



**Facultad de Educación**

The effects of using Instagram on developing writing in a Chilean EFL context.

**A thesis submitted in fulfillment of the requirements for the Degree Seminar and English**

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Autor: Erick D. Farfan

Supervisor: Dr. Salome Villa Larenas

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# The effects of using Instagram on developing writing

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### Abstract

ICTs have shaped our understanding of how we teach our students in the classroom, especially after the COVID-19 lockdown. These new technologies shaped our vision of how we teach in the class, and give teachers new opportunities and challenges along with them. This study explores the use of Instagram in the classroom and its impact on developing writing skills. This study aims to observe if it is possible to enhance students' writing skills when using Instagram in the English subject. For that, qualitative classroom-based research was chosen to answer the research question. The data collecting tools used to analyze if the app has an impact was the implementation of pre-task and post-task tests. These tools revealed that Instagram can have an impact on students writing skills. Also, a survey and focus group were applied to understand students' perspectives on the use of Instagram for English Language teaching (ELT). These perspectives revealed that other elements may enhance the writing performance of students even more. Elements such as motivation and authenticity emerge from these perspectives. Finally, the data reveals some challenges and difficulties that teachers may encounter when implementing Instagram or any ICT in a teaching context.

**Keywords: Instagram, writing skills, ICTs, authenticity, engagement, ELT, EFL**

### Resumen

Las TICs han dado forma a nuestra comprensión de cómo enseñamos a nuestros alumnos en el aula, especialmente después del confinamiento por la COVID-19. Estas nuevas tecnologías cambiaron nuestra visión de cómo enseñamos en la clase y brindaron a los maestros nuevas oportunidades y desafíos junto con ellas. Este estudio explora el uso de Instagram en el aula y su impacto en el desarrollo de habilidades de escritura. Este estudio tiene como objetivo observar si es posible potenciar las habilidades de escritura de los estudiantes al utilizar Instagram en la asignatura de inglés. Para ello, se eligió la classroom-based research para responder a la pregunta de investigación. Las herramientas de recopilación de datos utilizadas para analizar si la aplicación tiene un impacto fue la implementación pre-task y post-task. Estas revelaron que Instagram puede tener un impacto en las habilidades de escritura de los estudiantes. Además, se aplicó una encuesta y un grupo de enfoque para comprender las perspectivas de los estudiantes sobre el uso de Instagram para la enseñanza del idioma inglés (ELT). Estas perspectivas revelaron que otros elementos pueden mejorar aún más el rendimiento de escritura de los estudiantes. Elementos como la motivación y la autenticidad emergen de estas perspectivas. Finalmente, los datos revelan algunos desafíos y dificultades que los docentes pueden encontrar al implementar Instagram o otros TICs en un contexto de enseñanza.

**Palabras clave: Instagram, writing skills, ICTs, authenticity, engagement, ELT, EFL**

### **The effects of using Instagram on developing writing.**

The presence of ICTs in the classroom is widely visible for ELT purposes, and its importance as a tool is getting more relevant every day (Dudney & Hocley, 2007). Likewise, with new technologies learning possibilities emerge for learners and teachers. Thus, it is necessary to keep updated and open to new teaching opportunities that ICTs allow us (Bruce & Levin, 2003). For these reasons, the purpose of the thesis wants to explore the effects of using Instagram in the classroom for developing speaking skills. There are three motivations that I have for this research. These motivations are categorized into (1) personal reasons, (2) The students' context, and (3) COVID-19 and its consequences in the school. First, I enjoy exploring the uses of technology in different areas: leisure, health, entertainment, education, etcetera. Some examples of ICTs in education are using virtual reality for learning purposes (Vogt et al., 2021) or the use of videogames for literacy purposes with elementary and primary students (Benton et al., 2021; Pflaumer et al., 2021). Technology is part of our life, and it is necessary to understand the effects inside the classroom when using new technologies.

Secondly, the practicum context in which I am working presents an opportunity in ICTs and resources. Since day one in the practicum center, I could notice that many students do not use a notebook in class. Instead, many students use laptops or tablets to take notes or do class exercises. In some cases, students use smartphones to complete activities or look up information that helps them to achieve the proposed task. In this last case, the guiding teacher does not prefer

the usage of smartphones for taking notes or doing class activities. From my perspective, this could be a significant opportunity to integrate a different use of technological devices into the classroom. Another contextual factor that motivates me is that students use Instagram regularly inside and outside the classroom. Although students get distracted by this when they are in classes, I saw this element as a potential use to integrate it into the lessons for teaching purposes.

Lastly, and connected with the last paragraph, the effects of COVID-19 are visible in the school community. As stated before, students use technological devices to support their learning processes. Talking with teachers about it, this did not happen before the lockdown. Students used to take notes in their notebooks commonly. However, after returning to face-to-face classes, many students adopt this new way of taking notes in class. Teachers had to adapt abruptly and integrate different technologies such as Google Classroom. Today, GClassroom is still there to give information and materials and as an instrument to keep in contact with students outside the classroom. Indeed, some ICTs arrived to stay in this school and probably others.

### **Literature Review**

First, it is pertinent to understand what ICTs are and how important they can be for language teaching. Jati, interviewed by Floris (2014), describes ICTs as technologies that allow acquiring information using telecommunications (p. 2). These can be any device or source to gather data, such as the internet, cell phones, TV, the radio, etcetera. UNESCO (2022) defines them as "any product or service that is designed to store, retrieve, manipulate, transmit, or

receive information electronically in a digital form" (p.13). Both sources understand ICTs as an up-to-date source of information for students and teachers. Likewise, ICTs can not only enhance the learning processes in language teaching. Other areas that can be affected are Self Management, human connections, and inclusion (UNESCO, 2022). Hence, ICTs could benefit ELT in these aspects and more.

ICTs have been changing throughout the time they began. Dudeney and Hockly (2012) illustrate how ICTs have been evolving in English Language Teaching until now. In this first stage, ICTs in education started as Computer-Assisted Language Learning (CALL). CALL appeared between the mid-80s and the end of the 90s, with Warschauer (1996) and Bax (2003) as noteworthy authors. It began with decontextualized 'Drill and Kill' exercises using static text. Plus, there was restricted feedback and interaction with the learner. Content interaction had a predominance rather than a communicative approach. Regardless, CALL evolved alongside hardware development. With better hardware, CALL could integrate the four skills, incorporating multimedia sources from the internet, plus better feedback and interaction mechanisms within their software. Encarta is an example of educational software recently used (p. 533-534). The authors also exposed the influence of Corpus Analysis in the CALL era. This influence helped to create better learning software and the design of the grammar-driven syllabus and CD-ROOM dictionaries such as *Cambridge Learner's Dictionary*, among others.

In the second stage, Dudeney and Hockly (2012) explained that there is a radical change in ICTs with the arrival of the internet. Thanks to Warschauer and Bax's contributions and the internet, access to information and new learning possibilities emerged for the ELT. For learners, the interaction became even more possible. In writing, pen pal activities moved from using letters to emails or chat rooms. Additionally, voice and video chat spaces arose (e. g. Skype), allowing learning communities to become more accessible and popular. Likewise, WebQuest tasks, promoted by Bernie Dodge in 1995, allowed students to acquire new and varied information throughout the web and to shape their knowledge with the information they found (p. 536). Teachers also found new spaces and resources for development. Webpages such as *Dave's ESL Café* and *Macmillan OneStopEnglish* helped teachers to find further information and materials. Alike, Learning communities and discussion groups arose for teachers and learners (p. 536-537). These communities not only helped to address teaching itself but to integrate teachers and students into new technologies.

Finally, the arrival of Web 2.0 enhanced the learning opportunities even more for students and teachers. Students can now create animated cartoons or multimedia posters using varied web pages, like DVolver and Glogster (Dudeney & Hockly, p. 538). These tools allowed them not just to develop language skills but to have a creative classroom environment. Simultaneously, an influential user-friendly tool arrives in the classrooms. Interactive Whiteboards (IWBs) reached the classroom shaping it. IWBs and coursebooks with audio and video features came side by side (p.539). This new integration was new for students and teachers

and caused significant changes in teaching practices. With the appearance of Web 2.0, social media showed to stay in our society. Networks such as Facebook and Twitter empowered communities to join in worldwide conversations and conferences from all over the globe (p. 539). Social networks also enhanced the interaction and opportunities for learners with easier and friendlier ways to communicate and practice.

Since Covid-19, ICTs and technological devices have been essential for education. Teachers had to adapt from the traditional classroom setting to an online setting. One of the biggest challenges was overcoming the digital barrier (Jones et al., 2021; Klosky et al., 2022; Toyin, 2021). The digital barrier is known as the gap between the ones who have access to ICTs from those who do not have it (Gómez Navarro et al, 2018). Jones et al. (2021) mentioned how rural areas in Ethiopia used different devices to learn. Radio and Television replaced school for students to learn at home. Yet, some students received eLearning via recorded lessons and textbooks. Klosky et al. (2022) identified challenges that became even deeper with students within a specific context in Georgia. Neurodivergent students, Spanish speakers, and unpartnered essential working parents faced additional struggles with eLearning (p. 661). In Chile, the consequences of eLearning due to the pandemic era are also noticeable. School communities had to deal with similar issues during online lessons, while political struggles about how and when face-to-face classes should proceed emerged (Baleriola & Contreras, 2021). Covid times had a substantial impact on our understanding of education and ITCs.

Due to these challenges, ICTs shifted the schools and lessons, shaping everything into a new learning model. Zancao et al. (2022) related how education had to radically adapt and immerse into the digital world while schools were closed for the pandemic in Europe (p. 117). These radical changes affect all levels of the school communities. Even though the author pointed out that school transformations occurred quickly, these actions would depend on the schools' and countries' capacities to overcome the necessities of students (p. 116). Regardless, lockdown times also offered opportunities to integrate new technologies and practices for ELT. The use of platforms for storytelling to improve speaking skills (Viknesh & Yunus, 2022) or gamification in online sessions (Dubreil, 2020) are just a few examples of how ELT incorporated ICTs inside the classroom. This outbreak not only showed the answer capacity of policies and resources schools and communities handled, but it also showed that the teaching practices would keep evolving with technology development.

ICTs in education include a vast range of software and devices. The exploration of social media and social networks for teaching purposes takes place in literature. For example, Rodliyah (2016) explored how Facebook could help on improving writing skills. The author found that students could improve their writing skills. Also, motivation and building rapport had an impact on the intervention. Another study, one by Qarajeh and Adbolmanafi (2015) used social groups in Yahoo! to see if there is a development in speaking skills. This paper, and similar investigations quoted in, found that engagement was a key factor during the research. However, using these technologies requires many considerations (Hockly, 2017). Teachers must know how

to use and adapt these technologies to overcome creative, ethical, and technological issues.

Teachers' digital literacy is vital for developing suitable implementations of social media.

Many resources have been used before in ELT. Since this paper will talk about Instagram usage, it is necessary to understand what the app is for and its potential uses and challenges.

Instagram is a social network app based on posting photos and videos (Google Play Store, 2015; App Store, n.d.). The app allows you to record and edit photos and videos and share them in the app. With 1.3 billion downloads in 2022, this app is used mainly by teenagers and young adults (Mohsin, 2022). The most popular categories visited by users are Entertainment, dances, and pranks (PB, 2021; Cardenas, n.d). Still, this app is used for language teaching by many users. Profiles such as @how\_to\_british or @letsspeakenglish explained idiomatic expressions and grammar features, as many others. Since it is an app used worldwide, it also offers authentic material for use in English classes, not necessarily for grammar or language-based purposes only.

Using Instagram or the use of posting photo captions for ESL and EFL teaching is being explored by literature. An example is a study by Purwandari (2017) that explore the creation of picture captions and their impact on students. In this research, Instagram was used to create descriptive texts based on the app. Using a series of tests, the author claims that students were encouraged to develop creativity and activeness. Additionally, motivation and independency were also developed through the process. Another example is the study of Listiani (2016) which

compared two groups and see the influence of the app on the student's writing skills. This author highlights that the use of the app affects the writing of students. The texts were richer and more heterogeneous in comparison with the control group. The author also claims that teachers should set the class environment, so motivation is more present during the implementation. Following the same line, Mustain et al (2019) expose that students feel safer using Instagram when learning rather than when using workbooks (p. 99). The app help students to be exposed to new and varied sentences and grammar, and they feel safe making mistakes there. Yet, Learners' perspectives towards the app can affect some elements previously mentioned. Gonulal (2019) interviewed some learners about the use of the app. The author retrieved that since in the app you can find inaccurate grammar, it can hinder the learning process regarding grammar. As teachers, we should be aware of these variables when using this material in the classroom.

### **Research question.**

In this thesis, the research question is what are the effects of using Instagram for developing writing skills in an EFL classroom? Here, I wanted to explore the outcomes of writing (such as content, vocabulary, and general grammar) but also consider other aspects that can affect writing, such as the motivation to perform.

### **Methodology approach**

The purpose of this research was to observe, collect, compare, and reflect based on the data collected during the implementations. More specifically, to explore the effects that

Instagram may have in the classroom regarding writing skills. For this thesis, classroom-based research (CBR) was used as a research model. According to Kostoulas and Lämmerer (2015), CBR is used to investigate what is best in our classrooms to improve our practices which aim to benefit our students. In this case, CBR is going to be based on a pedagogical innovation, which means introducing a new element in the classroom to see the effects the research question wants to explore.

This thesis used qualitative methods. This means qualitative data was retrieved throughout the investigation (Dörnyei, 2007). To explain, qualitative data will allow us to explore a phenomenon and develop a detailed understanding of a central issue to be explored (Creswell, 2012). The basis of this data is to analyze the processes of data reduction, identify patterns, and generate knowledge about the topic (Kostoulas & Lämmerer, 2015). This data helped to understand and tried to identify if there is any pattern or potential factors about using Instagram in the classroom. Likewise, quantitative data was used to compare the results between the pre-task and the post-task.

### **Implementation**

The implementation design of the pedagogical innovation, about the use of Instagram to develop writing skills in an EFL Chilean context, can be seen in Table 1.

Number of classes	Description	Tools
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Class 1	<ul style="list-style-type: none"> <li>- Investigation presentation</li> <li>- Type of post on Instagram</li> </ul>	<ul style="list-style-type: none"> <li>- Checklist</li> <li>- Journal after class</li> <li>- Pre-task test</li> </ul>
Class 2	<ul style="list-style-type: none"> <li>- Language used on Instagram traveling post</li> </ul>	<ul style="list-style-type: none"> <li>- Checklist</li> <li>- Journal after class</li> </ul>
Class 3	<ul style="list-style-type: none"> <li>- Run final test</li> <li>- After productions, final comments and closing the process.</li> </ul>	<ul style="list-style-type: none"> <li>- Checklist</li> <li>- Journal after class</li> <li>- Last test</li> <li>- Survey</li> </ul>
Post-class 4	<ul style="list-style-type: none"> <li>- Get into details about students' beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>- Focus Group</li> </ul>

Table 1. Implementation process and tools to be used.

The implementation considered three parts for collecting data from students. Also, each step will give students some tools and resources to perform in the final activity. In class 1, students were introduced to the project, its purpose, and the importance of their participation. Additionally, students discussed the type of posts they can find on the application Instagram. In this class, a pre-task test was used before the discussion. As part of the quantitative data, a test is

considered one of the formal types of measurement (Mertler, 2017).-The test consists of students writing a caption for a fictional Instagram post related to traveling. This test will be scored using a rubric which can be seen in Appendix D. According to Saddler and Andrade (2004), a rubric is a tool used to articulate the expected outcome of the assignment by listing several criteria (p. 49). The type of rubric that is going to be used is the analytic rubric. This type of rubric cover as many elements as considered important for assessment (Brown & Abeywickrama,2010). In this case, elements such as content, vocabulary, and general grammar are going to be considered in the rubric.

During lesson 2, students observed and learned how traveling Instagram posts were written. During this lesson, students learned how to create descriptions and the type of language that is used in the app. Students had to read and analyze different Instagram posts. Then, write a comment about these accounts and places from the images. The idea of this lesson was to start using directly the app for writing purposes before the final task students performed during lesson 3.

Finally, in class 3 students performed the final test. In this test, they will have to create a post on Instagram regarding a fictional trip. They will have to use the knowledge students know and apply the content they acquire during lessons 1 and 2. This means that students had to describe the place and describe the experience they would or had visiting that place. Then, this post will be analyzed with the rubric from Appendix D, and the scores were be compared with

the pre-task test performed in class 1 to see if there was any direct effect on students' writing skills. After students perform the task, general feedback and comments about the process as a matter of the closure of the implementation process.

After getting the results of the students in the final test, a semi-structured focus group interview was performed. Semi-structured interviews consist of a series of main questions with some follow-up questions (Mertler, 2017). These questions will help to gather pieces of information from students about how they perceive the process of using Instagram within the classroom with a teaching purpose. Moreover, throughout the 4 classes, checklists and journals were used to retrieve data from the teacher/researcher's perspective. According to Mertler (2017), a checklist is a list of several elements that a researcher wants to highlight (p. 151). This checklist is going to be used to check elements such as motivation or difficulties that a teacher could perceive while performing each class. In the case of the journals, Mertler (2017) describes them as a narrative tool to register and recall during pedagogical practice. In this case, the journal will be written after each session to register what happened during the session and how the researcher perceived students' motivation and performance during the class.

### **Data analysis approach**

To analyze the data, a coding scheme was used for analyzing data. Creswell (2012) defines coding as the process of labeling and separating text to create broad themes of data. According to the author, coding will help to make sense of and narrow down all the data

collected through the process of collecting data (p. 243). A first coding scheme was created based on the literature. According to Creswell (2012), coding data is used “to make sense out of text data, divide it into text or image segments, label the segments with codes, examine codes for overlap and redundancy, and collapse these codes into broad themes.” (p. 245). A first literature-driven coding scheme will include elements such as students' motivation, writing skill performance, students' perceptions (good/bad/none), output, collaborative work, and distraction/disruptiveness.

After many coding cycles, the final scheme is based on literature and the data are the benefits from different sources (Engagement, the app) that affected the process were present. Also how the input, either from the content and its vocab or the realia, student could get through the interventions. Also, the output they produced, regarding vocabulary or how to spell some words. Additionally, Challenges and difficulties that this process had, whereas app/software related, the necessary conditions for completing the activities, the activity itself, distractions, or as a trainee teacher. Finally, no influence or impact was also considered as part of the scheme.

### **Research findings**

This section presents the findings related to the effects of using Instagram for developing writing skills. In this part, three main topics arise from the data. These are (1) Grammar and vocabulary, (2) Motivational elements, and (3) Challenges and difficulties.

### Grammar and Vocabulary

This section will provide findings about writing differences between pre-task and post-task from students. The data suggest no significant changes between pre-task and post-task for most students in grammar features such as paragraph structure. Therefore, there is a noteworthy difference in the use of new vocabulary.

For this finding, this study compared 17 students' pre and post-task to see if there is any difference in terms of grammar features such as structure, vocabulary, and spelling. It revealed that students did not have a considerable change in their writing structure. An example of this is shown in Student 9 pre-task response:

This is New York, It's so beautiful and interesting that I can't even describe it. It's an amazing city, where you can find whatever you want, literally, there are shops of anything you can imagine. walking through Time Square is something amazing, the lights, the buildings, everything is incredible.

But not everything is beautiful, unfortunately some streets are very dirty, the subway smells bad and there are many mouses everywhere. However, I would return a thousand times.

And Student 9 Post-task response:

New York, it's an amazing city, where you can find beautiful things that you don't see everywhere in the world. This city has impressive architecture, with dazzling lights that

anyone would stare at. Without forgetting the beautiful and gigantic parks full of nature where you can find peace. An interesting fact is that the best time in the city is Christmas, since the dedication with which they decorate the city is impressive.

Considering Student 9 as a representative example, there is no significant difference between pre-task and post-task responses. It changed how students organized the information, but this change may be connected with students' capability to comply with the activity instructions.

The data also reveals that students did use new vocabulary when comparing both tasks. Data also showed that students learned new vocabulary when comparing pre-task and post-task. As can be observed in Student 9 responses, the use of the expressions of *impressive architecture and dazzling lights* appeared in the post-task. This new vocab also can be observed when analyzing different answers from other students, such as the pre-task of Student 1:

Student 1 communicates

Hello fans, how are you? I'll tell you that I made a trip to Paris with XXXX and I had a great time, everything was very nice, I took many photos (with the Eiffel Tower, the PSG stadium and many other things) I invite you to come.

And Student 1 post-task:

The place where I come to speak is England, more specifically London. It is a very good and beautiful place for its vintage and striking structures, it has some very nice museums. When I visited, it was a very nice feeling for all the places I visited and they told me that some interesting facts are that London is the largest city in Europe and the first financial center in the world, along with New York. Multicultural, full of mysteries, and with a long and interesting history.

In this example, Student 1 first began using simple expressions and descriptions. This student used “I had a great time...” and “...very nice...” to describe his experience. However, in the post-task Student 1 used more complex descriptions of the chosen place. Examples of these words are "...with vintage and striking structures..." and "...Multicultural, full of mysteries...". This data may indicate that students can acquire new vocabulary when using Instagram for learning purposes. Furthermore, students stated that they learned new vocab while using the app in this intervention. The data from the survey exposed that 16 out of 21 students claimed they acquired new vocabulary when using this app in class. Although, the data cannot confirm that the acquisition of this new vocabulary is a consequence of using Instagram inside the classroom. Instead, it is a consequence of the type of activity students have to complete.

### **Engagement elements**

This section will highlight two different engagement elements from the data. These elements are (1) a sense of enjoyment and (2) authentic material and activity.

#### *Sense of enjoyment*

This section will talk about the sense of enjoyment of students when participating in this process. The data suggest that students enjoyed using Instagram in the classroom. In the survey, 8 out of 21 students commented in an open-ended question to enjoy using the app as an activity. Examples of the comments were having fun using the app or comparing it with regular activity class, such as working on the textbook. These comments also appeared in the focus group. Student A from the focus group said: "It was a lot of fun. Otherwise, you have to work with the textbook and the book is really boring." (Appendix H). In this sense, students claimed that they enjoyed the activity more in comparison with regular class activities.

This sense of enjoyment can also be noticed in other tools. In the checklist from interventions 1 and 3, the researcher could perceive that students were engaged in the activity. This also was explained in journal 1 where the practicum teacher claimed that students seem to be motivated. Plus, in journal 5 the teacher wrote: "They seem to like the idea of posting something on the app[...]. They proudly share their post, they even like the post from other classmates and what they wrote in them." Thus, this sense of enjoyment was perceived by both students and the teacher in the intervention process.

### *Authenticity*

This section will describe the data related to authenticity. Data from students shows how using Instagram in the classroom is connected with authenticity. The data from the focus group shows that students considered Instagram a comfortable application to do written tasks. When the interviewer asked students about their perception of using Instagram in the classroom, Student B declared the following:

It's comfortable writing there because that's how I am literally all day. I still found it entertaining because they always did things to write (in the book/notebook). But this is really different because we have never done anything like that to us on social networks.

Regarding the same topic, Student D also added:

It was comfortable. Describe an image in a place where you are already used to writing. So you just have to explain yourself well, just in another language. The site is comfortable. Where you are writing is comfortable. It is a place where you are used to posting questions. [...]

In both statements, students highlight that using the app in the classroom felt comfortable since they are familiar with it. In this sense, Instagram may have a potential benefit for students related to authenticity. Since students use this app daily, using the app in the classroom may connect with students' reality and preferences. In this sense, Instagram becomes a potential authentic material to use in it.

### Challenges and Difficulties

In this section, it will be revealed the difficulties and challenges related to the use of Instagram for writing development. The data shows that students got distracted when using the app in the classroom. In the survey, 6 out of 21 students declared diverting their attention away when using the app. The main reason given by students was related to leisure time. Students affirmed using Instagram as a leisure activity. For this reason, they had difficulties keeping their concentration on the activity. This can affect the time students will take to perform a written task with the same characteristics.

In the same line, Student B from the focus group added that "The section is very scattered. Especially using the phone in class... I mean, we use social networks too much, especially if we're doing something on Instagram." (Appendix H). The use of technological devices that are commonly used, such as Instagram or any other social media, for leisure in the classroom may have come with the same challenge.

The main difficulty that arises from the data is the necessary resources to use the app in the classroom. The data shows that some app-related conditions must be covered to use it effectively. In the survey, 6 out of 21 claim to have issues doing the activity. Among these difficulties are problems with the Internet connection or technical issues while using the app, such as the app crashing and losing all the written progress. From the focus group, Student A said: "[...] an activity that on paper would take more than 15 minutes, on Instagram it would take

us 30 because everyone has to be connected to WiFi, everyone has to go get a photo [...]" (Appendix H). It is necessary to be prepared for these challenges if the app will be used for teaching purposes.

### Discussion of the findings

This section presents the discussion regarding grammar and vocabulary, the engagement elements, and the challenges and difficulties.

Regarding writing skills, the literature suggests that using social media and ICTs in the classroom has an impact when using them to enhance language skills (Rodliyah, 2016; Qarajeh & Adbolmanafi, 2015; Viknesh & Yunus, 2022). Different authors declared that using these technologies in multiple sessions will help students develop language skills depending on which ICTs used in the classroom. Also, data from students expose learned new vocabulary throughout the interventions. However, this investigation cannot prove that Instagram has a direct impact on students' writing skills. The data collected partially grasp the effects of Instagram on students' performance. The data could reveal that students acquire new vocabulary through the process, as Mustain et al (2019) claim that students could get exposed to new vocabulary in informal settings. However, this research cannot conclude if Instagram has a direct impact on developing writing. One of the main reasons behind this statement is related to the intervention process. During the intervention process, in 2 out of 3 sessions students used Instagram for writing activities. In comparison with other studies using the app (Purwandari, 2017; Listiani, 2016;

Mustain et al, 2019) considered four or more interventions for their research. For this reason, there is not enough data to confirm if Instagram has a direct impact on students' writing skills.

Nevertheless, other factors may have an impact on students' writing performance. The data revealed that students have a sense of enjoyment when using Instagram in the classroom. From the students' perception, they declared having fun using the app in classes. This sense of enjoyment is connected with what Hidi and Renninger (2006) propose about students' interest and engagement. When teachers consider students' interest in the planning process, they will be more engaged, either for a short or long period (p. 121). Consequently, there is a correlation between students' interests and class enjoyment with engagement in the classroom. What is essential here is to maintain students' attention throughout the entire process. This sense of enjoyment is connected with the literature about using different ICTs for ELT. While using these technologies for teaching, students are more motivated and engaged in the class. (Purwandari, 2017; Rodliyah, 2016; Qarajeh & Adbolmanafi, 2015). These new technologies can engage students and enhance their learning process when using ICTs in the classroom.

Another significant element arising from the data is how Instagram can become a tool for authenticity. Authenticity refers to how close to reality is to a text, an activity, a task, or a material when used in a subject (Buendgens-Kosten, 2014). This authenticity emerged from the students when they declared that Instagram is comfortable for them to write, as they are used to using the app. This authenticity may link with students' motivation. When students use authentic

materials to support their learning process, they may be more engaged and motivated when using ICTs in the classroom (Azmi, 2017). Also, Ahmed (2017) claims that the use of familiar and authentic tasks may help students interact, communicate, and participate in classes easily and with comfort (p. 193). Hence, Instagram can be used in ELT as authentic material to engage and enhance student's learning process.

Regardless, there is a challenge connected with students' interest when using social media for teaching purposes. As the data indicated, students got distracted when using Instagram during the interventions. This issue may be linked to their interest and why students use the app. Students reported that they use Instagram as a leisure activity, and this element triggered distraction in them. The literature also advises how to use ICTs and technology in the classroom. Vishkurti (2022) said that when we use multimodal ICTs, teachers should not only tell students what to do with these technologies but how to use them properly (p. 100). If we want to use any ICTs, such as Instagram or any other social media, we should prepare students to use them for learning. That is why is necessary to properly plan the whole process of using these technologies, considering upcoming challenges such as distraction when using Instagram or any ICTs to achieve a learning objective.

Another crucial challenge that should be considered is the material conditions students and the school context have. Students reported having issues with the app when performing their tasks. These issues were connected to internet connections and errors with the app and losing all

their written progress. These difficulties may affect students' performance, and they may lose interest and engagement in the activity. At the moment of planning and incorporating ICTs in the classroom, it is necessary to consider the available resources that the school and students have. Otherwise, "using ICT without careful planning and well-defined objectives will more likely be a waste of time and effort (Azmi, 2017, p.115). Teachers should consider all upcoming challenges and difficulties that students and teachers may encounter to be prepared to enhance students' learning process.

### **Research Implications**

This research helped me to understand how challenging is to use ICTs and Instagram in the classroom. Since Covid-19, we had to incorporate ICTs into our teaching practices. And this came along with challenges and difficulties since teachers had to integrate these new technologies into their practices. Yet, I decided to take advantage of my context and use a resource that students have for the teaching process. Using an application that students are used to using for leisure and changing it into a learning opportunity became a challenge in terms of adaptation of the material and planning. Furthermore, being in a private school brings more possibilities to executing this research. In comparison with public or low-income schools, it will become more challenging to perform research with the same characteristics. The socio-economical factor is something that a teacher-researcher must consider if they want to investigate a similar topic.

Throughout this research, I also realized that writing development takes time. Initially, I planned four interventions for this investigation, starting with an introductory session of the process, leaving three sessions to work on the app. Yet, I initially planned to use Instagram as a final task. If my supervisor did not point out that the use of the app should be for more than one session, there would be no enough data to see if there is an effect on the use of Instagram for developing writing. Here I realized that I had some planning problems regarding the implementation process. There is also an issue of understanding the school culture and being ready for any possible changes. Even though I was prepared to face some difficulties regarding technological devices, I was not prepared for any change if there was an extracurricular activity that changed my plans. Because of that, I ended up doing 3 interventions instead of 4. This reduce the amount of data I could collect through the process. Being aware of what was going to happen in the school, I could be more prepared to re-adapt or re-schedule the interventions properly.

The research process also helps me to reflect on how important technology is in our lives and the classroom. Since we had to integrate ITCs into the lessons, we have not learned and taught students how to use these technologies appropriately. And yet, some students are punished for not using technological devices for class purposes. one of the 21st-century skills is Media Literacy. Buckle (n.d.) states that "Social media has changed human interaction and created new challenges in navigating social situations". Connected with the lockdown, ICTs have shaped how we understood education and its necessary sources. As teachers, we have to teach students how

to use technological devices for teaching purposes. Otherwise, it will hinder their learning process, and they will get punished for something they have not to understand entirely.

### **Conclusions**

This research wanted to explore the effects Instagram had on developing writing skills in a Chilean EFL classroom. This study was performed with 21 students from 10th grade in a private school in the Providencia district.

After collecting the whole data, it is not clear if there is a significant direct impact of using this app in the class. Yet, other elements may influence the development of writing skills. These elements that may enhance students' writing performance are engagement and authenticity. Using new ICTs in the classroom will help engage students in learning. It is also necessary to hold that engagement throughout the entire process. Since students use Instagram for leisure, teaching them how to use it for learning purposes is fundamental. Otherwise, it may become a disruptive element, and it may hinder their learning process.

It is also relevant to consider the context in which ICTs or any social media for ELT purposes. If a teacher wants to use them in the classroom, a proper planning process and awareness of context are essential. If teachers want to see any effects on students' performance, students' needs and conditions must be considered when using ICTs in the classroom. If students or the school are situated in a lower-income background, it will be more challenging to use Instagram or any other ICT. For this reason, it is crucial to consider students' context when using

them for teaching. Also, a teacher should consider that writing takes time to develop. Since this skill is slower to grow, it will take more time to see changes and advances in students' writing. In this study, two sessions were planned to use Instagram for writing, and the data was not enough to see if there was a direct impact on writing performance. Thus, if writing is meant to be developed, it is advisable to consider four or more classes to develop writing with Instagram or any ICT. Instagram, social media, and ICTs have shaped our understanding of reality and how we teach in classes. Ergo, they give us challenges and opportunities that these tools have to engage and teach new things to our students.

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**Appendix A**

**Checklists**

**Day 1**

- Students are interested in the class ✓
- Students seem to be motivated ✓
- Students are confused about what is about X
- Students have difficulties working on it X
- Students understand how to work with Instagram ✓

**Day 2**

- Students are interested in the class X
- Students seem to be motivated X
- Students are confused about what is about X
- Students have difficulties working on it X
- Students understand how to work with Instagram ✓

**Day 3**

- Students are interested in the class ✓
- Students seem to be motivated ✓

## The effects of using Instagram on developing writing

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- Students are confused about what is about ✓ X
- Students have difficulties working on it X
- Students understand how to work with Instagram ✓

**Appendix B**

**Journals**

**Journal 1**

I started my interventions today. I showed how we are going to work with students and they seem motivated, they are interested in working with Instagram in class. I run the pre-task test without many issues, some students had problems with the internet connection, and some others couldn't scan the code to have access to the form. But these issues were solved by everyone, including me. I lend my internet connection to students with internet connections, and students who had access already, shared the link, so they could have access to the mock test. After the test, the class was about how Instagram post works in general, the genres, and what they use Instagram daily. They seem pretty motivated with this process, so I am. Students proposed to create a new account, so they don't have to use their own personal accounts. Everyone agreed with the idea and seems better for me, it's a good way to keep their data safe. Next class, we'll work with the app. Next class, we'll work with the app, and I'll prepare everything for this next intervention.

**Journal 2**

I had everything ready to start my second intervention, but I couldn't do it. My guide teacher scheduled a test for the next week, and the content of the text is not delivered yet. I talked

with my guide teacher to negotiate to change the dates for the following week. So, I could do my thesis project and then deliver the content for the test. He declined, because of the administrative work a teacher has to do at the end of the school semester. I offered myself to do that work. He declined again. So, reluctantly, I decided to pass the content for the test and continue with the interventions after the test. I'll have more time to fix some details for the next intervention.

### **Journal 3**

In this intervention, I can perceive the effects of missing continuity in the process. Students are not as motivated as in the beginning. It was hard to finish the activity and keep the attention of the students. Well, also the teacher was delivering the test results and that also changed the focus of the students into that instead of the class itself. He did this with both sections, so with both was hard to complete the activities that I planned for the class. The process it's getting harder. Not because I haven't well planned the interventions, but because the guide teacher's attitude toward my process is making this harder than I expected. I'll recheck the lesson plan I made for the next implementations, to see if there's something I'm missing.

### **Journal 4**

I made two big changes in this thesis process. One, I'll do three interventions instead of four. Aside from the issues I got with my guide teacher, the decease of a student plus the SIMCE test for 10th grade (the level I'm working with) caused me to lose many classes for the interventions. The second decision made was that I'll finish the process with one section instead with both. Aside from what I mentioned before, many short events inside the school (that I wasn't aware of or notify about them) lead to lost classes with one of the sections. It's upsetting me all of this, but I have to keep focusing, at least to finish this process with them.

### **Journal 5**

Today I finish the process with students in the classroom. They seem to like the idea of posting something on the app, but they also get a bit distracted. But they were able to finish the activity in time. They proudly share their post, they even like the post from other classmates and what they wrote in them They react not only with their own work but with the work of others. Even in their writings some of them include their classmates in the writing. I can notice the engagement in the process, but the distraction is something that keeps my attention. Maybe after the survey and the focus group, I'll get more data about it.

**Appendix C**

**Test Sample**

Prompt: Imagine you went for vacation abroad. You have taken many pictures and you want to upload them to Instagram to share your experience with your friends and more. After choosing the perfect photos, you start writing your summary of this trip.

Instructions:

Write a 50-100 paragraph as a caption of a traveling Instagram post. You should write this paragraph using the first person and talk about the experience of traveling. You can use previous experience to write this paragraph.

Appendix D

Rubric Sample

	<b>Awesome 5 pts</b>	<b>Well done 4 pts</b>	<b>In progress 3 points</b>	<b>Need more practice 2 points</b>	<b>Not presented 1 point</b>
<b>General grammar</b>	The students write the Instagram post without or minor misspelling of a word or vocabulary	The students write the Instagram post, but there are 1 or 2 mistakes of words in the letter	The students write the Instagram post, but there are 3 or 4 mistakes of words in the letter	The students write the Instagram post, but there are 5 or 6 mistakes of words in the letter	The students write the formal letter, but there are 7 or more mistakes of words in the letter.
<b>Description of the place</b>	The student was able to describe the place and the experience of	The student was able to describe the place and the experience of traveling was	The student was able to describe the place or the experience	The student poorly describe the place or the experience	The student was not able to describe the place or the

	traveling clearly	not clear enough	of traveling to that place	of traveling to that place	experience of traveling.
<b>Format</b>	The student follows the format of an Instagram post without missing any part of it	The student follows the format of an Instagram post, but it misses 1 part of the format	The student follows the format of an Instagram post, but it is missing 2 parts of the format	The student follows the format of an Instagram, but it is missing 3 parts of the format	The students do not follow the proper format of an Instagram post.
<b>Task achievement</b>			Students fulfilled all the requirements for this task	Students missed 1 of the requirements of the task	Students missed 2 or more of the requirements of the task

**Appendix E**

**Semi-structured Focus Group questions Sample**

- How do you use Instagram? For which purposes?
- Do you use Instagram to learn English or any other language? Which and how?
- How did you feel about that process? Did you like this process? Why? Why not?
- Did they learn something new? Is there something with which you take to you?
- Can Instagram be used in the classroom to learn and develop English skills? Why?
- If Instagram could be used in English class. How would you do it? What ideas come to your mind to use Instagram in class to learn English?
- Do you have any comments on the activity in general?

Appendix F

Mock test and final product students' answers.

Students name.	Mock test	Activity answer	Instagram Post
Student 1	<p>Student 1 communicates</p> <p>Hello fans, how are you?</p> <p>I'll tell you that I made a trip to Paris with xxxxxx and I had a great time, everything was very nice, I took many photos (with the Eiffel Tower, the PSG stadium and many other things) I invite you to come.</p>	<p>I would like to go to Norway for its beautiful landscapes and mountains</p>	<p>The place where I come to speak is England, more specifically London. It is a very good and beautiful place for its vintage and striking structures, it has some very nice museums.</p> <p>When I visited, it was a very nice feeling for all the places I visited and they told me that some interesting facts are that London is the largest city in Europe and the first financial center in</p>

			the world, along with New York. Multicultural, full of mysteries, and with a long and interesting history.
Student 2	beautiful place, I love it. I will surely return, it reminded me of when I was little, a pleasure to be able to visit these places again, more destinations like this are coming soon, to be able to continue experiencing these beautiful emotions, hopefully this trip will never end! but traveling and doing the things that I like, obviously it flies by, for sure I will do many	I would really like to visit England, especially if it is London, I feel that it could become a very fun city with many different things to do	London, what a beautiful place, I will surely return. I really liked being able to hear Big Ben announce the time, or get on the London Eye, and the super loving people, don't forget to take tours, so you don't miss out on any nice experience, as I said at the beginning, I'll be back for sure

	more trips!		
Student 3	<p>Hello, today I'm going to tell about my instagram account, I never upload post but stories</p> <p>One of my first stories was about a bad day and I decided to say, I want to shoot myself, then something worse happened and so I simultaneously until I had 3 stories saying that I wanted to shoot myself until instagram recommended assistance for people and there I said another story that I did</p>	None/Missing	<p>I want to go to London because it is the financial capitao of Europe also that they have an excellent gastronomy and there are many people from different cultures, that place gives me excitement and happiness</p>

	<p>not want to kill myself and it was just a joke after I uploaded a post ase more than 5 or 6 years with glasses and a gun toy Not everything was bellicose in my account, there were also nice things, I climbed my dog and asking how are people? Without a doubt it was a golden age, today I only use instagram to see memes and not share anything.</p>		
<p>Student 4</p>	<p>Today i went to the Eiffel Tower with my girlfriend xxxxxxx, we have luck in the tour because there</p>	<p>I would like visit tokyo because in the night its very</p>	<p>What a beautiful place is tokyo, it has a lot of fast food, a lot of restaurants gourmet, and it is the most</p>

	<p>was too many people but we pass first and we take a lot of pictures, then we went to the top of the tower and the earring of xxxxxx fell off her ear, we start searching but we stayed 15 minutes searching it, finally we find the earring and we go back to the hotel and the receptionist give us an upgrade in our room with the food and the bed, the food its more gourmet and the bed its more bigger than the other rooms</p>	<p>illuminated by the lights.</p>	<p>brightest place in the night, one interesting fact of tokyo is that the elevation of the city is over 40m than our country but you can't notice it :)</p>
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<p>Student 5</p>	<p>photo dump of the last month.</p> <p>I went to London with my family (dad, mom, sister, grandma..) we go out every day, discovering new places, taking photos, going out to eat.</p> <p>Here's a photo of me in front of the big bang with my dad, there's my sisters eating fish and chips bc is the only thing she likes, my grandma and mom loved the hotel we stayed also the amazing view.</p>	<p>None/Missing</p>	<p>None/Missing</p>
<p>Student 6</p>	<p>hi, i am writing this to talk about my travel in</p>	<p>the place in the world i like to</p>	<p>New York is a beautiful city in USA, i go there with</p>

	<p>London, the travel was very awesome, i have fun a lot, well, i went to walk around the city, i went to the boulevards, and i bought a lot of thinks, like jeans, jackets, shoes, etc. Then i had lunch, the food was very delicious, i really like that. In the night i went to the big bang, the big clock on London, it was amazing and really beautiful, and this was all what i did.</p> <p>Thanks.</p>	<p>visit is canada, beacause i like the nature in this country, it is very beautiful, and i can practice english.</p>	<p>xxxxxxx, it was an incredible experience and ir was better beacause i went with a friend, we went to partys, restaurants, etc it was amazing.- The city was very beautiful, had incredible architecture, and the central park with all the green zones are incredibles.</p>
<p>Student 7</p>	<p>Hiiii, guess where i am!!</p> <p>Im so glad to be invited to the Fashion Week at</p>	<p>None/Missing</p>	<p>WOW, that is the perfect word to describe this place.</p> <p>#capriitaly, is located in</p>

	<p>Milán!!! I can't believe that im here, i saw Gigi Hadid, an Bella Hadid, the supermodel sisters!!! I wish you were all here, there was a huge runway, with candels and baloons! Huge ones. The People in the frontal row, had the chance to meet the designer and talk to her, i was im the 2nd row, so i couldn,t tall to her, but from far i saw her wearing one of the dresses of the collection. Well, i have one more week here. Good bye!!</p>		<p>Italy IT, on the coast, it has a lot views to take photos and have romatic moments and dates.- Also, it has restaurants full of different plates and pasta! If you like pasta, this is your world.- The feeling that is felt beeing there, was astonishment, it is very vintage and colorful!. - You must travel there.</p>
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<p>Student 8</p>	<p>Orlando 2022                  hiiii its so wonderfull                  hereeee                  im so happy to be in                  Disney land, there are so                  many games and                  rollercoaster. its so                  amazing, i went to the                  jurasic Park rollercoaster                  omg it was very scary its                  so big!! and it has a fall in                  90°. Also there was a                  game were you had to put                  your things apart and get                  into a chair and then you                  Kind of travel the world                  of avatar, it was so cool, i                  felt like an avatar                  character. im going to the</p>	<p>i woul like to visit                  Costa Rica                  because its a very                  beautiful place                  and i will really                  like to visit it</p>	<p>Next trip... Costa Rica. It is                  a very nice place and full of                  good energy, the beaches                  are excellent and the food                  looks wonderful. I would                  love to go and see                  everything. Soon an                  influencer will return to                  Chile since she is living                  there, she talks about it                  being a place where you can                  meditate and renew energy.                  When she comes back, she's                  going to do a live telling                  everything you need to                  know to go, you should                  join!! Soon I will be                  updating you on my travel                  plan! take care.</p>
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	<p>world of harry potter tomorrow, im going to get into the hagdrids rollercoaster it looks awesome. I Will update you guys tomorrow. peace👉</p>		
<p>Student 9</p>	<p>This is New York, It's so beautiful and interesting that I can't even describe it. It's an amazing city, where you can find whatever you want, literally, there are shops of anything you can imagine. walking through Time Square is something amazing, the lights, the</p>	<p>None/Missing</p>	<p>New York, it's an amazing city, where you can find beautiful things that you don't see everywhere in the world. This city has impressive architecture, with dazzling lights that anyone would stare at. Without forgetting the beautiful and gigantic parks full of nature where you can</p>

	<p>buildings, everything is incredible.</p> <p>But not everything is beautiful, unfortunately some streets are very dirty, the subway smells bad and there are many mouses everywhere.</p> <p>However, I would return a thousand times.</p>		<p>find peace. An interesting fact is that the best time in the city is Christmas, since the dedication with which they decorate the city is impressive.</p>
Student 10	<p>I am Student 10 and I went on a trip with my friends to the Caribbean, we went for 14 days and 13 nights, it was an incredible experience during which we tried new foods and visited new landscapes, if you</p>	None/Missing	<p>having the opportunity to see the northern lights has been one of the best lsd experiences I've had in my entire life, it's my dream come true and I'd love for everyone to have it, there are northern lights in several countries but my favorite is</p>

	<p>ask me I recommend 100% to go to the Caribbean since it is a tropical climate and its beaches are beautiful and its food is very delicious, I would love for everyone to have the experience of going but if you do not like the tropical climate I think that another country would be your perfect destination. Speaking of the economic, it is not so economical but it is 100% worth it, this trip was one of our best experiences.</p>		<p>in Canada, it was the best</p>
<p>Student 11</p>	<p>Some time ago I made a trip to Europe with my</p>	<p>None/Missing</p>	<p>I want to travel to Spain to meet my uncles from there,</p>

	<p>friends, I had a great time.</p> <p>We visit many well-known places, the most common is the Eiffel Tower, we take and upload a photo with the Mona Lisa!! I love that work of art is my favorite, we had 2 hours of waiting there was a long line!!! in summer is when it is more crowded, I look forward to going back to France, Spain and Italy</p>		<p>I have never seen them but my dad talks to me a lot about them apart from getting to know the different places there and their architecture, I can't wait to be in Madrid, hopefully one day I will give me the opportunity to go and see the wonderful places that this country has.</p>
Student 12	<p>I am Student 12 and my best trip was with xxxx and xxxx in DUBAI. In Dubai, it was an incredible experience, and</p>	<p>I would like visit maldivas because I want to learn more about this place</p>	<p>Traveling on a plane that passes through the water has been one of the most extravagant experiences that I have lived.- And if to get</p>

	<p>unfortunately I was playing the violin on this trip. We went to see many things but what I liked the most was the Dubai Palace, I never thought it would be very big, what I also liked was the clothing they wear is quite cool hehehe</p>		<p>to the Maldives is quite a journey. - As you can see in the photo, the houses are incredible, they have a slide!!! Even if your two kidneys come out, stay in these houses hehehe</p> <p>#maldivas #slide #houses</p> <p>#thailand #ilovemaldivas ❤️</p> <p>#ilovetravels ✈️</p> <p>#travels 🙈 😊.</p>
<p>Student 13</p>	<p>A few days ago my trip around Japan ended and it was fun and I would go again but not for now, the first day I arrived at Tokyo and almost slept all day because of jet lag so the</p>	<p>I would like to visit Japan especially the Saga prefecture because I want to see the places I saw in an anime</p>	<p>This is Yutoku Inari Shrine in Saga prefecture in Japan, prefecture in Japan are like regions here in Chile or states in the USA I want to visit the Saga prefecture because I saw it in an anime</p>

	<p>next day I walked arround all of shibuya and bought some anime figures you can see them on the 4th photo obviously I bought a miku one, the next day i took a bullet trai all the way to the saga prefecture because recently i saw an anime that happens in that prefecture and i loved seeing places that I only saw in the anime i am reaching the caracter limit so i'll continue in another post</p>		<p>called Zombie land Saga. The saga prefecture is full of shrines and places that you will get exited to see if you saw the anime</p>
<p>Student 14</p>	<p>If you didn't know i've been away from home for a long time, that's why i</p>	<p>None/Missing</p>	<p>Mount Kilimanjaro is a dormant volcano with breathtaking views, unique</p>

	<p>was so inactive in my socials, i've actually been traveling around the world enjoying the views and the beauty of nature. First country i went to was France, where i had the chance to visit multiple tourist attractions like the Eiffel Tower, the Louvre museum and the Palace of Versailles just to name a few. I'm still on vacations so dont expect that many post from me</p>		<p>wildlife and flora, and awesome trekking tracks. • Located in Tanzania, the Kilimanjaro is the highest free standing Mountain in the world at 5,895m above sea level. • The mount its easily climbable by people of different experience levels. For example, you do not need any special mountaineering gear or climbing experience. • If you plan on visiting you will enjoy the incredible views, the endemic and unique fauna, and feel proud about yourself for climbing of the biggest peaks on the world !</p>
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<p>Student 15</p>	<p>I travel around Europe and I visit Francés, Spain and Marruecos, in France I visit Paris and I tour around the most famous part, like the Eiffel Tower, Arc the triomphe and I pass my New York there, in Spain I visit Malaga, Madrid I pass my Christmas there and finally I visit Marruecos for one day it was my best vacation.</p> <p>In other vacations I went to Colombia and I visit Cartagena de India some part is was beautiful and it was very hot.</p>	<p>None/Missing</p>	<p>This is Santiago of Chile, a beautiful place and great for tourism, because Santiago has the costanera center, the largest tower in south America. Santiago has beautiful sunsets. The food is delicious and we have foods from other countries as well, like India, Peru and many more. It has beautiful parks, but the bad thing is when it's cold winter, there are temperatures below 0 and in summer it's higher than 26</p>
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<p>Student 16</p>	<p>Hey! Waving from the Santo Domingo's Beach with my beautiful wife xxxxxxxxx. We were hanging out in the beach drinking some spirits and listening music. Frank ocean and my gf were perfect to be on an incredible mood. i hope the next holidays we are going to stay again there, everything was chill and nice. Glad and happy that my gf was able to meet my dad' side family, celebrate my grandma's bday and hang out with my cousins and friends</p>	<p>None/Missing</p>	<p>Boom, Belgium. An amazing place where you can make your dreams a reality. The place where one of the biggest music festivals on earth take place, Tomorrowland. A beautiful experience, a lot of dance, music, food, artist, art and people. the chance of seeing your favorite EDM, House, Tech or Electronic Artists. It costs a lot of money, but is worth it. The festival lasts 6 days, two weekends.</p>
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	<p>from there. we were on a masive party the other night, it was good but my dad came early.</p>		
<p>Student 17</p>	<p>Hello, I am Student 17, I am 15 years old and at my young age I had never been so gratified with a trip like this one, the trip to Australia was wonderful from start to finish and the whole experience was super revealing. The beautiful landscapes, the flora and fauna and the people I met were what really built this trip. Gold coast is one of the most beautiful</p>	<p>None/Missing</p>	<p>Brisbane A wonderful place where the lights predominate at night and bats fly through the skies perching on poles and trees, the night is one of the most beautiful things I could Anticipating, the atmosphere is jungle and Everything feels so Futuristic.</p>

	<p>places I have ever visited</p> <p>and the places where I stayed were perfect for this occasion, the best of all is that I got friends and people who gave me shelter in their homes.</p> <p>Nature is what characterizes Australia and I was able to feel and observe it quite clearly and intensely. All this made me have the best trip of my life</p>		
<p>Student 18</p>	<p>hi guysss!!! 😊😊😊</p> <p>This was my First day in franceee FR i realyy love it in the first photo you</p>	<p>I would like to visit Yemen because it's fell like another place</p>	<p>That was my last travel to Argentina ARARAR I saw a very strange animal his name was ... 🐻 also I saw</p>

<p>can see a croissant 🥖 it was soo delicious 😋 also in the another photo it's me with xxxxxxxx, xxxxxxx, xxxx, xxxxxx, xxxxxxx, xxxx, xxxxx, xxxx 🇮🇳 in the tower eiffel we have so much fun this day. In the another photo we are in a disco we meet people xxxx and i fall in love with one he is soooo prety but he have girlfriend 😸😸😸 we was so sad but then we saw another better 😸😸😸 well thats the firts day in</p>		<p>horses 🐎 and a fox 🦊 there are soooooo cute. Then I went to saw a futbol game that's all guys tomorrow I will continue byeeee 😞😞😞</p>
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	<p>france see you later</p> <p></p> <p>Love you guysss</p> <p>□□□□□□□□</p> <p> this is a sign to go to</p> <p>france </p> <p>#lovefrance #friends</p> <p>#croissant  #FR</p>		
<p>Student 19</p>	<p>None</p>	<p>I would like visit UK because I want to know more about the culture</p>	<p>Broadway, is the set of theatrical shows presented in each of the 40 large professional theaters that make it up, with more than 500 locations, located in the theater district of Broadway Avenue and at Lincoln Center in Manhattan, New</p>

			<p>York, United States.- I would be very happy to be back on Broadway. - an interesting fact is that - Before Broadway became the famous and glorious theater district that we know today, this street was once a trade route that got its name during the Dutch settlement. In fact, the Dutch term "brede weg" literally means Broadway.</p>
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Appendix G

Survey Results

Student name	From 1 to 5, how useful is the application (Instagram) for writing?	How did the app help you (or not) with writing?	From 1 to 5, how difficult was it to complete the activity?	If you encounter difficulties, which difficulties did you encounter in the activity?	Did you learn new vocabulary using the app?	What effects (either positive or negative) do you think using Instagram may have in English class?
Student 1	3	It didn't help me	5	none	Yes	none since it is

**The effects of using Instagram on developing writing**

		much because it didn't correct my spelling mistakes				a way of interactin g with different languages , especially English
Student 2	4	Nothing out of the ordinary	2	entering the account, which had internet problems	Yes	negatives that it is easy to get distracted positives that it is more attractive
Student	5	It helped	2	none	Yes	positive

**The effects of using Instagram on developing writing**

3		me in search of places and describe them better				that it reaches more people
Student 4	3	is that I already knew	5	.	Yes	one can have more informati on especially if it is traveling
Student 5	4	to see my misspelli	4	reach 100 words	No	write more

**The effects of using Instagram on developing writing**

		ngs				
Student 6	4	for the spelling	4	none	Yes	a negative effect would be distractin g and a positive one is that it is more didactic
Student 7	1	it is more dynamic	5	I did not find	Yes	It has positive effects since it is another more

**The effects of using Instagram on developing writing**

						entertaining and appropriate way for us to learn.
Student 8	4	It helped me to better understand how texts work on social networks .	5	None.	Yes	It motivates students more to work.
Student 9	4	new vocab	3	I don't know I	No	approach the

**The effects of using Instagram on developing writing**

				didn't do it		language in a more current way
Student 10	3	help me improve my spelling	4	.	Yes	I think people will learn faster and in a dynamic way
Student 11	4	Helped me express my feelings about a	5	None	Yes	We get distracted but it's a matter of learning not to

**The effects of using Instagram on developing writing**

		place				lose focus
Student 12	5	It helps me a lot to express what I feel	1	I found nothing	Yes	Very good because it is very entertaining
Student 13	3	It is difficult to type on a phone keyboard, regardless of the size of it	5	phone keyboard size	No	Accessibility, since almost everyone has an Instagram account

**The effects of using Instagram on developing writing**

<p>Student 14</p>	<p>5</p>	<p>I can develop and share ideas</p>	<p>4</p>	<p>Find the right words to give a good structure to the text</p>	<p>Yes</p>	<p>You can see real posts and interact with people of different language s</p>
<p>Student 15</p>	<p>4</p>	<p>it's hard to answer</p>	<p>3</p>	<p>Sometim es it threw me errors when I wanted to enter, apart</p>	<p>Yes</p>	<p>Being able to investiga te and be able to learn new things in</p>

				from that no problem.		English, such as vocabular y and ways of using the language .
Student 16	2	It helped me but since there are many people in a single account, it kicks me out of the	3	The number of people on the same account	No	It would be fun to give each of us an account and learn more without telling you an error

**The effects of using Instagram on developing writing**

		platform and does not let me finish and everythi ng was deleted				
Student 17	5	It helped me in the way that I was able to learn about places I would like to visit	5	None	Yes	Positively , I think that it is useful to learn how to use different parts of the world and how

**The effects of using Instagram on developing writing**

						to talk about its characteristics.
Student 18	5	It helps me when I'm messaging friends and family on Instagram, and uploading stories	5	None	Yes	Distract from classes
Student 19	4	Yes it helped	4	I found difficult	No	I think it could

**The effects of using Instagram on developing writing**

		me to write and it also helped me to understand English better		es when finding the descriptions of the places		distract a little
Student 20	5	a lot since you can talk about many topics	5	I did not find difficulties	Yes	you can learn new vocabulary

## The effects of using Instagram on developing writing

Student 21	5	It helped me because if I didn't write a word correctly it would be stupid and it motivate d me to write better.	4	There were many words that I did not know	Yes	It is a very big distractio n but it motivates me and it is much more fun than doing the book
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**Appendix H**

**Focus Group Interview**

**Interviewer**

For this, I will make a disclaimer. This is a job interview, research on the use of Instagram, and writing on the net among English speakers. Any personal data, whether of the interviewees, will be censored. So there is no data leak. We are going to start by asking a rather introductory question. What are you guys going to Instagram for?

**Student A**

To watch videos...

**Student B**

To talk to people...

**Student C**

Mainly talking to people.

**Student B**

Or also for a recreational medium, which is like I don't know... Like seeing people's stories...

**All of them**

Agreed

**Student A**

find out about gossip

**Student D**

To see communication posts and personal interests.

**Student E**

Communication and entertainment.

**All of them**

Agree

**Interviewer**

So it's kind of informal, right?

**Student E**

It depends on the situation because you don't go to Instagram with a focus like I'm going to go to Instagram to watch videos.

**Student C**

What you find on the way you will see. And there are times when I go to my cell phone to answer WhatsApp and unconsciously press Instagram, and the time goes by.

**Student E**

For example, I went to Instagram and I saw a lot of people who shared memes that they also wanted, like with that vision, but not specifically. And now I use it more as I talk with my mom and sometimes I communicate with people, family, or friends. Of course, it just depends on the circumstances.

**Student C**

Just like in part communication there is a lot to see because... with Facebook, I really don't know how it works. It's very complicated. When my mom tells me like: "but, how did I not know if it's super simple" and I like "I don't know" and Instagram is much easier because sometimes you don't have the WhatsApp numbers of cousins who are friends from the beach.

**Student B**

Besides, we were born with Instagram.

**Student C**

Of course! So it kind of helps a lot to contact people who don't have WhatsApp numbers.

**Student B**

Or if you want to meet someone too... In fact, I have my sister's number, but we talk to her on Instagram rather than on WhatsApp

**Interviewer**

So you use it to communicate, but apart to recreate, for leisure.

**All of them**

agreed

**Interviewer**

OK, perfect. Let's go with the second question. Let's go into the subject of language a bit, Do you use Instagram to learn English or any other language?

**Student D**

Also Portuguese

**Student E**

Also french

**Student C**

Also French and Italian

**Interviewer**

And how do you use it?

**Student A**

There are times that stories of dogs with phrases in English and I read them.

**Student B**

If you are on Instagram and you have the phone number in English and it seems to us that it is in English. I don't know if you can translate it, but if you have it in Spanish, if the option to translate it appears, then I translate it and I don't have to think about what it says.

**Student D**

It helps you to learn words by content. For example, if you follow a lot of content from English-speaking people, you will get used to it, and they will constantly learn.

**Student C**

There are many accounts that say "don't go to Italy or don't go to French without knowing this". And of course, there they give you essential phrases. Or they also appear as advertisements for application accounts to learn. It is not Duolingo, it is another one that is very good.

**Student A**

I still think that one learns more in English from Tiktok than from Instagram, it's people who sometimes appear as people saying "I hate my life... I hate everything" in English.

**Student B**

Agreed

**Student A**

Yes, it is very funny to read them because who says like "My mom took my cell phone"

**Student D**

But Instagram works, in part

**All of them**

Agreed

**Student C**

What happens is that the option to translate, of course, removes it.

**Student E**

When I don't understand a word, I translate it for a second to see that word and then I change it to English, to practice that. From the same publications of, I don't know, famous actresses, actors, and directors that I follow. Most of them, of course, are in English. So, I try to translate when they talk about technical things.

**Student C**

But nobody is that aware as to translate and then stop translating the text. In other words, you translate it and read it in its entirety.

**Student E**

But I translate it to see that word and then I change it.

**Interviewer**

Let's go with the activity. How did you feel about that process? What does this process look like to you? Be honest, like you didn't like it. Cool, but why? And if you don't like it, cool. But why?

**Student D**

It was comfortable. Describe an image in a place where you are already used to writing. So you just have to explain yourself well, just in another language. The site is comfortable. Where you are writing is comfortable. It is a place where you are used to posting questions. So, changing the subject, like talking about something else, is not so complicated. So the work was not difficult, just new.

**Student A**

It was a lot of fun. Otherwise, you have to work with the textbook and the book is super boring.

**All of them**

Agreed

**Student C**

I find that this different method was cool. Perhaps it was a lot of PowerPoint as an explanation, but I think that we lost more time, and we lost concentration. At least I focused more on the explanation of the PowerPoint. Perhaps at most I had only two or three slides to present the topic or what we were going to do... because of course, you took the time to explain so that I could understand it well, but it was very long. I couldn't concentrate and lost myself. But it was

entertaining, but I think he would have liked a more difficult activity. I think that in general, the course is suitable for activities, as in quotes, as more difficult. Not in terms of the number of words or in length, because everyone can make you 100 words, but more, as content. How to use certain words, expressions or that forces you to use certain words in a vocabulary. Since I don't know, this word, this word and that they are like super extravagant, wave that not even the native people use it

**Student D**

That they are dealt with in a very, very specific context.

**Student D**

How to add that obligation so that it sticks with you.

**Student B**

It's comfortable writing there because that's how I am literally all day. I still found it entertaining because they always did things to write (in the book/notebook). But this is really different because we have never done anything like that to us on social networks.

**Interviewer**

Did they learn something new? Is there something with which you take to you?

**Student E**

I think that perhaps the investigation of the place

**Student D**

How to describe a place

**Student E**

There are many people who searched for places they did not go to. In my case, I looked for a place that I went to and can express what was lived. But I suppose there are people who have not, who have searched for places that perhaps they have never been to in their lives or that were new. And looking for one's own description or more as formulated... or perhaps that is a kind of learning. Maybe you're like communicating something about a place you don't know in another language. Maybe it's not that difficult, because you can say "Oh, a wonderful place" and that's it. They were able to put that. I think that was like learning

**Student D**

It is a time when you are also taking advantage of describing a place or anything under an informal vocabulary that is yours. You are proposing it, you are developing it, you are formulating it. So one always in class is always used to writing, writing, and formulating words in an order and under a certain formality, a structure, and a formality. So, that is, you can get used to words that you are not used to using.

**Student C**

As for English, I think that personally, it was like an activity part of the school. But I did learn only how I became interested in the place where it is.

**Student C**

The truth is that not much English has been learned, but the place I mentioned has. I looked up the tickets and how much they cost. I did learn about the place, but not in English. Perhaps what was missing was the one that you asked for as a requirement. Requirements about what description, what questions, what places perhaps he could have said, I don't know, a place that they don't know and with this vocabulary, perhaps in that sense it could have been more difficult. We are not saying that we did not learn anything, but in that sense, something more structured would have been.

**Student E**

Not something formal, but it had certain limitations so that learning was focused on English. But we had a good time. That is the important thing, and also we could learn.

**Interviewer**

The penultimate question. These are a little more of an opinion, taking the same experience as the experience that this was, this string of classes, and also imagining a bit. Can Instagram be used in the classroom to learn and develop English skills?

**Student C**

Nope

**Student E**

It depends

**Student D**

It depends.

**Student B**

It depends

**Student A**

It's still really hard because you lose concentration. It happened that one changed accounts because a message arrived. Then you returned the account and so.

**Student E**

You had to be there (the teacher) verifying that one is doing the activity.

**Student C**

Instead of using Instagram, perhaps use another application. For example, I have one whose name is called Falou, which has chapters. For example, you have a situation in a restaurant where you're talking to someone... For specific chapters where you're really focusing on the language, which is also very good and also evaluates your pronunciation like if the audio doesn't understand you it says "it doesn't understand", and you have to practice and you can repeat the audio. So I find that too cool.

**Student B**

The section is very scattered. Especially using the phone in class... I mean, we use social networks too much, especially if we're doing something on Instagram.

**Student A**

Aside from Instagram, it doesn't sound and you have to listen to yourself because otherwise, it's weird.

**Interviewer**

Remember that this activity was designed to develop writing skills.

**Student E**

On the subject of writing, of course, Instagram works more than other applications.

**Student A**

Still, since it wasn't a formal language, it's not like they had to use words they didn't know.

**Student C**

Instagram is very distracting. Also, if you have your cell phone in English mode, it's like the words will be corrected anyway. It also happens in Language. Sometimes I have very obvious misspellings, but it's because I'm used to writing on a computer and Word corrects it. You press right-click, correct, and just like that. Sometimes I think it's better to keep writing on paper between quotes, as to learn it well and without autocorrect.

**Student A**

You can use Instagram, but it's very difficult because you get distracted. For example, an activity that on paper would take more than 15 minutes, on Instagram it would take us 30 because everyone has to be connected to WiFi, everyone has to go get a photo, everyone has to finish it, and no one has to distract...

**Student E**

I think it depends. That you can, you can. It is what Student C says. It depends on the factors you have. That is why he said that certain limitations could give an order to a certain activity. For example, having a time limit. Or maybe based on something you see, you write it first on paper, then correct it from you (the teacher), and then you make the post in the app. The question is knowing how to write it well and having it written. The limitations that you put on an activity

will be like what you will see reflected in learning. That's why I say it depends a lot, it depends a lot on how you structure the order of everything.

**Student A**

An activity can be like: "let's imagine you're uploading a post to Instagram" but without the cell phone, otherwise you get distracted

**Student C**

It's still okay to move along with technology. Afterward, almost no one is going to write (by hand), it will be all by email, all written online, but as for learning, as learning the basics, it has to be yes or yes with paper and pencil. Because you really learn the words, the order, etc.

**Student D**

I think it's super complicated because of the theme that I'm used to dealing with Instagram as a means of leisure and entertainment, right? So use it in an educational way, it is difficult for you to concentrate on seeing it that way. It is very, very complicated. So it would be looking for another medium, another app. Because of course, the idea of using technology is very good because the day will come when we practically deal with pencil and paper, but also find a way to get used to writing in a good way. For example, deactivate autocorrect, and pay attention to the

way you write and what you are doing wrong. And if you are also looking for another app like you, try it and say "yeah, this is a comfortable app that you can work on", and the one that is more or less complicated, well, don't use it.

**Student B**

There is still a matter of what one does every day. For example, we all use Instagram as a means of entertainment. So, being a space for leisure, one is not going to concentrate on studying. It's like when you sit at a desk and you know that the desk is going to be for studying. On the other hand, if one studies in bed, someone knows that the bed is for resting and you automatically rest and don't go to study. It's the same with Instagram, one always uses it for leisure and not to study, so someone will automatically be distracted. Apart from that, we are super scattered. So how does it really not work?

**Student A**

Besides, Instagram has a lot of things to do,

**Student E**

Perhaps in a country with more discipline, it will work

**Student D**

Or if you are looking for a different activity with a different focus. Perhaps not writing is perhaps an activity that Instagram uses for much more of a means of recreation.

**Interviewer**

If Instagram could be used in English class, how would you do it? What ideas come to your mind to use Instagram in class to learn English?

**Student B**

Make an infographic and then publish it, perhaps an infographic of the verb To be, and then post it.

**Student D**

I think that since we are so used to using Instagram daily and with each other, it would be trying to adapt it to an activity that allows you to use English in the most informal way possible, like the same every day we use Instagram, like speaking and everything. and always speaking in an informal way in the App. Do the same, but in English. Making a post that way, uploading stories perhaps, mixing that makes you feel like you're in your comfort zone, but the only thing that's different is the language.

**Student C**

I think we could use Instagram to report what one does, but do the work with another app at the same time. I don't know... Like Student B said, an infographic, a presentation, a PowerPoint, I don't know... Canva? And post it on Instagram. But occupying Instagram like that in itself I don't think it works.

**Student A**

Or make those typical "How to use the verb To Be" posts and give examples...

**Student B**

That is an infographic, but not like everything, directly from Instagram, but also use Canva, as Student C said, to make an infographic and then upload it to Instagram.

**Student E**

I agree with what Student D said. Do not remove that part of everyday life that is used on Instagram.

**Student A**

I think we can talk to native people...

**Student C**

Or finally, do it with another school and have another section, and also try to speak English as long as the schedule coincides with other courses.

**Student E**

But also as in an investigation involved, look for the school in Cambridge or wherever...

**Student A**

Or do it with the parallel section.

**All of them**

Agreed

**Interviewer**

Do you have any comments on the activity in general?

**Student A**

It was fun

**Student C**

So that was something different,

**Student B**

Yes, it was something different, because they always do something is written or something from the book for us, but never something like on social networks. So yes it was fun.

**Student E**

And the way in which I present the topic was still new.

**Student C**

Agreed

**Student E**

As far as I can remember we have never had such an activity like this.

**Interviewer**

Have they used any social network or application to do an activity?

**Student B**

If, for example, in mathematics, they asked us to make a TikTok...

**Student E**

But how he put it was different, and the topic, in general, was also quite different. Besides that, she combined it with the unit content.