

IMAGINED IDENTITIES:  
*An Examination of Self-Authorship on Facebook*

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**Introduction**

Current trends in the use of Web 2.0 technology that enhance communication, information sharing, collaboration, and creativity have led to the development of numerous Web communities and social networking sites (SNSs). Current scholarship on SNSs examines the ways in which networked practices mirror, support, and alter known everyday practices, focusing on how people present themselves and connect with others (boyd & Ellison, 2007). Complementing face-to-face instruction with virtual collaboration on popular SNSs, such as Facebook, has become increasingly popular among educators in various academic disciplines. Similarly, researchers in the field of SLA recognize that SNSs may be suited for language teaching and learning because they cultivate environments that encourage creativity, interaction, and collaboration: goals often associated with language acquisition and learning (Lomicka & Lord, 2009).

Despite evidence that suggests SNSs may be useful for pedagogy, many questions remain unanswered. What are the theoretical underpinnings of integrating virtual communication via SNSs into L2 curricula? Are L2 interactions mandated through assignments meaningful and beneficial for learners? Do these interactions they boost student interest and time on task? Can L2

*self-authorship* (Thorne & Black, 2007) and *performing identity* (Atkinson, 2002) augment student-centered pedagogy? The purpose of this study is to examine and discuss how self-authorship and experimentation with L2 identities on Facebook may augment face-to-face L2 learning experiences. Terms associated with this emergent area of research can be found in Appendix A: Definition of Terms.

### Review of the Literature

#### Scholarship Related to SNSs

In less than a decade, SNSs have transformed the nature of social interaction. The international popularity of SNSs, as well as the opportunities for meaningful interaction they provide, motivate researchers to explore approaches for employing these tools to make learning more efficient and attractive to students. Interdisciplinary scholarship pertaining to SNSs builds on a large body of Computer Mediated Communication (CMC) research and addresses a broad range of issues, including impression management and friendship performance, online/offline connections, and privacy concerns (boyd & Ellison, 2007).

SNSs vary in their features and user base. For example, some allow for blogging and instant messaging; others have photo- and video-sharing capabilities; select web-based SNSs support mobile interactions. Many SNSs are designed for specific geographic regions, languages, ethnic, religious, political, sexual orientation, and other identity-based groups (Kirkpatrick, 2010).

Although popular SNSs, such as MySpace and Facebook, are designed to foster interconnectivity among millions of users, current research suggests that, most SNSs support existing social relations. For example, Lenhart and Madden (2007) found that 91% of U.S. teenagers who have SNS Profiles use SNSs to connect and stay in touch with their friends. Since SNSs enable young people to connect with one another, they have become imbedded in many facets of their lives.

SNSs engage young demographics and are remarkably popular among neomillennial students. For example, Tufekci (2008) reported that in the U.S. 90% of people ages 20-30 participate in SNSs. In recent years, this tremendous popularity of SNSs among young people has amounted to a “civil society of teenage culture” (boyd, 2008). Because teenagers typically enjoy experimenting with their identities and impression management (Tufekci, 2008),

they enjoy viewing “Friends’ Profiles” as well as getting immediate reactions and updates from “Friends” (both terms that are native to these sites). SNSs enable users to develop multiple identities and to express themselves in various virtual communities in ways appropriate for each particular audience, such as the business-focused LinkedIn and the social-focused Facebook. McBride (2009) asserted that the “opportunity to occupy multiple virtual environments and experiment with multiple identities via CMC, and the additive as opposed to subtractive nature of this experimentation are prime examples of the shifts in communication and literacy that define Web 2.0 phenomena” (p. 39). While SNSs are magnetizing for youth, they provide for safe experimentation with multiple identities (Sykes, Oskoz, & Thorne, 2008).

One of the principal distinctions among SNSs is their variation in privacy settings (Kirkpatrick, 2010). What makes SNSs unique is not that they allow users to meet strangers, but that they enable individuals who share some offline connections to develop their own online social networks. Although various SNSs employ a vast variety of technological features, they share a set of common elements, including Profiles and lists of Friends. Sundén (2003) described Profiles as unique pages where a user can “type oneself into being.” The Profiles typically include an “about me” description (e.g., age, location, interests). While most SNSs require bi-directional confirmation of Friendship, some do not. Yet another essential component of SNSs is the display of Friends lists which contains Friends’ Profiles that are visible to all permitted users of a network. In addition, most SNSs provide devices for private messaging visible only to two users (similar to webmail), and chat or instant messaging options.

Typically, SNSs encourage users to provide an accurate representation of themselves in their Profiles. However, researchers found that the degree of “authenticity” varies among users. For example, Marwick (2005) reported that users employ complex strategies for negotiating the rigidity of a required authentic Profile. Moreover, based on the examination of the “Fakesters” phenomena, boyd (2008) argued that a Profile could never be “real,” and that the extent to which self-portrayals are either authentic or “playful” (for example, using a real photo versus an avatar) varies across sites. Thus, an online identity is established via the Profile. Yet another aspect of self-presentation is the articulation of friendship links, which also serves as “identity markers for the Profile owner” (boyd & Ellison, 2007, p. 10). These researchers

pointed out that “Friends” on SNSs are not the same as “friends” in the everyday situations; instead, Friends are offering users an “imagined audience” that guides their behavioral norms. They further discussed the extent to which the attractiveness of one’s Friends impacts impression formation on SNSs.

The role of SNSs in society is exponentially growing because they are increasingly used for communication and identity performance with other “imagined audiences,” such as in the workplace and in the job searches. Kramsch (2006) emphasized that because Web 2.0 communications, including SNSs, would become a major part of neomillennial students’ professional and personal lives, these students need to develop pragmatic, communicative and symbolic competences required by a diverse, postmodern, online world.

Though English is widely used by SNS users, there are hundreds of sites that function in languages other than English. For example, the SNS *В контакте* (*In Contact* or *In Touch*), which functions in Russian and is popular in Russia, Ukraine, Belarus, and Kazakhstan, currently has 135 million registered user accounts. The global use of SNSs allows L2 users to interact with native speakers nearly anywhere in the world. Pavlenko & Lantolf (2000) discussed mediation of online discourse and argued that acquiring an L2 involves the development of a new identity. McBride (2009) speculated that because communication and identity performance are so frequently experienced via the Internet, “including this communicative act in a FL class could be as practical for some students as teaching them how to order in a restaurant” (p. 38). She further suggested that self-authorship (i.e., remixing the self through text and media, could serve as the basis for new learning and lessons in CALL). Her suggestion for using student-created materials for further learning is consistent with student-centered pedagogy.

In the past three decades, computer-mediated communication (CMC) has been used in higher education as a teaching and learning tool that complements face-to-face instruction. Mostly because Web 2.0 tools encourage and enable user participation through open applications and services, the current generation of students is thought to have developed “new learning styles and qualitatively different thought patterns” (Thorne & Payne, 2005). There is evidence from recent research that asynchronous CMC can promote knowledge construction, problem solving, and critical thinking through communication and interaction with peers and instructors (Heejung et al.,

2009). These researchers argued that asynchronous communication provides opportunities for reflective and thoughtful responses and insightful reactions to ideas and opinions posted by peers. In addition, while time constrains can often limit the amount of peer-to-peer interaction in a traditional classroom, students who use forms of computer mediated communication were found to use more direct uncertainty reduction strategies than students in face-to-face conversations (Mazer et al., 2007).

Researches in many fields agree that instructor's feedback and peer-to-peer interactions are critical to the learning process. Of particular relevance to this study is research focusing on asynchronous online interactions. For example, peer feedback is credited with numerous advantages, including timeliness, new learning opportunities, and community building (Ertmer et al., 2007). Moore (2002) reported online student-faculty interaction as the most significant factor in student learning outcomes. Other researchers suggested that the instructors should actively participate in online discussions until students are capable of sustaining them on their own (Heejung et al., 2009). The findings from CMC research regarding instructor's facilitative role and importance of peer-to-peer interactions are consistent with socio-cultural theories, cognitive apprenticeship and situated cognition approaches as they pertain to L2 teaching and learning.

### **Sociocultural Framework and SLA**

In the past several decades, there has been much growth in research examining the dynamic nature of language as well as the many contexts of language learning and use. Because competing theories are typical of disciplines that attempt to explain complex phenomena, there is no one unifying theory of second language learning. Relatively recently, scholars from a number of disciplines, including psychology, education, linguistics, and sociology have converged on a *sociocultural* approach which advocates building cognitive understanding in social contexts (Warschauer, 1997). This approach has largely emerged from a more general sociocultural theory proposed by a Russian psychologist, Lev Vygotsky (1978). Within a sociocultural framework, identity is theorized as dialectic relationship between learners and their worlds and experiences rather than a fixed attribute in the "mind" (Ricento, 2011).

A Vygotskian concept of the relationship between mind, language, communication and culture focuses on three major notions: genetic analysis,

social learning, and mediation. He suggests that interpretation of learning should take into account broad social, cultural, and historical trends. In a learning context, interactions with teachers or peers allow students to advance through their “zone of proximal development (ZPD)” (1981). This theory was further developed by other scholars (e.g., Rogoff, 1990; Wertsch, 1991) who demonstrated that apprenticeship is an integral part of formal and informal adult learning.

Drawing on Vygotskian sociocultural theories of learning, Collins, Brown, and Newman (1989) suggested a form of apprenticeship, which they called a “cognitive apprenticeship.” This type of apprenticeship strives to reveal underlying, covert thinking processes of task performance and at the same time, to preserve the features of traditional apprenticeships, which made them effective. In their model, the *content* of instruction is presented in realistic contexts; the *sequence* of instruction progresses from global to local, and the *sociology* of instruction addresses the experience of functioning in a social environment.

Traditionally, cognitive apprenticeship was used in education to teach cognitive skills in performing classroom tasks chiefly with native speakers of a language. Hosenfeld (1996) adapted the cognitive apprenticeship framework for beginning foreign language learners. He claimed that cognitive apprenticeship is dependent on the ability of a teacher or an expert to interact with the learner by modeling expert practices, observing student performance, supporting it through scaffolding, and fading that support as the learner’s performance improves.

Another instructional component that contributes effectively to a learner’s success is *contextualized*, or “situated” learning, or “situated cognition” (Cognition and Technology Group at Vanderbilt, 1990). In *situated cognition* the emphasis is on providing enabling experiences in authentic contexts instead of learning isolated strings of facts, and on *cultivating learning processes* instead of learning outcomes. Drawing on the theoretical underpinnings of situated cognition, Choi and Hannafin (1997) suggested a conceptual framework for situated learning environments which centers on four basic issues: the role of context, the role of content, the role of facilitation, and the role of assessment. They argued that in situated learning environments, *facilitation* should assume several forms, including modeling, scaffolding, coaching, guiding and advising, collaborating, fading, and using cognitive tools. These

forms of facilitation are largely congruent with the cognitive apprenticeship model suggested by Collins, Brown, and Newman (1989). A comparative analysis of these two theoretical approaches suggests that *cognitive apprenticeship* appears well suited for *situated learning* environments (Iskold, 2008).

Social constructivism emphasizes the primary importance of social interaction and mediation in the development of meaning. Because Web 2.0 technologies are concerned with construction of meaning through user interactions in multi-modal peer-to-peer environments, Vygotskian social constructivism, as well as its applications to SLA, provide a theoretical foundation for the examination of potential benefits of interactions that can take place on Facebook amongst L2 learners.

## Design of the Study

### Setting and Population

The participants in this study were drawn from an undergraduate, four-year college with a total population of 2,000 students. As a liberal arts institution, the college maintains a two-semester foreign language requirement. Among other programs, the college offers an interdisciplinary major and minor in Russian Studies. Elementary Language I & II courses are first and second-semester, Intermediate Language I & II are third and fourth- semester, respectively. Students' placement is dependent upon experience or a placement test. Students represent predominately white (91.5%) middle or upper-middle class backgrounds; the student body is mainly from the Middle Atlantic region; 70% of students come from public schools and 30% from private or parochial schools.

Twelve students enrolled in one section of Intermediate Russian I participated in the study throughout one semester (15 weeks). These students were expected to be motivated third-semester learners of Russian. Prior to the experiment, they filled out a Participant Information Survey. The purpose of the Survey was to identify students with atypical backgrounds (e.g., native or heritage speakers of Russian; those who lived for more than three month in Russia; students with visual problems which could hinder their participation in virtual interactions via Facebook). The data from the Survey were tabulated and synthesized for subsequent analysis.

As per college classification, four participants were freshman and eight were sophomores; five were men and seven were women. The participants'

ages ranged from 18 to 20 years. Four students were taking the course to fulfill the college's L2 requirement; eight were planning to major or minor in Russian. Eight participants took Elementary Russian II at the college; four of the students had prior exposure to the target language in high school and were taking Intermediate Russian I based on their placement test scores. All participants were native speakers of English.

Prior to this study, all students used Facebook to communicate with friends and family; none of the students had ever used Facebook as an instructional component of a college course. None of the students were excluded from the data analysis because of an atypical background.

### **General Classroom Procedures**

At the college, Intermediate Russian I meets three times a week in periods of fifty minutes. The curriculum incorporates Nachalo (Начало), an instructional package that integrates video into the teaching of language and culture. The reading materials and the video episodes are connected by a storyline of an American student, Jim, and his Russian friends, many of whom live in the same apartment building. Because each of the characters is present in almost every text and video text, students develop familiarity with and interest in their careers, manners, surroundings, and new friends. As the course progresses, students learn new details about each of the characters and start thinking of them as of real people. For example, they make predictions regarding future plot developments, or comment on what a character should or should not have done in a specific situation. The content and the objectives of the course allowed this researcher to create an engaging, contextualized learning environment on Facebook, which made the content come alive for students.

### **Selecting an SNS for a Language Class: Why Facebook?**

Facebook (FB) is a highly interactive SNS. Unlike MySpace which allows users to decide if they wish their Profiles to be public or viewed by "Friends only," its default option lets all users who are part of the same network view each other's Profiles. However, a Profile owner may choose to deny such permission to those in his/her network. FB Friends can post messages on the Wall, a virtual space that functions like a discussion board. Users can enhance their Profiles by adding multimedia content.



Despite ongoing public discourse and media concerns (Heffernan, 2009; Kirkpatrick 2010), FB is remarkably popular among U.S. youth (Heffernan, 2009; Kirkpatrick 2010). Users expressed greater trust in FB than in MySpace and were more willing to share information (boyd, 2008). Mazer and colleagues observed that by using FB “teachers can meet students on their territory” (Mazer et al., 2007, p. 4). In addition, the following capabilities and building blocks of FB were found particularly suitable for the objectives of the course, as well as for the purpose of this study: limited amount of advertising and its content; ease of navigation and use; privacy settings; capability to set the interface and Instant Messaging (chat) in L2; student familiarity with FB; no need for time-consuming training; opportunity to link academic needs and informal use in one virtual space, and within- site email (private) email and messaging.

### **Collection of the Data**

Student perceptions of and attitudes toward using FB for class was measured by a pre- and post-Survey. Survey items were constructed based on the findings from the review of the literature and the Participant Information Survey. Both surveys were validated by a panel of three independent experts: two colleagues from the institution where the study was conducted, including the Chair of Department of Languages, Literatures and Cultures and Professor of Spanish and Director of the Office of Information Technology and a colleague from another liberal arts college, Director of the Language Resource Center and Lecturer in French. The three panelists had extensive experience in using SNSs for academic purposes.

Early in the semester, participants in the study completed a Pre-treatment Survey that explored student expectations regarding using FB for class. Of the twelve participants, eleven took the survey; the response rate was 92%. Students responded to 15 selected-response items by checking a point on a five-point descending Likert scale. Additional thoughts or concerns could be shared in the comments section of the Survey (the Survey may be obtained from this researcher). Student responses to the Pre-treatment Survey indicated their interest in and enthusiasm about using FB for class (data from this Survey may be obtained from this researcher). No particular concerns or reservations were found.

Based on the findings from the Pre-treatment Survey, this researcher created a FB group for class and invited students to participate. The group

was set up as a “gated community”, with participation by invitation only. This measure was necessary for maintaining the context of FB interactions necessary for that class, as well for preventing strangers from posting discrediting or defamatory messages on participants’ FB Profiles. Students were asked to select a character from the Nachalo storyline that they were following throughout the course and to represent that character in the FB group. The instructor participated in the group as a moderator.

At the end of the semester, students completed an Exit Survey. The items on this Exit Survey were constructed in the same way as the items on the Pre-treatment Survey, but were slightly modified to allow for reflection on FB experience; five additional items were added to examine student attitudes toward specific FB assignments and interactions (See Appendix B). On the Exit Survey; the response rate was 100%. Table 10.1 provides the means and standard deviations associated with questions from the Exit Survey.

### Findings and Discussion

While time constraints can often limit the amount of peer-to-peer interactions in a traditional classroom, the findings from the Exit Survey indicate that students who used FB as part of their coursework experienced additional opportunities to interact with one another ( $M = 3.94$ ). This finding is consistent with the findings reported by others (Ertmer et al., 2007; Heejung et al., 2009). Student self-reported considerable motivational benefit from using FB, including looking for additional resources ( $M = 3.80$ ); expanding their vocabulary ( $M = 3.83$ ), and experimenting with each character’s identity ( $M = 3.89$ ). These data are consistent with theoretical assumptions regarding the positive effects of CMC communication on student motivation (Thorne & Payne, 2005).

The instructor’s role of facilitating an online learning environment via FB was well received by students. Students did not find it awkward to have their instructor on the Friends list ( $M = 1.80$ ). This finding could be attributed to the fact that FB interactions evolved in an imagined space, based on a story line context, where students authored and re-mixed the identities of their respective characters and their own identities; the instructor’s role was that of a facilitator and moderator. Similarly, students did not consider the instructor’s corrective feedback as diminishing their ego ( $M = 1.93$ ). This finding is explained by the privacy settings in FB that allow for sending messages to

**Table 10.1**  
Mean Scores and Standard Deviations on the Exit Survey

Question	<i>M</i>	<i>SD</i>
Helped me express myself more creatively	3.61	0.63
Provided an additional way to interact with peers in class	3.94	1.11
Helped me spend more time writing and communicating in Russian	3.67	0.92
Motivated me to experiment with a Russian character identity	3.89	0.09
Was a “popularity contest” in class	2.06	0.21
Distracted me from learning the course content	2.00	0.28
Consumed too much time relative to other assignments	2.11	0.38
Motivated me to expand my vocabulary in Russian	3.83	1.00
Motivated me to look for additional recourses to develop my character’s attributes	3.80	0.86
My peers in class quickly commented on my Profile	3.07	0.29
I updated and checked my Russian Profile every week	4.63	0.74
I found it awkward to have my instructor on my ‘friends’ list	1.80	0.52
I had trouble being ‘friends’ with individuals in class	1.87	0.41
Instructor’s corrective feedback diminished my ego	1.93	0.33
I was familiar with FB and did not need technical assistance	4.27	1.18
Writing about my character as ‘myself’ on my Profile was challenging	2.50	1.49
I found writing a passage on behalf of my character challenging	2.60	1.41
I found recording and posting my video challenging	3.50	1.07
I found participating in discussion and commenting on other characters’ posts challenging	3.12	0.20
I would like to continue using FB for my study of Russian	3.89	0.76

*Note.* Judgments were made on a descending 5-point scale (5 = *strongly agree*, 1 = *strongly disagree*); *n* = 12

individual users in a group. Although students were neutral regarding writing about their characters as “themselves” on their Profiles ( $M = 2.50$ ), they reported experiencing some difficulties with writing passages ( $M = 2.60$ ) and also found participation in discussion challenging ( $M = 3.12$ ). They found recording themselves and posting their videos on FB the most challenging of all tasks ( $M = 3.50$ ). Most likely, lack of L2 pragmatic knowledge at an Intermediate I level made writing and reacting to the writings of others challenging for students. This finding may have something to do with student level of comfort with this activity even in their L1.

### **Limitations**

The following limitations should be considering when examining the results of the study: (1) this research was conducted at a small liberal arts institution; the nature of the population may present questions about the role of attitude, interest, and motivation in constructing L2 identities on FB; (2) an intact class participated in the study; there was no random selection of the sample; (3) the sample size was limited to twelve students; broadening the sample size might enhance the validity of the study; (4) the findings are based on a particular kind of FB assignments, hence are not applicable to other ways of integrating FB into a language curriculum; (5) different grading criteria and incentives for students may produce different results; (6) this researcher was involved with the study both as an investigator and a teacher, and (7) a longitudinal study may produce different results.

### **Conclusions and Recommendations for Further Research**

Imagining character identities (as opposed to inventing completely new L2 identities) may have certain benefits for student learning outcomes. First, using critical thinking and analytical skills to invent new plot developments; extending oneself by taking the point of view of one of the characters, or using additional resources to develop characters' attributes in a creative way. Next, as a cultural exploration, this scenario seems less dangerous in regard to creating cultural stereotypes. Finally, social interactions embedded within a storyline are likely to keep students away from overindulging in themselves.

Because prior to this study students were used to interacting on FB to maintain their social bonds with friends, they were accustomed to using simplified spelling, abbreviations, and incomplete language, habits that they

inadvertently transferred to their L2 assignments, particularly in the beginning of the semester. Similarly, they had to be reminded that L2 text, albeit brief, had to be read thoroughly, rather than scanned (as in L1).

Integration of FB interactions into a traditional face-to-face L2 course may also present challenges for instructors. For example, (1) curricular limitations, i.e. difficulty to incorporate additional activities into syllabi; (2) time constrains i.e., learning about all technological feature and designing own instruction for these relatively new technologies, and (3) thorough understanding of one's own role as a mentor, who facilitates student interactions on FB, provides just the right amount of help, and gradually reduces teacher intervention as students become more confident, both linguistically and socially. The most challenging of all tasks, however, is the development of assessment strategies and grading parameters for FB-based assignments. Although the instructor's role as a moderator was essential, specific strategies that instructors could employ to support effective use of an SNS in a L2 curriculum require further examination.

The mere integration of FB into a face-to-face course does not necessarily generate greater student interaction. Similarly, performing L2 identities does not immediately warrant better L2 learning. Instructors need to make sure that SNS-based tasks are well suited for the goals and objectives of the course. This study indicates that use of FB, or perhaps another SNS, an environment where students can develop their L2 identities, can be integrated into a regular, face-to-face, L2 curriculum. More studies are needed to examine the effectiveness of such integration, as well as the impact of self-authorship and L2 identities on learning outcomes.

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## Appendix A

### Definition of Terms

Avatar	Graphical representation of a user. A graphic identity one either selects from a group of choices or creates to represent oneself to the other party in a chat, instant messaging (IM), or multiplayer gaming session. An avatar is a caricature, not a realistic photo and can be a simple image or a bizarre fantasy figure. It is a Sanskrit word that means the incarnation of a god on earth, and the usage of the term came from the gaming and 3D chat worlds. (PC Magazine, Encyclopedia). Retrieved on November 20, 2011 from <a href="http://www.pcmag.com/encyclopedia_term">http://www.pcmag.com/encyclopedia_term</a>
Blog	Abbreviation for “weblog” with personal entries
CALL	Computer-Assisted Language Learning
CMC	Computer Mediated Communication
Communicative Competence	Consists of four major components: grammatical competence, (2) sociolinguistic competence, (3) discourse competence, and (4) strategic competence (Canale & Swain, 1985)
FB	Facebook, a social networking website.
Foreign language	The terms “foreign language,” “second language,” “L2,” “target language,” and “language” are used interchangeably to refer to language other than English taught as an academic subject ( <i>Standards for Foreign language Learning</i> , 1996, p. 23).
Intermediate Level Learners	Students enrolled in the third semester Russian course at an undergraduate liberal arts college with a two-semester foreign language requirement.
Motivation	The choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect (Brown, 1994).
SNS	Social Networking Site, web-based service that allows individuals and groups to connect with each other.



## Appendix B

### Student Exit Survey

Dear Student:

Throughout the semester, you were using Facebook as part of the coursework for your Intermediate Russian I class. The purpose of this survey is to examine your attitude toward and perception of this experience. For each item, please choose one response that describes your attitude best. This survey is anonymous. Your responses will be used for research purposes only and will not affect your grade in this class. Большое спасибо!!!

#### My use of Facebook for Intermediate Russian I:

1. **Helped me express myself more creatively**

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

2. **Provided an additional way to interact with peers in class**

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

3. **Helped me spend more time writing and communicating in Russian**

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

4. **Motivated me to experiment with a Russian character identity**

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

5. **Was a “popularity contest” in class**

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

6. **Distracted me from learning the course content**

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

7. **Consumed too much time relative to other assignments**

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

**8. Motivated me to expand my vocabulary in Russian**

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

**9. Motivated me to look for additional resources to develop my character's attributes**

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

**10. My peers in class quickly reacted and commented on my Profile**

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

**11. I frequently updated and checked my Russian Profile**

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

**12. I found it awkward to have my instructor on my 'friends' list**

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

**13. I had trouble being 'friends' with individuals in class**

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

**14. Instructor's corrective feedback diminished my ego**

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

**15. I was familiar with Facebook and did not need technical assistance with understanding and using its features for class**

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

**16. I found writing a passage on behalf of my character challenging**

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

**17. I found recording and posting my video challenging**

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

**18. I found participating in discussion challenging**

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

**19. I would like to continue using Facebook for my study of Russian**

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

