

Micro-Paper 15: *Social Media*

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Defining the Term

Social Media combine three elements: Content or User Created Content (UCC), or daily tasks that web users carry out online; User Communities, where groups and people collect and share information and knowledge they have already created, transformed or updated online; and Web 2.0, digital technologies and applications aimed at creating and sharing online content. These three elements define the interactions among people in online environments, where they create, share, and/or exchange information and ideas in virtual communities and networks

An important consideration of social media is the emphasis on the *social nature* of their creation. Those applications and software are neither created nor published individually anymore. Instead, all users and participants that can have access to them are uninterruptedly and frequently updating and modifying these tools. In Social Media and their interactive platforms (e.g. Google Drive, blogs, Content Communities – YouTube and Slideshare — and Networking sites — Facebook —), what really matters is the different levels of creation, discussion, and re-creation of content across individuals, groups, and communities. .

Connecting it to LSLP

Social Media supported and contributed to the generation of interaction, social interaction and the practice of written English by the students in my Master's Research Project. To obtain good results and a real improvement and increase in learners' interaction and the development of their written competence, it was necessary to create and use these applications properly,

with their epistemological foundations, applications and uses and not just as an exchange for not using paper and pen in or outside the classroom. The notion of social media is an area of inquiry that LSLP may undertake in their explorations of second language literacy practices in urban and virtual spaces.

Expanding Second Language Research

While the use of Social Media to improve English interaction, social interaction and written improvement has been the object of research around the world, there is still the need for more research on the contributions of all these interactive platforms for second language educational and linguistic practice and enhancement. The emphasis on the creation and participation components that permeate social media provides a potential topic for inquiry. Those elements, in addition to the tangible contribution to the development and creation of texts elaborated collaboratively and its consequent interaction and written production upgrading, provide another important area to expand second language literacy research.

References

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