tips for myself or teaching English tips, I save it or post it right away for my students". This statement confirmed that even though she usually starts with a personal purpose she soon moves to a professional one, due to the fact that information regarding her professional interests appears, and changes her endeavor.

The last participant is Joseph, an English Teacher, whose teaching experience has been more than 30 years in public and private schools and universities. He has usually taught English in the foreign languages department at University of Cordoba. Similarly, to the other participants, Joseph is an active member of social networks only that he prefers Twitter as an OAS. One of his reasons for his choice according to him is "here I made comments concerning a variety of topics related to politics, language teaching, and cultural events taking place in his city".  Basically, through hashtags, Joseph, like many educators, shared experiences and resources based on their geographical (Carpenter et al., 2020) or subject-related (Larsen & Parrish, 2019) interests.

However, as studies into educational Twitter communication have shown (e.g. Carpenter et al., 2020), hashtags not only serve to redistribute content but to also facilitate the

interactions between users and enhance mutual learning. This is the case of Joseph since he has tried to build an affinity space around topics where members learn and discuss different matters including education. In this regard, this study agrees with Gee (2005) that Twitter is not a community but an online affinity space which allows for different kinds of participation.

## Screenshot 8

Joseph's interaction in Twitter
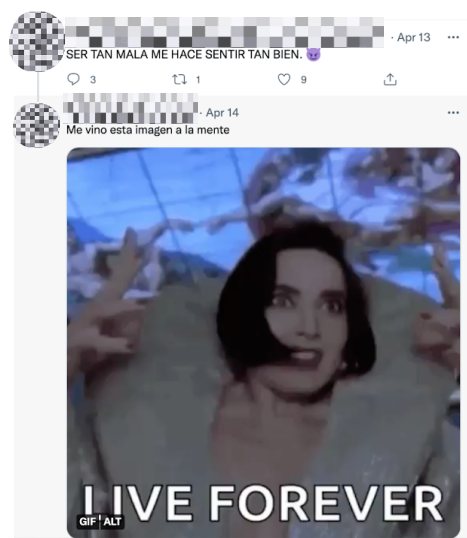


He further explained that one strategy he uses to encourage the members to communicate their thoughts is to use GIFs (graphics interchange format) to represent graphically what he wants to express. In this sense, Joseph has included them to interact in Twitter. The gifts shared gain meaning according to the topic discussed and using his own words: "GIFs talk by themselves and I didn't notice I used them frequently, but I usually do to add an extra to the conversation".

## Features Of Oas In The Classroom

In this category evidence from the attempts the participants have made to convey features present in OAS in their lessons during their synchronous lessons is presented. In most cases the participants sought out memberships of students in areas of affinity and

interest and pursued different kinds of relationships but this time in the classroom. They generally tried to bond or congregate students around a common endeavor based on shared interests which is learning a foreign language. They also motivated students to produce and not just only consume the language, asking them to design and transform content by themselves and encouraging students to produce and share knowledge. However, content was usually valued only by the teacher in spite of the efforts made for a collective learning. It seems that it is still not clear for the participants how to generate opportunities where students do not have to know or be good at exactly the same thing, and can produce work for a targeted, informed audience. Therefore, most of the evidence collected describes attempts to build OAS with an academic endeavor, which is correct since these are teachers, but there is not much evidence about the participants' mobilization of their OAS for living and learning out of the classroom and neither of their features. In general the main OAS is WhatsApp and its purpose is to have students connected to their classes.

To begin, there is Grace who seems to be technological savvy and in her French class implemented the portal "Padlet". At first glance, Padlet is a rich media space that unlike a physical notice board, includes words and images as well as videos and links too. These can be updated for anyone sharing the space to see right away. The space can be accessed by nearly any device and is available for both teachers and students to post on. In her class during the Pandemic, Grace first asked students to watch a couple of videos about different people introducing themselves in French. Information such as names, date of birth, age, nationality, occupation, the place where they live, and the languages they spoke was modeled by means of the video. Then, she shared a video introducing herself to students in French modeling again the structure of the presentation they had to do. Thus, she did not limit students' presentation to a finite number of statements or information and gave them freedom to share their own introductions saying whatever they wanted to say about themselves.

The use of Padlet was the inclusion of a new literacy in the classroom since it holds both: a "new technological" and an "ethos stuff" (Knobel, 2014, p. 98). In other words, the purpose of this teacher of implementing Padlet in her class sought to promote collaboration and interaction among her students towards an activity.  Thus, Grace made an attempt to create an OAS with her class through  this portal and included an OAS' feature which is that people in AS congregate due to a common endeavor based on shared values, ideals, interests. She placed a common endeavor which was sharing personal information about themselves although this had a pedagogical purpose. Students were also instructed to post a picture and upload their  introduction in French and suggested to rank others' work.

Screenshot 9

Grace's purpose to use Padlet
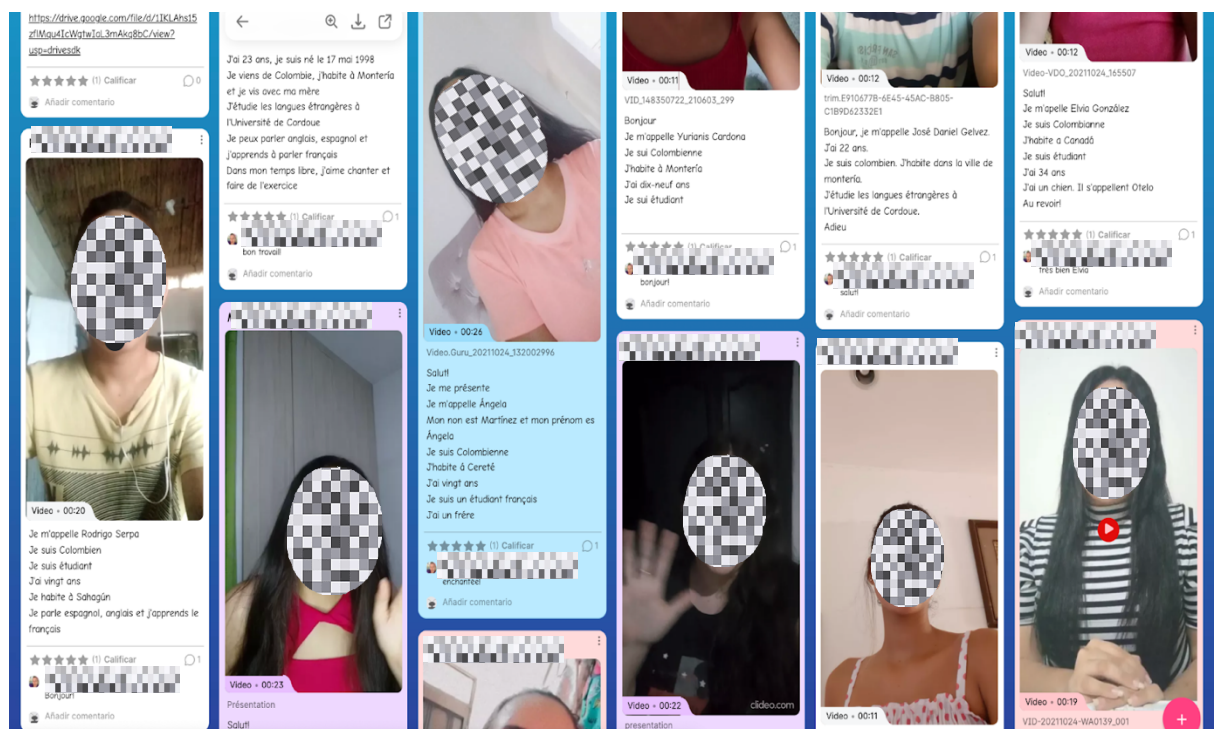


Grace  tried to include one feature of OAS: promoting content creation. This content was free to be written or oral but had to be posted on Padlet. Grace also included another feature : encouraging participants in producing and sharing knowledge. Both features come

from Grace's participation in AS such tutorials, stories on Instagram, or Tik-Tok about and DIY (do it yourself) videos, which had taught her to create content, produce and share it but also ranking and commenting. However, as the evidence shows students only uploaded their descriptions and pictures but did not score each other's post in the Padlet, even if these contributions could have increased the diversity of content.

As I checked the evidence and listened to Grace, It was possible to see that She tried to design a space to share content, provide feedback and support others, but students continued seeing her as an expert and classmates as novices. For them this was only a pedagogical task and seemed to privilege teacher feedback over peer feedback. In this regard, Grace ended up providing students with vocabulary use and the correct pronunciation. Once students posted their videos and their personal written description, she provided feedback to them typing "bon travail" (good job) to inform a specific student about his performance within the task, so that there were no comments from students.

The evidence also signals that her purpose was to create a space based on an interest: learning French. She motivated students to participate in designing new texts and promoting an interactive environment in which students could collaborate reading each other's posts, comment while improving their skills in the language, while they also could communicate valuing others' work.

Regrading Grace's feedback It is worth highlighting that she also tried to create rapport with the students and used language similar to the one that happens in OAS by giving feedback by saying "Je suis ravie de te revoir" (``I am glad to see you again"):

## Screenshot 10

### Grace's feedback on Padlet



J'ai 23 ans, je suis né le 17 mai 1998
Je viens de Colombie, j'habite à Montería et je vis avec ma mère
J'étudie les langues étrangères à l'Université de Cordoue
Je peux parler anglais, espagnol et j'apprends à parler français
Dans mon temps libre, j'aime chanter et faire de l'exercice

Video · 00:23
20211022_122758
je m'appelle Hernan Del Castillo.
J'ai 25 ans.
Je parle espagnol, anglais et un peu français.
Je vis à Monteria.
Je suis colombien.
J'aime courir, aller à la salle de sport et manger des aliments sains.

When recalling this activity, Grace highlighted "that activity of introductions was challenging for students since some of them did not want to show their faces to the camera, and there were some of them that I had never seen before". She added:

"I selected Padlet as an option to join around an interest. My role was to provide students confidence to upload their content and I basically aimed at providing opportunities for students to interact and get to know each other".

Anyway, Grace was aware that Padlet was a good option to encourage participants to be together to produce and share their knowledge about introductions. She acted as designer of texts while showing them how to do it and as a facilitator but at the end only she commented on the task and she finally evaluated it, although she offered the opportunity to students to do so. This does not mean that she failed on her purpose but only that students are usually required to write for hypothetical and generic audiences.

In the case of Caroline, she constantly tried to link her informal learning in Facebook about designing materials in the community called "Innovative English" to her class so that she could nourish her students' vocabulary with activities about synonyms and antonyms. She tried to mobilize her informal learning to her class and requested her students to follow her in the WhatsApp group doing the same. Here, Caroline included an OAS' feature so that "participants can contribute to producing the amount of content they desire according to their own interests". In other words, Caroline identified that she could build an OAS in WhatsApp and integrated a feature of OAS related to producing content and the variation it has according to her needs of creating materials for her English classes.

It was Caroline´s experience in the Facebook group which gave her an inspiration to ask her students to do it and pointed out " we teachers can support each other", but this case,

the Facebook group gave her ideas to do the same with her class, teaching others that this

could help them to save time to elaborate material and as a source for obtaining new ideas.

Screenshot 11

Caroline's participation in a Facebook group



Likewise, while doing it Caroline included another feature of OAS so that

"participants can adopt several roles when interacting in AS according to their personal

strengths and abilities." Caroline went from the role of consumer in the portal "Facebook"

where she joined different groups of teachers who share content or material related to

teaching English, to be a designer, creating content similar to the one seen in her Facebook

group and sharing it with her class expecting student to collaborate and share their insights

regarding the material used:

> "I created an activity which my students loved a lot. There, they had to match words'
> synonyms and antonyms. Besides, they had to attempt acting out the words, so his
> classmates could guess the words and the other respective words".

Additionally, Caroline included another feature of OAS : participants in AS can produce and not just only consume since content varies according to their interaction in these online environments, this in relation to the creation and design of content in Tik Tok. The following screenshot shows how she included what she has learned from her participation in this app, to have it as a source of inspiration to create her own content which is shared in his OAS WhatsApp with students.

Screenshot 12

Caroline's content creation on TikTok



The previous screenshot is Caroline's Tik Tok about  the erroneous use people usually have about the word "actually" since it is associated with the word "actualmente" in Spanish. From this she had students motivated, she encouraged them to notice language differences but still students seemed to be only consumers and expected comments in the group never were given. Sharing content on their behalf was not observed and Caroline continued to be the provider of knowledge, but she   continued learning, sharing, and developing valued expertise.  In short, Caroline might have thought that seeing her own  work texts might have

encouraged students to comment on it, reuse it, or remix it and this could lead to deeper learning.

On the other hand, in the case of Joseph, his classes had valuable and updated content and he seemed to be skillful using technology. One opportunity the teacher used to create an online affinity space was the WhatsApp group. There he posted the same GIFs used in Twitter to change the tone of conversations and be more graphic on the comments with students. There was some evidence that signaled that he wanted to build an OAS with students or teach them to do so in the same way he was doing it outside the classroom. Joseph tried to encourage participants in producing and sharing knowledge. For example, he added comments about tutorials, shared stories on Instagram, or Tik-Tok about DIY (do it yourself) videos, trying to motivate students to produce content and share it through their interaction in this OAS. The following is one example of one gif with the expression "Easy as a piece of cake", this was as a visual representation of a woman holding a piece of cake.

Screenshot 13

Joseph's use of GIFs in his classes



Another example and gathered from the video recorded classes was the use of Padlet. He also attempted to implement it as an OAS to promote interaction among participants, while allowing them to create and present teaching materials for English lessons. The

following extract from an interview with Joseph, depicts another OAS' feature since it honors

participants' built-up knowledge due to the role participants adopt as leaders or designers of

their own content. This means that he encouraged his students to produce and share

knowledge within the Padlet page. His purpose was first to teach how to design new material

for a class while he also encouraged students to adopt the roles of designers of content. The

following is a transcript from one of the lessons:

## Transcript 1

Joseph encouraged students to produce materials.

| **5** | **S** | Good afternoon teacher, how are you? |
|-------|-------|--------------------------------------|
| **6** | **S2** | Good afternoon |
| **7** | **T** | Good afternoon. Fine, thank you. |
| **8** | **S1** | Well, today 's class is about the weather. La clase de hoy va a ser del clima. |
| **9** | **S** | We are going (4) to share with you a link so you can participate in an exercise. |
| **10** | **S** | The idea is that all of you go there, check the information given, so you can describe in a written or oral way, some cities… |
| **11** | **T** | Uhum. |
| **12** | **S** | You've been and the weather conditions those cities had at that moment. |
| **13** | **T** | Did you send the link guys? |
| **14** | **S** | Uhum, yes profe (nodding his head). |
| **15** | **S** | Cada uno, each one of you should provide an example, typing some information and recording the video of any experience you've had to share. |
| **16** | **T** | That's it guys? |
| **17** | **T** | Each one of you has to type some comments on every post using the weather vocabulary we studied. After that, you have to create some material aiming to promote interaction in the group through comments or content they upload there. |

Joseph sought to encourage pre-service teachers to design digital materials to implement in their teaching practice  during their online sessions with students at public school similar to Grace, Joseph also introduced Padlet and motivated his students to join it and design new materials for those classes. He also seemed to expect that students could comment and interact with others in this space. But  feedback from classmates on the lesson design never happened. Similar to Grace's class this time students using Padlet only uploaded the task and avoided to value contributions which is another feature of OAS.

While talking about the weather and designing activities students uploaded content as the next screenshot shows, and Joseph sought students to interact, communicate, and exchange ideas towards a common topic:

Screenshot 14

Participants' OAS attempt
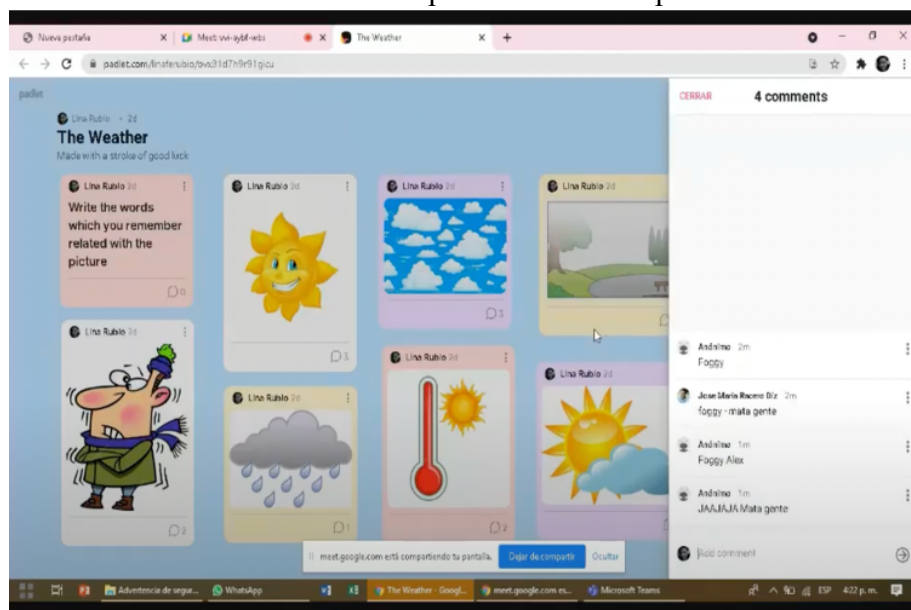


In his attempt to use Padlet as an OAS, he provided a portal with a content and chat section to interact and even thought they had a common endeavor, the class emphasized on the technical part of technology, it means, on the use of the mere features of the website to accomplish the goals of a class. At some point, the students also concentrated on Joseph's

request about using the vocabulary and this could have lessened students' creativity to describe the weather. However, Joseph's attempt might have been simple yet meaningful, he tried to gradually congregate  students around more complex tasks and turn the portal "Padlet" a venue of learning and teaching interactions but students usually sought only as a space for uploading tasks and receiving feedback from the teacher.

Regarding David, he also tried to  mobilize some of the new learning gathered from his participation, collaboration and interaction in the game "Saint Seiya Awakening" which he said "It helped me enhance my skills in English through the new vocabulary and the use of English to talk to the other participants". Hence, David's OAS out of the classroom provided him a point of departure to try to support his students'  skills. David stated, "I usually create some pedagogical games for my students to learn vocabulary related to idioms". Therefore, David also tried to include WhatsApp as an OAS with his students, sharing the possibilities this portal can provide to play games and learn the language.

I found similarities between  a common portal used by Caroline, Grace and David during their classes during the  Pandemic and this was WhatsApp. This aimed at providing students with a space in which they could communicate, interact, and receive and exchange information regarding learning and teaching a second language a. For Caroline, WhatsApp became a useful tool for communication and also a place where students were able to practice their writing skills in English. For this, Caroline expressed

"Whatsapp was really helpful for me and my students since they did not have any space in which they could write freely, I mean, a type of interaction in which they could interact and express themselves with no limit and with no instruction given".

Similarly, Grace found in Whatsapp an online environment in which students could also practice their writing and reading skills in French, but also their speaking skills, sending and recording voice notes in the Whatsapp group and sharing them with their classmates. Grace stated that "In my particular case, Whatsapp was helpful because it has a feature that

allows participants to send voice messages or voice notes. My students used them all the time and it also helped me track my students progress towards the acquisition and development of their communicative skills in French.

Likewise, David used Whatsapp with his students integrating the features Caroline and Grace used, but he also noticed that his students were constantly sharing documents and links through the Whatsapp group related to material to practice grammar, writing and some other skills in English. In this case, David expressed

"...as I really like video games and I have found in them the possibility to interact in a virtual space with people in English, and somehow it helped me a lot improving my skills in English, I try to share links and posts to my students about games that can provide the same to them".

Here, David mentioned that for him, it was essential sharing with his students the opportunities he has had in OAS like video games to use their English skills and improve them, through interacting, participating, and collaborating in those OAS.

The evidence collected from teachers' video recorded classes and observations signals that participants attempted to include  OAS in their classes providing students with portals, content, and a common endeavor to interact and collaborate with others. They, however, struggle to promote collaborative learning opportunities among students so that they contribute but mostly felt comfortable contributing content online.

# Discussion

This chapter discusses the findings reported in the previous chapter and related to teachers' living and learning in OAS and how they convey the features of OAS in their classes during the Pandemic. So for a start, I want to highlight that in an age of Open Education Resources (OER), as Bouchard (2011) argues, new and emergent technologies are shaping and being shaped by how people interact and engage with others virtually, positioning knowledge as fluid, multi-dimensional, and immediate (cited in Albers et al, 2016, p, 241). In that sense, the participants in this study showed that they no longer "own" learning (Kop & Fournier, 2010) and they are constantly doing it through new literacies on the internet which also drive them to join OAS for personal, academic and professional purposes for which and in accordance with Halaczkiewicz (2020) attract participants who enthusiastically share their passions, such as popular culture, video games, or literature.

First, data support my view that OAS are part of participants' living and learning. They reported participating in several OAS where they engaged in a variety of portals with diverse endeavors. These are usually social media sites, such as Twitter, blogs, Facebook, Instagram, video gaming where they spend time either having fun or learning to teach while also improving their teaching practice. While doing so and following Gee (2009, p. 19) the participants "bond first and foremost to an endeavor or interest and, secondarily, if at all, to each other". This means that they have joined OAS because they hold a personal interest in topics and secondly because they had the intention to build relationships with others who speak the same foreign languages they do. Although as Li et al. (2020) suggest teachers participation during the Pandemic could have increased and the reasons for this might be that teachers were personalizing their learning by giving themselves the opportunity to align their formalized learning with personal learning and practice.

By documenting participants' OAS, I agree with Carpenter et al. (2020) and Shafirova et al.(2020) that these spaces have allowed teachers to meet due to common and shared ideas, beliefs, or interests where diverse forms of participation as reciprocal exchanges of information taking place. In addition, these OAS do not only determine how knowledge is shared but also constitute the vehicle through which participants have acquired the norms for how to participate and interact within them.

The portals in these OAS and as described by the participants, offer them a sense of belonging to a group where foreign languages like English or French are spoken, either by native or non-native speakers and which allow them to be affiliated for active communication, knowledge sharing of experiences and good practices. Moreover, the OAS that the participants reported as part of their personal lives were spaces they affiliated for active communication, knowledge sharing of experiences and good practice (Albers et al., 2016). In this regard and according to the evidence, these are places or sets of places where participants affiliate with others "based primarily on shared activities, interests, and goals, not shared race, class, ethnicity, or gender" (Gee, 2004, p. 67).

In addition, not all the portals were the same. There was one participant who talked about video gaming and this allowed him to have friends among their own culture, but also extensively seek friendships outside their ethnic group. In the specific case of David, through "Saint Seiya Awakening ", he was able to interact with other people from different countries in North, Central and South America. David's interaction with his community transcended some physical and linguistic barriers, allowing him to use Discord, WhatsApp, and the game itself to have a common endeavor as part of a team, aiming collaboratively to achieve a common goal. Moreover, there was no demand regarding expertise among members in the OAS and as Gee et al. (2012) state affinity spaces provide the space for all expertise levels;

newbies (novice participants) and masters (experienced participants) to  participate side by side in the same space, allowing equal access to knowledge for everybody. In other words, David's and the other participants' became a venue for learning interactions but these also demanded David to team up and coordinate efforts using online communication tools to accomplish game goals.

Also, in the portals reported the participants demonstrated multiple levels of expertise established to new, highly experienced to novices, or full participants to "lurkers" (Albers et al., 2016). Here, they decided to interact with the content they found, enjoyed or needed to read, thereby generating new knowledge about personal interests but also for their profession and in particular for teaching the language they taught. Although, they sometimes had the opportunity to interact with other people in these portals either for personal or professional purposes, cutting across numerous communication modes and sustaining participation in these spaces. In comparison to other studies (Sauro & Sundmark, 2016; Burke, 2013)  the participants did not seem to have taken advantage to  improve for example their  writing or sharing their passions.

Nonetheless, the participants usually chose their  portals, which also could be several at the same time, they also had the opportunity to decide on the degree of participation they wanted to assume. Following Albers et al. ( 2016 p.228 ) this could have given them status; however, as we notice among participants and has already been pointed out  by Gee (2009) some may not want to achieve a particular status but assume different roles as designers, facilitators, resource managers, avoiding positions of power. However, in this study it was possible to identify that participants usually preferred to hold the role  of  consumers of knowledge rather than designers of content. It might be that they have not given the attention

necessary to these and other OAS as opportunities to broaden their knowledge and develop their own set of practices and share their learning experiences.

Second, participants usually seeked to accomplish different endeavors by self-directing their access and autonomously learning to be part of communities and groups. While doing so and similar to previous studies (Fukunaga, 2006; Williams, 2006), in order to participate in these spaces, participants have learnt to use semiotic, linguistic, and discursive resources in a foreign language which allow them to take advantage of slang and professional discourse, write longer and more coherent texts, not to mention that some of the participants learnt to be creative and even became entrepreneurs in OAS . In the particular case of Caroline, she used Facebook as an Online Affinity Space, allowing her to be an English teacher group, in which teachers from all over the world share content, materials, and tips to enhance their abilities in the classroom. In this space, Caroline was an active consumer and participant, making comments, providing feedback to peers regarding the usefulness and effectiveness of activities shared by other members, prior implementation in her own context. In agreement with Gómez-Martínez et al. (2021) who tracked hashtags on Instagram in order to explore how teachers' shared experiences affected their teaching practices with their colleagues, results depicted how this exchange of knowledge provided meaningful experiences to teachers while providing them with tools to implement in their classrooms.

It is worth saying that Affinity spaces are practices that happen in the wild and are spontaneous. Participants chose several portals and endeavors where the intensity of their participation was high because it is fueled by passion. There was no evidence that participants were part of OAS where they could be prompted to, for example, to write short fanfiction based on their favorite movies, books, or games. Neither there was evidence of critically commenting on topics on any of the portals they participate or assuming ways of

taking on leadership roles in affinity spaces creating a portal (blog, website, or discussion forum) to open a new venue for them to be heard by other foreign language speakers. This contradicts other studies which support that these are venues for creation and sharing of self-made content (see also Grimes & Fields, 2015), or inspirations for more formal education spaces that teachers in formal environments can use to reinvigorate their classrooms by, for instance, exposing students to practices of creation and critique (Knobel & Lankshear, 2014).

Third, when it comes to the classroom and during the Pandemic, participants attempted to include some OAS during their synchronous lessons. However, even when they participated in several OAS outside the classroom when it came to teaching, they included what they thought could serve to join students towards a common purpose: Padlet and Whatsapp. These on the other hand did not fully include the OAS' features and there were only attempts to do so. For example the following were some of the features found in the classes : a) congregate due to a common endeavor based on shared values, ideals, interests, etc; b) produce and not just only consume since content varies according to their interaction in these online environments; d) transform content by participants' interaction since most of it is not only produced by experts, companies, or designers but is also designed by participants of any level of expertise; e) encourage participants in producing and sharing knowledge.

In this line of thought, participants did try to congregate with students due to a common endeavor based on shared values, ideals, interests and this was related to foreign language learning. In comparison to OAS from everyday life and according to Gee (2004) where participation is open to all audiences, and the learning is not imposed by the master practitioner, and participants can come and go, in the classroom participants did build a space where students did have to be faithful to them as teachers, and they had to teach as well

others skills. This was perhaps difficult to the participants since they might have assumed that since students also participate in OAS out of the class they could probably respond more enthusiastically to the work suggested on a common interest.

In terms of participants producing and not just consuming content which varies according to their interaction in these online environments, participants have had experiences while commenting about tutorials, stories on Instagram, or TikTok about DIY (do it yourself) videos, and so forth. Therefore, they knew that contributing to producing the amount of content they desired according to their own interests was necessary. Although during the lessons observed, it seemed that for the participants it was difficult to encourage students to produce new texts since students usually expected that teachers told them what to do. In contrast to a research which focuses on language learners showing that they are present and active in online affinity spaces (Thorne, Black, & Sykes, 2009), this study argues that the participants seemed to focus more on the use of technology than on the venues OAS could offer to their class. Furthermore, once they offered some content, participants did not seem interested in producing content that went beyond and demanded more creativity among students.

Regarding the feature of transforming content, some of it is not only produced by experts, companies, or designers but was also designed by participants who had some level of expertise and the leadership to do it. For example, Caroline did take risks when transforming and designing new texts using short reels, videos, and images honoring her built-up knowledge and adopting a role as leader and designer of content. In her synchronous classes she tried to encourage students to be also designers of content, but students only seemed to be concerned with doing the assigned tasks as a final product rather than having opportunities to redesign content, comment, collaborate and negotiate meaning. This finding is different from Halaczkiewicz (2020) who states that language instructors can help students

explore ways of taking on leadership roles in affinity spaces by showing students how to create a portal (blog, website, or discussion forum) to  open a new venue for them to be heard by native English speakers. This means that transformation of content was difficult to include in the classes and the evidence signals that even though participants made attempts to incentivize it, students probably lacked the skills, knowledge and technology to do so.

On the other hand, participants did try to encourage participants in producing and sharing knowledge, but did not take into account that  anonymity of online portals held out of the classroom allows students to forget about scrutiny. Then, when students used the Padlet they were no anonymous writers. In this sense, Joseph's and Grace's encouraged students to design content  and uploaded it to Padelet, but students did refrain from expressing themselves orally or in writing probably in fear of being embarrassed. Although , when allowed to design their texts with time and share their new knowledge it was found as Chan et al. ( 2012) did that students were  alleviated and  their anxiety so often present in speaking was low. Also, and in contrast to other studies, the participant teachers did not take into account that feedback and peer-review process (Mendonça & Johnson, 1994), which could be enhanced through affinity space use.

Finally, these findings show that participants live and learn in OAS but also make attempts to have classroom adaptations of online affinity spaces to enhance English language instruction.

# Conclusions

Foreign language teachers participating in affinity spaces hold practices that happen in the wild and are spontaneous. Participants in this study revealed that they enthusiastically engage in literacy practices in affinity spaces, but the intensity of that participation is high because it is fueled by their passion to communicate and continue learning a foreign language. However, participants did not seem to be aware of the OAS they are part of and rather talked about what they usually do in online spaces. Once they realized that they had passions and liked to learn in OAS they commented on the skills developed and started to comment on the endeavors they have in several portals.

The features of affinity spaces that have been recognized in this study are helpful but caution needs to be exercised when adapting affinity spaces for the foreign language classroom. Instructors need to consider the learners' language skills, technological ability, and access to technology (Sauro, 2014). The fact that we teachers of other languages belong to a new generation and teach younger generations does not mean that we know how to use new literacies or that we know what we are doing in affinity spaces. The same happens with students since in many cases they might think that participating in an OAS is about using technology in the classroom and this is not the case.

In addition, the studies cited in the literature review show that there is a variety of affinity spaces but when thinking of English language classroom adaptations, we need to consider the individuality of each context and student and design affinity space use that accommodate the needs. The domestication of OAS for the foreign language classroom has to be carefully crafted so as to not corrupt the advantages of those spaces.

Although this study listed some features of AS these are not exhaustive. It is suggested that teachers first identify if they are including any OAS in their classes and then list the features that these are allowing . Further research could be designed to measure the effects of these online practices on reading or writing performance, but also on speaking and listening. Even though there have been several studies on affinity spaces, much needs to be learned in the field of foreign language learning and its practical classroom applications.

# Further Research

Further research is essential to be carried out since little had been said regarding foreign language  teachers' living and learning in affinity spaces, the portals , the roles they played within those groups, their personal and professional endeavors to interact, the frequency they interact , and the way they can transferred that knowledge to their foreign language classrooms. Critical issues like the type of text they read and write in OAS and for real audiences could be explored.

On the other hand, since the interaction and collaboration in OAS varied according to participants' ages, as well as the way they implemented them in the classroom, it is worth finding out how teachers belonging to different generational groups mobilize OAS to the classroom, the challenges and learning opportunities they find while doing so.

The study had several limitations that should be acknowledged. First, the availability of teachers to participate in interviews was limited, which potentially impacted the representativeness of the sample. This may have resulted in a bias towards teachers who were more willing or able to participate in the study. Additionally, the process of collecting evidence of interactions in virtual spaces was time-consuming for teachers and may have resulted in a bias towards teachers who had more time to provide this evidence. Furthermore, there was a lack of documentation available to demonstrate how teachers of foreign languages specifically interacted in virtual spaces during the COVID-19 pandemic. This lack of documentation may have limited the ability to make specific comparisons and generalizations to this subgroup of teachers. Despite these limitations, the study still provides valuable insights into teachers' experiences of virtual interactions during the pandemic.

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# Appendix

# Invitation and data authorization letter to participants

Montería, Diciembre 20 del 2020

Sr (a)
**NOMBRE DEL PARTICIPANTE**
Universidad de Córdoba
Montería

Asunto: Invitación para participar en proyecto de investigación.

Cordial saludo,

Muy respetuosamente me dirijo a usted con el fin de extenderles la invitación a participar del Proyecto de Investigación "**ONLINE AFFINITY SPACES IN THE FOREIGN LANGUAGE CLASSROOM**", el cual se encuentra en etapa de ejecución y hace parte de mi trabajo de grado para optar al título de **MASTER IN ENGLISH LANGUAGE TEACHING**. La temática de este proyecto incluye el estudio del quehacer docente en medios digitales, por lo que la finalidad de esta invitación es que usted participe como sujeto de investigación para tomar las muestras concernientes al objeto de estudio del presente proyecto de investigación, mediante entrevistas individuales y una grupal, observaciones virtuales sincrónicas y asincrónicas, y screenshots de su participación en grupos afines virtuales. Considerando que el propósito del presente estudio es explorar los espacios afines en línea de los docentes, sus experiencias de vida y aprendizaje obtenidas para apoyar sus clases de idiomas, usted como participante debe considerar los siguientes aspectos relevantes al proyecto de investigación:

1. Documente a través de fotografías o screenshots los diferentes momentos en los que usted lee y escribe en inglés durante su vida diaria y fuera del aula de manera individual o con otros. Recuerde incluir fotos de los textos (digitales) usados en todos los contextos donde usted interactúa (Casa, comunidad, iglesia, trabajo, otros).
2. Realice screenshots en el aula virtual de clases los textos que usted lea y escriba en inglés, de manera individual, con sus compañeros o con su docente.
3. Realice grabaciones de las clases virtuales, donde se evidencie la interacción suya con sus estudiantes en inglés.

Lo anterior mencionado puede ser compartido a la cuenta de correo personal ▇▇▇▇▇▇▇▇▇▇▇ o a la cuenta de correo institucional ▇▇▇▇▇▇▇▇▇▇▇▇▇▇▇▇▇▇▇, por Google Drive o a mi cuenta de WhatsApp en el número ▇▇▇▇▇▇▇

Es importante resaltar que si considera que no desea compartir algunos textos por ser muy personales puede referirse a ellos en la entrevista que se realizará próximamente.

Quedo atento a su respuesta.

Cordialmente,

**Gustavo Díaz Borja**
Correo:▇▇▇▇▇▇▇▇▇▇▇
Celular: ▇▇▇▇▇▇
Estudiante de Maestría en enseñanza del inglés.
Universidad de Córdoba

**Data authorization consent letter**

## CONSENTIMIENTO INFORMADO PARA LA RECOLECCIÓN DE DATOS

**PROYECTO:** ONLINE AFFINITY SPACES IN THE FOREIGN LANGUAGE CLASSROOM

CIUDAD:

FECHA:

Yo, _____ identificado (a) con cédula de ciudadania nº_____, actuando a mi nombre y en calidad de participanto en el contexto de recolección de datos, acepto participar de manera voluntaria del presente proceso de recolección de datos para el proyecto en mención, realizado por el investigador GUSTAVO DÍAZ BORJA, participe del programa MAESTRÍA EN ENSEÑANZA DEL INGLÉS de la Universidad de Cordoba.

Accedo a participar y me comprometo a responder a las preguntas que se me hagan de la forma más honesta posible, así como de participar en caso de ser requerido en actividades propias del proceso. Por conseguiente, autorizo a que lo conversado durante las entrevistas o sesiones de trabajo sea grabado en video o en audio, así como también autorizo a que los datos que se obtengan del proceso de investigación sean utlizados, para efectos de sistematización y publicación del resultado final de la investigación.

Espreso que el investigador me ha explicado con antelación los objetivos y alcances de dicho proceso.

FIRMA_____

C.C _____

**Teachers' portals  interview**

**INTERVIEW**

Portals

**PROPÓSITO DE LA ENTREVISTA:** Identify teachers' endeavors to consume  and interact in their OAS.

1. Desde las fotografías que usted me envió, ¿podemos escoger alguno de los sitios en los que usted participa usualmente y donde use el idioma inglés/francés?

2. Cuéntame un poco sobre este sitio en específico, por ejemplo: ¿desde hace cuanto hace parte?

3. ¿Qué perfiles ha identificado tienen las personas que son miembros de este sitio?

4. Cuénteme sobre la organización de este espacio por favor, (revisar sus ventanas, links, etc)

5. ¿Cómo aprendió a usar este sitio?

6. ¿Cuáles son las normas o reglas de este sitio (padlet, facebook, video games, twitter, etc)?

7. ¿Qué contenido usualmente se encuentra?

8. ¿Cuáles son?

9. ¿Qué razones tiene para preferirlos?

10. ¿La selección que hace corresponde a su interés personal o corresponde a unos contenidos académicos que usted debe cumplir en su trabajo?

11. ¿En este sitio tiene publicaciones?

12. ¿Qué ha publicado (pedirle que cuente que ha escrito- como lo ha hecho o procedido, cuando?

13. ¿Qué ventajas le da x en vez de y?

14. ¿Qué tan a menudo ingresa a este sitio?

15. ¿Qué le permite hacer este sitio?

16. ¿Le resulta fácil usar este sitio en vez de otro?

17. ¿Qué ha resultado de esta participación o publicación, tuvo respuestas de otras personas quienes?

18. ¿Qué dijeron, qué pasó después?

19. ¿Se hicieron más publicaciones?

20. ¿Qué suele leer usted?

21. ¿Qué tipo de contenido sueles consumir?

22. ¿Qué tipo de contenido te atrae más?

23. ¿Cuál es el propósito de leer sobre x o y?

24. ¿vamos a otro sitio de los que regularmente usas por ejemplo x o y?

25. ¿Qué haces en este sitio-se sigue las mismas preguntas?

26. ¿Cómo contribuye esto a su competencia en el idioma? (lectura, escritura, escucha, habla, depende de lo que diga)

27. ¿Es ese espacio una oportunidad para aprender y sobre que lo has hecho?

28. ¿Qué tiene que ver el apoyo que otros ofrecen dentro del espacio donde participas

29. ¿Puede describir el propósito que tuvo para usar este sitio web?.

30. ¿Sobre qué tema leyó, escribió o compartió con otros en este sitio web?

31. ¿Participó de manera escrita, oral? ¿o solo leyó lo que otros escriben?

32. ¿Descargó algún texto desde este sitio?

33. ¿De qué se trataba?

34. ¿Qué uso quiere darle al texto?

35. ¿Compartió su opinión de este texto con alguien en ese sitio?

36. ¿Compartió el texto en otro sitio web o a través de una aplicación?

37. ¿Cuál fue el propósito de compartir el texto?

38. ¿con qué frecuencia usa este sitio web (o red social o aplicación)?

39. ¿Qué relaciones de amistad o profesionales mantiene en este sitio (depende si es red social o sitio profesional?

40. ¿Interactúa con alguien? ¿quién ?

41. ¿Cómo llego a interactuar con esa persona o personas en ese sitio web?

42. ¿Qué tema comparten?

43. ¿Qué tipo de textos suele compartir?

44. ¿Qué tan a menudo es su comunicación?

45. ¿En estos sitios donde usted participa usualmente expresa comentarios, sus ideas, hace alguna sugerencia?

46. ¿qué tanto colabora y comparte con estas personas?

47. ¿Con qué frecuencia tiene participación en este sitio web?

48. ¿Cree que alguno es más frecuente? ¿Cuáles serían las razones?

49. ¿Suele usted revisar solamente el contenido y no participar en algún sitio web ? me puede dar un ejemplo.

50. ¿Qué textos descargó? ¿para qué los usó? ¿cuándo y dónde los usó?

51. ¿Tiene usted alguna razón para no participar o comunicarse con las personas de la comunidad o la plataforma que menciono?

52. ¿Usted ha aprendido algo de sitio web donde participa ? ¿puede brindar ejemplos?

53. ¿Qué uso le ha brindado a su vida profesional su participación en este sitio web?

54. Dependiendo de la respuesta: a nivel personal, ¿de qué manera se ha beneficiado de su participación?

55. ¿Qué ventaja tiene acceder aunque no participe ?

56. ¿Qué le agrada de este sitio web?

57. ¿Qué ventajas aprecia para su aprendizaje o relaciones sociales?

58. ¿Qué encuentra usted valioso para usar este sitio o qué le gusta?

59. ¿Encuentra alguna desventaja en este sitio

**Teachers' endeavors interview.**

## INTERVIEW

Endeavor

**PROPÓSITO:** Identificar los propósitos de los profesores para participar, interactuar, consumir o compartir contenido en los portales.

1. Desde las fotografías que usted me envió, podemos escoger alguno de los sitios web en los que usted participa usualmente¿Puede describir el propósito que tuvo para usar este sitio web?

2. ¿Sobre qué tema leyó, escribió o compartió con otros en este sitio web?

3. participó de manera escrita? oral? o solo leyó lo que otros escriben?

4. ¿Descargó algún texto desde este sitio?

5. de que se trataba?

6. ¿Qué uso queria darle al texto?

7. ¿Compartió su opinión de este texto con alguien en ese sitio?

8. ¿Compartió el texto en otro sitio web o a través de una aplicación?

9. ¿Cuál fue el propósito de compartir el texto?

10. ¿Con qué frecuencia usa este sitio web (o red social o aplicación)?

11. que relaciones de amistad o profesionales mantiene en este sitio (depende si es red social o sitio profesional?

12. ¿Interactúa con alguien? quien ?

13. ¿Cómo llego a interactuar con esa persona o personas en ese sitio web?

14. ¿Qué tema comparten?

15. ¿Qué tipo de textos suele compartir?

16. ¿Qué tan a menudo es su comunicación?

17. ¿En estos sitios donde usted participa usualmente expresa

comentarios, sus ideas, hace alguna sugerencia?

18. ¿Qué tanto colabora y comparte con estas personas?

19. ¿¿Con qué frecuencia tiene participación en este sitio web?

20. ¿Cree que alguno es más frecuente? ¿Cuáles serían las razones?

21. ¿Suele usted revisar solamente el contenido y no participar en algún sitio web ? me puede dar un ejemplo.

22. ¿Qué textos descargó? ¿Para qué los usó? ¿Cuándo y dónde los usó?

23. ¿Tiene usted alguna razón para no participar o comunicarse con las personas de la comunidad o la plataforma que menciono?

24. ¿Usted ha aprendido algo de sitio web donde participa ? ¿Puede brindar ejemplos?

25. ¿Qué uso le ha brindado a su vida profesional su participación en este sitio web?

26. dependiendo de la respuesta : a nivel personal de qué manera se ha beneficiado de su participación

27. ¿Qué ventaja tiene acceder aunque no participe ?

28. ¿Qué le agrada de este sitio web?

29. ventajas para su aprendizaje o relaciones sociales?

30. ¿Qué encuentra usted valioso para usar este sitio o qué le gusta?

31. ¿Encuentra alguna desventaja en este sitio web?

**Teachers' participation in OAS interview.**

**INTERVIEW**

Participation

**PROPÓSITO:** Identificar de qué manera los profesores participaban en sus OAS, las personas con las que interactúan, el tipo de contenido que consumen y el contenido que quizás comparten.

1. Desde las fotografías que usted me envió podemos escoger alguno de los sitios web en los que usted participa usualmente y donde use el idioma inglés/francés?

2. ¿Sobre qué tema leyó, escribió o compartió con otros en este sitio web?

3. participó de manera escrita? oral? o solo leyó lo que otros escriben?

4. ¿Descargó algún texto desde este sitio?

5. ¿De qué se trataba?

6. ¿Compartió su opinión de este texto con alguien en ese sitio?

7. ¿Compartió el texto en otro sitio web o a través de una aplicación?

8. ¿Con qué frecuencia usa este sitio web (o red social o aplicación)?

9. ¿Qué relaciones de amistad o profesionales mantiene en este sitio (depende si es red social o sitio profesional?

10. ¿Interactúa con alguien? ¿quién?

11. ¿Cómo llego a interactuar con esa persona o personas en ese sitio web?

12. ¿Qué tema comparten?

13. ¿Qué tipo de textos suele compartir?

14. ¿Qué tan a menudo es su comunicación?

15. ¿En estos sitios donde usted participa usualmente expresa comentarios, sus ideas, hace alguna sugerencia?

16. ¿Qué tanto colabora y comparte con estas personas?

17. ¿Con qué frecuencia tiene participación en este sitio web?

18. ¿Cree que alguno es más frecuente? ¿Cuáles serían las razones?

19. ¿Suele usted revisar solamente el contenido y no participar en algún sitio web ? me puede dar un ejemplo.

20. ¿Tiene usted alguna razón para no participar o comunicarse con las personas de la comunidad o la plataforma que menciono?

21. ¿Usted ha aprendido algo de sitio web donde participa ?

22. ¿Puede brindar ejemplos?

23. ¿A nivel personal de qué manera se ha beneficiado de su participación?

24. ¿Qué ventaja tiene acceder aunque no participe ?

25. ¿Qué le agrada de este sitio web?

26. ¿Encuentra en este sitio ventajas para su aprendizaje o relaciones sociales?

27. ¿Qué encuentra usted valioso para usar este sitio o qué le gusta?

28. ¿Encuentra alguna desventaja en este sitio web?

### Teachers' roles  interview

**INTERVIEW**

Roles

**PROPÓSITO:** Identificar los roles que los profesores adoptan durante su participación en

OAS.

1. Partiendo de los screenshots de las grabaciones de sus clases en inglés/francés, ¿me podría indicar usted el motivo que tuvo para usar esa aplicación o sitio web?

2. (escoger uno de los que diga inicialmente). ¿Puede describir el propósito que tuvo para  usar este sitio web?.

3. ¿De qué se trataba?

4. ¿Qué uso quería usted  darle al texto?

5. ¿Compartió el texto en otro sitio web o a través de una aplicación?

6. ¿Cuál fue el propósito de compartir el texto?

7. ¿Hubo algún tipo de interacción en ese sitio?

8. ¿Cuál fue el propósito?

9. ¿Qué tema comparten?

10. ¿Qué tan a menudo es su comunicación?

11. ¿Con qué frecuencia tiene participación en este sitio web?

12. ¿Cree que alguno es más frecuente?

13. ¿Cuáles serían las razones?

14. ¿Qué textos descargó?

15. ¿Para qué los usó?

16. ¿Cuándo y dónde los usó?

17. ¿Tiene usted alguna razón para no participar o comunicarse con las personas de la comunidad o la plataforma que menciono?

18. ¿Qué uso le ha brindado a su vida profesional/personal su participación en este sitio web?

19. Dependiendo de la respuesta :¿ a nivel personal/profesional de qué manera se ha beneficiado de su participación en estos sitios?