

**Universidad Católica de la Santísima Concepción**

**FACULTAD DE EDUCACIÓN  
PEDAGOGÍA EN EDUCACIÓN MEDIA EN INGLÉS**



**“Instagram’s impact on students’ perception and performance  
when writing a narrative text”**

**Seminario de Investigación para optar al Grado de Académico de  
Licenciado en Educación**

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**Agosto, 2020  
CONCEPCIÓN, CHILE**

## **Abstract**

The use of ICTs in education has become a necessity in today's world. Previous societies have always expressed concern about children spending too much time in front of the screens, but the reality is far different in 2020 where students are required to use technology. The following thesis aims at analyzing the effectiveness of ICTs (Instagram specifically) on students' performance when writing a narrative text in English. This study followed a pre-experimental design and the sample consisted of 4 participants from 2 different universities in Concepcion, Chile. Besides, the instruments used to collect data were a pre-test, a post-test and a survey related to personal opinions about the use of Instagram for writing development. The main outcomes of this study are that Instagram has a positive impact on students' performance when writing a narrative text. As to students' perceptions the results revealed that 3 out of 4 participants agreed that Instagram can be used with ease in order to learn, also that it was an interesting learning tool which improved their writing skills and motivation towards English. Although the hypothesis has been corroborated, further research is needed to draw proper conclusions using larger sample size groups and from different regions of Chile. Besides, it is also important to collect data from the 3 different educational contexts in Chile: private, subsidized and public education.

**Key words:** Instagram, Writing, ICT, EFL.

**Resumen:**

El uso de TICs en la educación se ha convertido en una necesidad en el mundo del día de hoy. Las generaciones anteriores han mostrado preocupación sobre el tiempo usado por los niños frente a las pantallas, pero la realidad es muy diferente en 2020 donde los estudiantes requieren el uso de la tecnología. La siguiente tesis apunta al análisis de la efectividad que tienen los TICs (específicamente en Instagram) sobre el rendimiento de los estudiantes cuando escriben un texto narrativo en inglés. Este estudio sigue un diseño preexperimental, cuya muestra estuvo conformada por 4 participantes provenientes de 2 universidades de Concepción, Chile. Los instrumentos utilizados para recolectar los datos consistieron en un pretest, posttest y una encuesta para conocer las opiniones de los estudiantes sobre el uso de Instagram para el desarrollo de un texto narrativo. Los principales resultados de este estudio son que Instagram tiene un impacto positivo en el rendimiento de los estudiantes cuando escriben un texto narrativo. En cuanto a la percepción de los estudiantes, los resultados revelaron que 3 de 4 de los participantes concordaron que Instagram puede facilitar el aprendizaje, que es una herramienta muy interesante que permitió mejorar habilidades de escritura y su motivación hacia el inglés. A pesar de que la hipótesis ha sido corroborada, más investigaciones son necesarias para realizar conclusiones apropiadas usando una muestra más grande y desde diferentes regiones de Chile. Además, también es importante recolectar información de los 3 diferentes contextos educacionales en Chile: educación privada, subvencionada y pública.

**Palabras clave:** Instagram, Escritura, TIC, EFL.

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## **1. Introduction**

Writing skill is a form of communication that involves putting feelings, beliefs, and ideas on paper, organizing this information coherently and cohesively into a well-structured text. According to Arias and Garcia (2006), writing is considered as more than just a motor activity since it requires constant reflection during the different processes of it. Abu-Rass (2001) states that writing is a difficult skill for native and non-native speakers alike, as students have to make a balance between multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling and mechanics. Hence, considering that writing itself is a complex and difficult skill, the degree of intricacy becomes considerably greater when working with ESL students. Undoubtedly, at the moment of facing challenges of this kind, it is indispensable to pose possible strategies to improve the student's performance in terms of their writing abilities. Subsequently, this study aims to prove that the use of ICT, specifically Instagram, can be considerably useful in order to improve student's writing skills. Continuing with this idea, utilizing social media or apps such as Instagram can be a useful tool to apply in a classroom/educational setting since it is quite popular among young people and gives them the feeling of working within a familiar environment, making them feel comfortable. Indeed, according to the IAB Spain 2019 study, Instagram is the social network that has had the most significant increase in its user-base, and 70% of them are people between 16 and 32 years old. Consequently, this study could be of great importance in the Chilean educational context since through the development of new methodologies that include the use of interactive technologies, students can be motivated to work effectively, which is the first step to improve in student's language skills.

## **2. Problem statement**

The writing skill is part of the four skills of language learning, and it can be considered one of the most complex of the four. The process of writing not only requires a good grasp of grammar, punctuation, and more, but also a sense of coherence and structure to properly convey messages. According to Arias & García (2006), writing skill requires reflection during planning, during the act of writing and throughout the review process. In Chile, this skill was included as part of the SIMCE test for fourth-year students of primary school for the first time in 2008, which allowed researchers to evaluate and analyze the quality of writing skills of Chilean students. Since then, the 2016 SIMCE Writing test demonstrated that over 50% of sixth-year primary school students wrote both informative and narrative text, which could not be properly understood (La Tercera, 2017). Consequently, through this data, it can be concluded that there exist fundamental issues in the writing capabilities of Chilean students.

Based on the data collected by the 2016 SIMCE Writing test results, it is pertinent to question the quality of students' writing skills using the English language and why this is so. In order to understand this reality, a review of Chile's "Study programs of English" is helpful. Regarding the "Programa de Estudio Inglés 2° Medio" from the year 2016, under the decree 1264, Chilean students from schools that are officially recognized by the Ministry of Education and are not attached to the Full Day School Day Scheme, have 3 hours of English language courses per week; moreover, students from schools attached to the Full Day School Day Scheme, have 4 hours of English language courses per week. Furthermore, the program aims for students to finish their secondary education with a B1 level. As such, students should achieve the ability to use and communicate ideas in English in a coherent and

adequate way. However, the development of writing skill is an arduous process and requires time and dedication to truly understand the many intricacies that are present while writing. Because of this, it is important to look for more effective teaching methods to improve writing development. In addition, these methods should also aim to enhance students' motivation regarding writing, especially since this skill can be thought of as tedious by some learners.

Based on the previous reasons, an effective way to motivate students is to take advantage of the social media boom that has taken form and begin integrating technology in the teaching and learning process. Young learners often spend countless time using devices such as computers and cellphones, and more importantly, social networking sites like Facebook and Instagram. So much in fact, that social media has become heavily intertwined with modern society and the latest generations. Thus, the push to incorporate these resources in the teaching and learning fields can be argued to not only be a possibility but an inevitability. Now in regard to the focus of this study, the social media platform Instagram can be described as one of, if not the most popular social media network in today's current market. Its easy accessibility and uses friendly design has made it the most popular app for young students. It is in respect to this that the integration of this tool in the educational field, especially regarding language learning and writing development, may bring various benefits for teaching and learning.

## **2.1 Research Questions**

**This research was conducted under the basis of the following questions:**

- What's the impact of Instagram on students' performance when writing a narrative text?

- What are the students' perceptions regarding the use of Instagram as a tool for writing development?

## **2.2 Objectives:**

### **2.2.1 General objective:**

- Analyze the impact of Instagram on students' perception and performance when writing a narrative text.

### **2.2.2 Specific objectives**

- Determine the impact of Instagram on students' performance when writing a narrative text.
- Identify students' perceptions about the use of Instagram for writing development.

### **3. Literature Review**

#### **3.1 Writing Skills in Chile.**

Writing is a form of communication and it is also one of the fourth language skills we focus on while Teaching English as a Foreign Language (TEFL). In order to properly learn and hone this skill, the learner requires knowledge of grammar, sentence structure, punctuation, spelling, lexis, among others. According to Nunan (2003) writing is the mental work of inventing ideas, thinking about how to express and organize them into statements and paragraphs that will be clear to the reader to understand. For this reason, a narrative text type was selected as the learning task for these four students. A narrative text allows the reader to picture something or someone. Moreover, in narrative text types, the writer describes people, objects, appearances, and landscapes, so that they can make someone feel and imagine while reading (Alwasilah and Alwasilah: 2007).

These texts can be personal and comforting at a lower level since most of the knowledge required for completion is inside the students' minds.

#### **3.2 Integrating Social Media in the Writing Classroom.**

Social networking tools are used to establish a connection between interconnected individuals. Thus, these tools fulfil their purpose by integrating users from different continents, and providing quick, virtual access to one another. As evidenced by Yunos (2012), there are benefits in the application of social media in the writing classroom. One of these strengths is the huge amount of input found in social media that can be utilized to improve the writing skills of learners. Another advantage is the ability to present familiar material through social media implementation in the class, so in that way, students are more comfortable and thus, facilitates the learning process. Zheng, Yim and Warschauer (2017) revealed that

many students from elementary and high school are members of the online community. As a daily activity, learners spend their time chatting, emailing, publishing, and gaming. These activities might be used to exemplify that social media can be implemented as a learning tool for the development of writing skills. Furthermore, taking advantage of the different modalities that social media offers to produce writing tasks through digital devices. The application can succeed if the teacher has acquired the necessary knowledge to incorporate social networking tools into the class, considering the learners' context and resources. Therefore, the benefits that the use of technology brings to the classroom are well known around the teaching world. Besides, it is an excellent opportunity to include different new technologies of this digital age into the classroom (Anggraeni, 2017).

On the other hand, the incorporation of technology benefits not only students but also teachers. As a result, with these technological tools teachers have the chance to develop more effective strategies in order to teach English in the classroom (Mansor, 2017). Furthermore, students are continuously surrounded by monitors, television, Internet, and so forth. Consequently, traditional schools sometimes prefer to ban these types of devices inside the classroom, for the reason that they consider them a distraction. However, for students, technology is so prevalent in their lives that not only do they feel encouraged to work and socialize with other students through the use of it, but also their motivation to participate and collaborate greatly increases when the opportunity to work with these kind of tools such as Instagram comes into the classroom (Mansor, 2017). Due to the sheer popularity of the application, implementing it into a classroom should not offer many problems. Research carried out in a Malaysian University showed that 37,6% of the participants access to Instagram more than 7 times a day, 29,7% between 4 and 6

times a day, and 32,7% of the participants access no more than 3 times in a day. Most frequent accounts visited by participants were celebrity accounts, memes, and acquaintances (Akhiar, Mydin & Kasuma, 2017).

### **3.3 Instagram as a learning tool**

The word Instagram is the combination of Insta, which is instant camera, and gram refers to telegram. Herman (2014) defines Instagram as a photo and video sharing social site, which has been designed with the purpose of taking photos and uploading images instantly through the use of an app. According to Hu, Manikonda and Kambhampati (2014) Instagram is a mobile photo and video capturing and sharing service that provides users an instantaneous way to share life moments with friends. On the other hand, Mansor, Noraien & Abd Rahim, Normaliza (2017) affirms that Instagram is the most popular social media platform among teenagers. This network grants the user mainly to interact through pictures and comments. In addition to this, the versatility of this social network has allowed users to generate or create stories, surveys, questions, statistics, and so on with ease. In relation to the use of technologies inside the classroom “a multimedia-rich digital story can serve as an anticipatory set or hook to capture the attention of students and increase their interest in exploring new ideas” (Robin, 2008). Furthermore, regarding Azlan, Zakaria and Yunus (2019), in countries such as India, the use of cellphones and social media targets motivational and educational purposes within the classroom. Instagram and its supporting features can also be used as a medium in learning process related activities (Listiani, 2016).

According to Soviyah (2018), there are earlier studies acknowledging the positive attitudes toward the use of mobile devices and applications. Notwithstanding, these studies of the practice of how to use a specific application

effectively were done on an insufficient scale. Soviyah (2018) also found that teaching students writing by using Instagram pictures is more effective than teaching without the use of said resources. That is to say, the use of Instagram is effective in the teaching of writing narrative texts.

### **3.4 Students' perceptions about Instagram and learning.**

Oli (2011) stated that perception is important because a person's behavior is based on their impression of reality rather than the reality itself. This is the process through which the information from the outside environment is selected, received, organized, and interpreted to make it meaningful (Jain, 2005). From this definition, it can be assumed that perception involves seeing, hearing, smelling, feeling, tasting, and all those processes used to receive information. According to Reitz (1986) these processes are affected by 3 types of variables (1) the object or event being perceived (2) the environment in which the perception is occurring and (3) the individual who is perceiving the event. Regarding these variables, varied interventions and input material were uploaded. Moreover, four students were selected for this research instead of a case study of 1 student to improve the reliability of the source.

In this research perception's about Instagram will be understood as the students' opinion about using Instagram during a writing task. For example: whether students were able to use the application at ease, how interesting it was working with Instagram as a learning tool and whether the feedback was appropriate and effective.

According to Shazali (2019) many students find Instagram an easy tool for maintaining a connection with their peers. Besides, it is well-received by students due to the popularity and the different gadgets available. This information is further expanded upon in a research carried out by Kelly (2015), where according to the

participants of the research, Instagram was regarded as quite useful by them and the act of receiving corrective feedback from their peers and teacher alike in the platform helped greatly. Furthermore, this attitude persisted even before receiving any scores as students acknowledged that their writing skills were improving throughout the research. Additionally, one of the main benefits that Instagram provided according to the participants, was that it was convenient, easy to use, and that it allowed greater communication among them. In some cases, participants showed more motivation and eagerness to write due to being able to connect with more people. However, this is not only in regard to their peers, but it extends to a wider audience as well. The ability to be able to communicate with foreigners in English through the platform motivated them even more to develop their writing skills.

As stated above, Instagram was useful in creating an interactive learning community, something which was repeated by the participants of this research. One of the main benefits of this was the “*joint enterprise*” of the participants, which became their common goal of improving their English writing skills. As result, they mutually engaged with one another, providing tips and comments on their peers’ work. Something that must be noted is that while most (participants) saw Instagram as a great tool for improving their writing capabilities, some were also concerned with privacy. At the same time, some students were nervous to post any writing on the platform because they did not want everyone to see their mistakes. Likewise, this extends to the Instagram user base in general and not just their peers.

More insight into the perceptions of Instagram as a learning tool is provided through other studies below.

According to Handayani et al. (2018) the students believed that using Instagram to learn was fun and enjoyable. They also stated that giving feedback

through Instagram was also fun and that it motivated them. However, they also expressed that receiving feedback through the platform was not as interesting as providing it. Shazali (2019) declares that these types of social media allow students to express their feelings and opinions, and even inspire others to share and write about their own feelings. Thus, the implementation of digital gadgets in ESL classrooms may increase the motivation of the students around the subject which incorporates this kind of technology (Shazali, 2019). According to the result of a study carried out by Saakir et al. (2016) almost all the students of the ESL classroom who participated in the research declared that using social media to teach written skills increased their motivation to learn and acquire the new language. These facts indicate that adding new manners of teaching through technological devices and social media may have a positive impact on the acquisition of a second language.

Ayuni (2017) investigated university students' perceptions and attitudes towards the use of Instagram in English language writing; regarding this, the author declared that:

the design of Instagram promotes community-centeredness, and supports the dissemination of authentic content that creates opportunities for meaningful interactions among language learners (p. 3)

The results demonstrated students' high positive perceptions and views towards using Instagram in improving their writing skills, but moderate attitudes. Furthermore, according to Ayuni (2017), it is about time that language teachers use the preeminent social media platforms like Instagram to build a conducive learning environment that could encourage students to participate actively in English classes. In addition, students' opinions are important. Hence, the perspective or perception that students could provide is crucial for the implementation of this app in the

classroom. A previous study about the perception of the use of Instagram in the classroom showed that the students had a highly positive response towards the use of Instagram for writing lessons (Akhiar et al., 2017). Students might be more motivated to learn if they are given opportunities to interact with each other, promoting collaborative work, creating their knowledge, gaining self-confidence to write in English, and to learn how effective social media can be in the learning field.

In a research conducted by Anggraeni (2017) learners had a mediocre attitude toward learning writing skills; however, they were interested in the use of Instagram to practice their writing skills.

### **3.5 Usefulness of Instagram in improving English writing skill**

Some students learn the basic rules of writing and tend to fill in the gaps with previous knowledge of their language and other compensation tactics. Therefore, this causes them to make mistakes since writing in their L1 tends to have some major differences in L2. Moreover, other learners tend to have anxiety when it comes to writing in English and have a tendency to use it sparsely, leaving them with less time practicing and improving their general understanding of writing. Accordingly, this can affect not only in how they write their sentences, but also in how they make their sentences flow with poor structural organization. In Indonesia, this was certainly the case amongst undergraduate learners which led to researchers questioning what validity social media, specifically Instagram, had as a learning tool.

Handayani et al. (2018) carried out a study where the usefulness of Instagram was under study. In this case, the researchers wanted to see if the use of this social media had any impact on the learners' capability to write an opinion essay. After completing a pretest in order to gauge their current abilities, learners were asked periodically to send in drafts through Instagram and to meticulously practice their

writing skills on the platform. Once the students took their post-test, the results gave some insight on how useful Instagram really was. On average, the learner's scored about 15 points better than on their pretest. This was the case amongst most students, even those that did not do well in the pretest, to begin with. While the research showed promising results, the researchers also needed to know if the platform was well-received by the students themselves.

While it is important to debate if Instagram has any impact, it is just as important to pinpoint what Instagram use specifically improves and how it achieves this. According to Shazali (2019), how this social media works is by helping the students indirectly. That is due to the fact that every time people share a photo or video, they have the opportunity to write a small description at the bottom, increasing their vocabulary and noticing the grammar structures which they are using.

Kelly (2015) sought to learn more about the intricacies that revolve around the use of Instagram as a learning tool. In her research, she highlights what key aspects improved in the learner's writing throughout the research. One of the most important aspects that improved in the learner's writing skill was vocabulary range and control. Throughout the research, the learner's involved showed increasing variety in the vocabulary they used. In most cases, the learner's vocabulary range was classified at about an A1-A2 level which increased to B1-B2 over the course of the experiment. In fact, even learners who had a particularly high skill level (C1) managed to improve it. However, when it comes to vocabulary control, the results were less clear. Nevertheless, the information was not enough to tell whether Instagram is useful for improving vocabulary control.

Similar results were found when it comes to grammatical accuracy and coherence. The research showed that there was a slight improvement amongst the

grammar used by the learners who practiced using Instagram. Coherence, on the other hand, showed no positive results in the participants' skill. As a result, the researchers concluded that Instagram was not useful for improving coherence. Alternatively, other elements reviewed such as orthographic control showed mixed results with some learners improving, others remaining the same, and in one case showing a deterioration of skills. Overall, lower level learners benefited more from the platform while those with a higher level showed marginal improvements.

## **4. Methodology**

### **4.1 Research question**

This research used a pretest in order to gauge the student's current writing level and employed the use of three online tasks and one final post-test to answer one of the main questions of this research:

- Does the use of Instagram help students improve their performance when writing a narrative text?

On the other hand, a questionnaire was given to the students in order to provide insight on the following aspect of the research:

- What are students' perceptions about the use of Instagram for the writing of a narrative text?

#### **4.1.1 General objective**

The general objective of this research has its focus on analysing the impact of Instagram on first year university students' performance and perceptions when writing a narrative text.

#### **4.1.2 Specific objectives**

The specific objectives of this research include:

- Determine the impact of Instagram on students' performance when writing a narrative text.
- Identify the learners' perception of Instagram as a learning tool for writing development

### **4.2 Hypothesis**

H: The use of Instagram as a learning tool will have a positive impact on students' performance when writing a narrative text.

### **4.3 Research Design**

Under a quantitative paradigm, this study follows a pre-experimental design. According to Sampieri, R., Collado, C., & Lucio, P. (1996) “los preexperimentos se llaman así porque su grado de control es mínimo.” That is to say that this study did not include a control group. In this study, a stimuli (Instagram) was applied in a group of students in order to see if they improved their performance in writing with the support of the stimuli. According to Sampieri et al. (1996) in a pre-experimental group the level of control over the population is minimum, and they are usually pre-fixed groups that do not change over the time.

#### **4.3.1 Variables**

**a) Independent variable:**

The use of Instagram.

**b) Conceptual definition:**

Instagram is a mobile photo and video capturing and sharing service that provides users an instantaneous way to share life moments with friends (Hu, Manikonda & Kambhampati (2014).

**c) Operational definition:**

It will be understood as a social network that allows students to upload a picture and write a narrative text between 50 and 60 words.

**d) Dependent variable:**

The students' performance in a writing test.

**e) Conceptual definition:**

It's defined as the knowledge or ability gained in a task where students' progress is represented with a score and a grade (Narah & Abdullah, 2016).

**f) Operational definition**

This will be understood as the score obtained in the post-test.

#### **4.4 Participants**

The participants of this study are university students whose ages range between 18 and 20 years old. The level of English of these students is between A1 and A2 level. Additionally, all of these students had 4 hours of English each week in high school.

The 4 participants come from different contexts, Student (1) is 19 years old and was educated in “Los Acacios” school, so she is expected to have reached A2 level. She is currently studying psychology at the University of Concepcion. She is constantly using her mobile phone to see images on Instagram, and she is also aware of the usefulness of her cellphone to study and look up information when needed.

Student (2) and (3) are brothers. They are 20 years old and were educated in “Andres Bello” school. Student (2) is studying public administration at “San Sebastián” university, while student (3) is studying graphic design at “DUOC UC”. They are regular users of Instagram, and they are also frequently using their mobile phones in their everyday life.

On the other hand, student (4) is 19 years old and was educated in “Andres Bello” school along with students (2) and (3). His English writing skills demonstrated A1 level during the pretest. He is currently studying to become a physical training teacher in “San Sebastián” university. This last student is not much into Instagram, but he uses other social media regularly and is very interested in technology.

##### **4.4.1 Sample**

The sampling strategy that was used for the research was a non-probabilistic sample. Sampieri (1996) stated that *“en las muestras de este tipo, la elección de los*

*sujetos no depende de que todos tienen la misma probabilidad de ser elegidos, sino de la decisión de un investigador o grupo de encuestadores”.*

## **4.5 Instruments**

For the purpose of this investigation, the following instruments were used:

### **4.5.1 Pretest**

The pretest designed for this study consisted of a written test that simulated a situation where the students had to use Instagram as a tool to comment on a determined post. Consequently, the students were asked to write a “post” about a celebrity or a famous person from their country. For this task, they had to write at least 50 words focusing on descriptions and their personal opinions about the person they chose (See Appendix 1).

### **4.5.2 Task 1**

The first intervention was done completely online since the instructions for this task were given through Instagram, the same platform used by the students to fulfill the activity. Students were asked to upload a picture to Instagram of someone that they consider important in their life. For this post, in the space below the picture, the students had to write a paragraph between 50 and 60 words, describing who they chose to talk about. Also, they were asked to use specific vocabulary such as adjectives that reflected their perception about this person (See Appendix 2).

### **4.5.3 Task 2**

The second intervention, like the first one, was done online. This means the instructions and the final product were done through Instagram. For this task, the participants uploaded a picture of themselves from five years ago on Instagram. In the description of the photo, they had to write a paragraph between fifty and sixty words in which they would describe themselves in that time and compare how they

have changed physically and psychologically until nowadays. Additionally, the participants should use the vocabulary and material that had been uploaded in the Instagram account used for the project named Engwriterpro (See Appendix 3). Finally, they had to tag our account in their posts or send it through the chat of Instagram called “direct”, in order to receive feedback days after (See Appendix 4).

#### **4.5.4 Task 3**

The following task was also online. It consisted of how the quarantine has affected the participants' lives. For this, each member had to upload a picture of a person who they have missed the most and write a paragraph between fifty and sixty words describing the person and giving reasons why they have missed that person. Like the other tasks, they had to tag the Instagram account of the project or send it through the chat on Instagram in order to receive feedback later (See Appendix 5).

#### **4.5.5 Post test**

The post-test design consists of three different items that required students to show how their writing skills had evolved during the interventions. The first item presented exercises of *Sentence Transformation*. Here the participants were presented with sentences, and they had to modify a portion of the sentence in 3 words or fewer and still retain the same meaning. The second item asked students to write between 35 and 45 words, imagining a situation where they must redact a notice to retrieve a lost jacket. Finally, the third item was an exercise about writing an informal letter to a penfriend, which must contain between 100 and 150 words. In order to apply for the post-test, the students were sent an email with a file containing the test. They were given one hour to answer all the items of the test and send it back by email. Moreover, in case they had doubts or questions about the

instructions, they were given ten extra minutes before they started the test to solve them (See Appendix 6).

#### **4.5.6 Questionnaire**

This instrument consisted of 9 statements carefully designed to obtain valuable data regarding the students' perceptions about the use of Instagram as a learning tool for improving their English writing skills. As such, the students were required to select one option from strongly disagreeing to Strongly agree in each of the statements. The final statement also provided a space for the students to write a comment regarding Instagram usefulness for learning. (See Appendix 7).

#### **4.6 Validation of research instruments**

The pretest and questionnaire were validated by 5 different teachers from the UCSC, each of them with at least one master's degree. (See Appendix 8).

## **5. Procedures**

1. The first step was to use the pretest to collect data about students' current level of proficiency regarding their writing skills.
2. Then, students were asked to follow the Instagram account created for this project (Engwriterpro), so they can actively participate in the planned interventions using their mobile devices to answer questions and to have input through the uploaded images.
3. Once the results were collected, input images were uploaded to Instagram to develop writing skills as a foreign language. Throughout these weeks, various resources were uploaded with the intention of helping students. These resources included pictures showing grammar tips and new vocabulary, videos where writing aspects are further explored and Instagram stories that gave tips and examples to practice with. Besides, Instagram's versatility allowed users to interact directly with other users through the use of questionnaires, surveys, challenges, hashtags, etc. For that reason, this research contemplates the realization of three assessed tasks to measure the students' progress.
4. From this point on, the project was mainly focused on Instagram input and observations. Each Sunday during these three weeks, a task with instructions was uploaded to the account. The students had to complete and send it to the research's Instagram page. After a day or two, students received feedback regarding the positive and negative aspects of their work and what they can improve.
5. Once the three interventions were completed, the students were given a final post-test to measure how much they have improved from the initial pretest.

6. After the post-test, students were asked to complete a questionnaire regarding their perceptions about the use of Instagram as a learning tool.

## 6. Results

### 6.1 Narrative results

The following pie chart contrast the marks obtained by the students in the pretest and post-test.

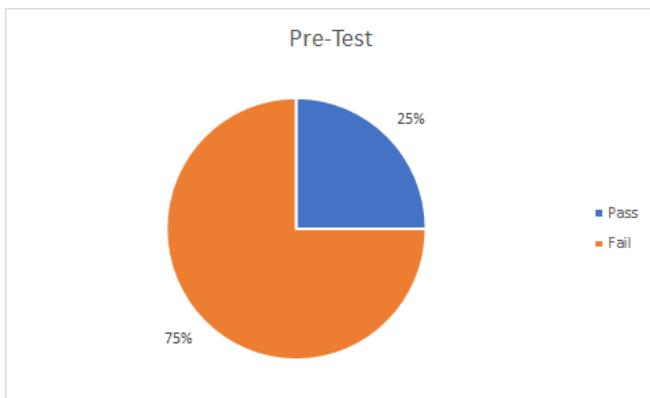


Figure 1: Pretest approved/reprobate

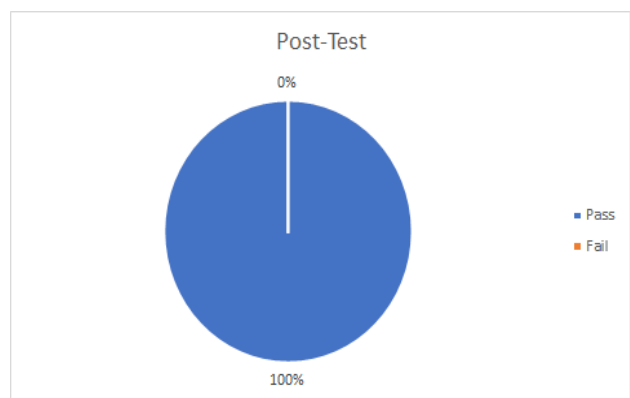


Figure 2: Post-Test approved/reprobate

It can be observed in Figure 1 that just 25% of the participants passed the pretest while 75% failed in the same test. In numbers, 1 out of 4 of the participants passed the pretest. On the other hand, figure 3 shows that all the students passed the post test. The lowest mark in the post-test was 4.8 and the highest was 6.5.

Figure 3 represents and contrasts the marks obtained by each student in the pretest and in the post test.

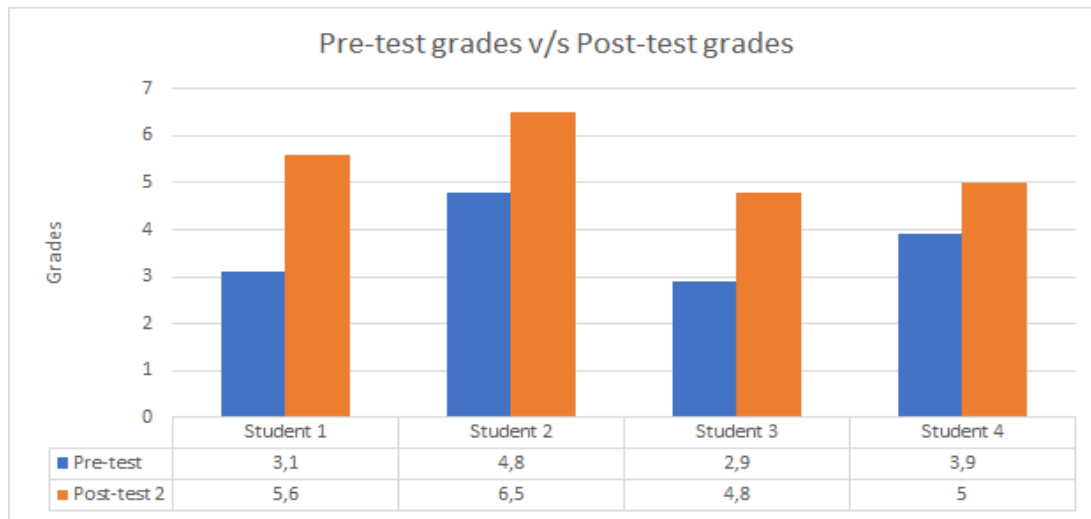


Figure 3: pretest marks vs post-test marks

In Figure 3 can be observed that all the students enhance their results between the pretest and the post-test. The student 1 had an increase of 2.5 points, the student 2 a 1.7 points, participant number 3 had 1.9 and participant 4 increased 1.1 points. Additionally, the average grade from the pretest compared with the average results of the post-test were: student 1 has 4.4 as an average, participant 2 obtained 5.7, student 3 had 3.8 and finally student 4 has an average of 4.5. Furthermore, it seems that the use Instagram as a learning tool to enhance writing skills was effective

Figure 4 shows the result obtained by the learners based on each category in which they were evaluated in the pretest.

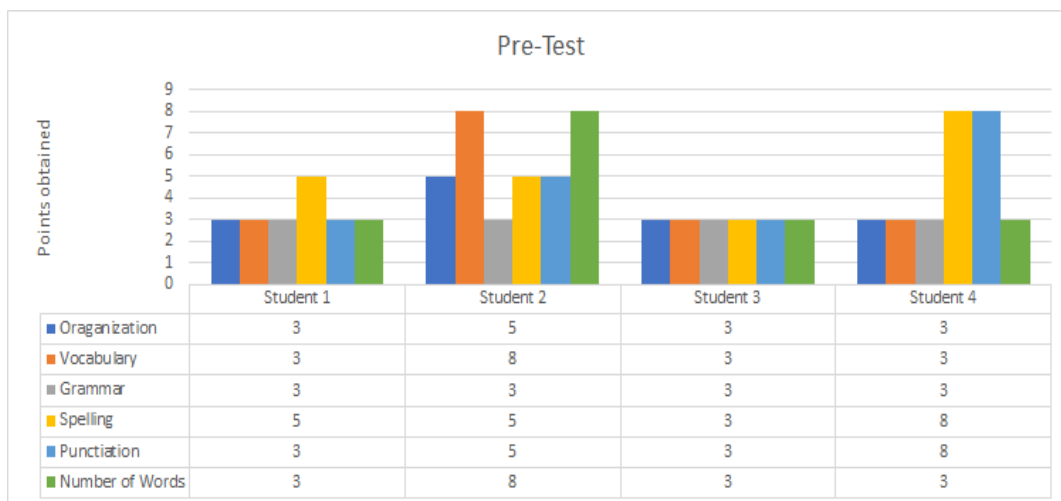


Figure 4: Pretest result by criteria

It can be observed, in general, that the highest scores obtained by the students were found in the criteria of spelling. On the other hand, the lowest performance registered by the students was found in the grammar criteria. Additionally, it is possible to see that 3 out of 4 participants struggled with most of the selected criteria, specifically in the criterion of grammar, in which all the students scored 3 out of 8 points. Also, figure 4 revealed that student 3 obtained the lowest score with only 3 out of 8 points in every criterion of the rubric. Contrarily, the highest score was reached by student 2, however, it is important to notice that this student obtained the same score as the rest of the participants in the grammar criteria with 3 out of 9 points. Besides, 3 out of 4 students scored only 3 points in the number of words and organization criteria, so it is concluded that most students lacked vocabulary, and they have not been exposed to enough writing practices about descriptions. On the other hand, the criterion best performed by students in this pretest was spelling.

The following bar chart (figure 5) shows the result obtained by the learner based on each category in which they were evaluated in the post-test.

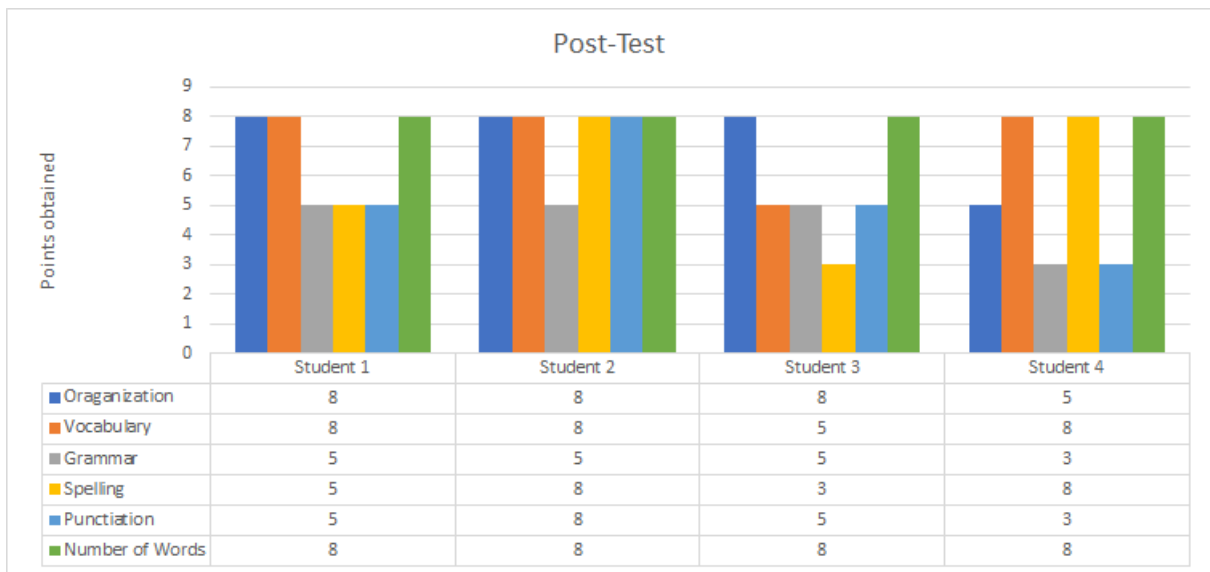


Figure 5: Post-test result by criteria

In Figure 4 and figure 5 each of the criteria of the pretest and post-test respectively were observed in terms of results. For this section, the participants will be labelled as S1, S2, S3 and S4. Overall, in terms of criteria of number of words and vocabulary were the most improved while the criteria of grammar and spelling saw the least amount of improvement. Much like before, S2 showed the highest scores across all criteria. Regarding the criteria of Organization. All students showed improvement with S1 and S3 increasing from 3 to 8 points and S2 and S4 increasing from 5 to 8 points. Next, in vocabulary, S1 and S4 increased from 3 to 8 points, S3 went from 3 to 5 points and S2 maintained their score of 8.

Stated beforehand, grammar showed the least overall improvement amongst the participants. S1, S2 and S3 all improved their scores from 3 to 5 while S4 stayed at 3 points.

Spelling also saw few improvements. Only S2 improved their score by going from 5 to 8 points while the rest maintained the pre-test scores.

Punctuation offered mixed results. S2 went from 5 to 8 points while S1 and S3 increased from 3 to 5 points. However, S4 showed a decrease in performance by

decreasing from 8 to 3 points. This is the only instance of a participant scoring less on the post-test than the pretest that came up during the investigation. Finally, in regard to the criteria of number of words, all participants obtained the top score. S1, S2 and S3 all increased their scores from 3 to 8 points and S2 retained their score of 8.

**6.2 Questionnaires result**

The following Figure shows students’ perceptions towards Instagram as a learning tool.

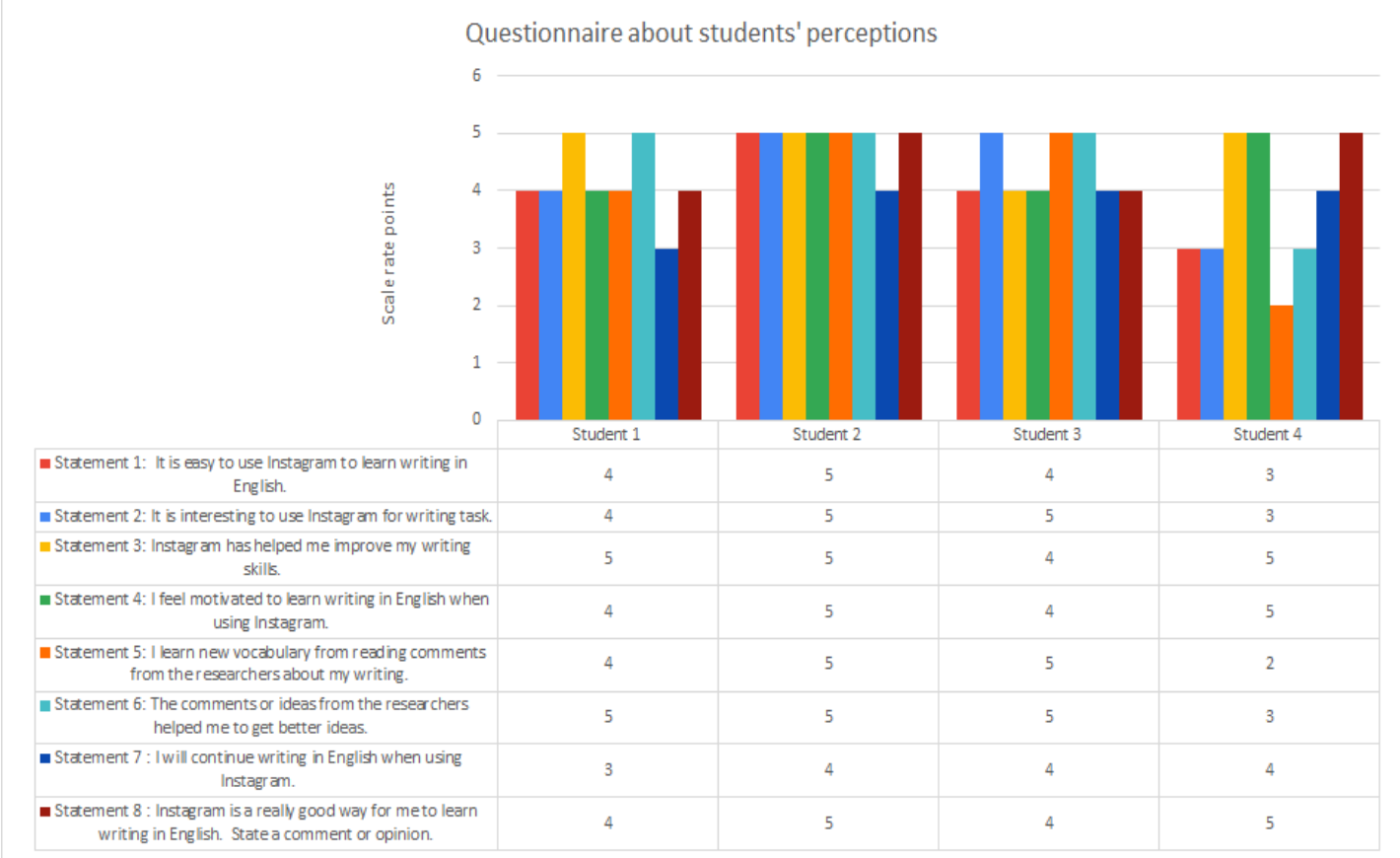


Figure 6: Questionnaire about students’ perceptions

After observing the results of the questionnaire, it is shown that three out of four students strongly agree that Instagram is easy to use for writing English, while the last student took a neutral position. A similar trend was observed regarding statement 2, 3 out of the 4 students agreed that Instagram was interesting to use

while learning English and also that it helped them improve their writing skills increasing their motivation towards writing and learning English.

The answers received about statement 5 shows one of the first instances of a negative response. While 3 students agreed that the platform helped them learn new vocabulary, one student disagreed. Similarly to the first 2 statements, 3 out of the 4 students agreed that the researchers' comments helped them get new ideas while student 4 remained neutral. Next, 3 out of four students agreed that they will use English while writing on future Instagram's post while one remained neutral. Lastly, every student agreed that Instagram was a good way to learn to write in English. In addition to their stance on statement 9, the students were also asked to provide a comment or opinion to further expand their thoughts. These were their answers:

- a) **Student 1:** Prefiero usar instagram porque estoy todo el día en el teléfono y de esa forma siento que estoy aprendiendo constantemente, además, al hacerlo desde el teléfono es más cómodo escribir.
- b) **Student 2:** Si por que lo encuentro más dinámico, más divertido y puedo interactuar con personas la cuales no necesariamente hablan mi idioma.
- c) **Student 3:** Si, prefiero instagram para aprender a escribir ya que hay muchas cuentas en las que solo se escribe en ingles y eso lo facilita aún más, aparte que instagram está más a la mano y es una red social de uso cotidiano por lo tanto el contacto con el inglés es mayor.
- d) **Student 4:** Si, porque es más simple y diferente escribirlo en Instagram a través de tu celular.

## **7. Discussion**

In this section, the obtained results of the students' performance will be discussed regarding the hypothesis and the research objectives set at the beginning of this investigation. Although the difference between the results obtained in the pretest and the post-test show a positive impact, these outcomes could have been affected by factors such as the use of third-party applications, lack of monitoring, and so forth. Consequently, these influences will be discussed further along in this paper.

The results of the pre-test showed that, for the most part, the participants had many areas to improve in, mainly sentence structuring, grammar, and punctuation. The participants commonly wrote run-on sentences with little regards to coherence or flow. Moreover, it was evident that one of the participants (Student 2) had a considerably higher level of English than the others. Consequently, once this information was taken into consideration, the interventions could begin without problems. From the pretest, we could gather that one of the most common issues was related to grammar. The participants constantly omitted articles and other important parts of their sentences such as objects, verbs, etc. This meant that incomplete sentences were prevalent. They also used the wrong pronouns, for instance, when referring to a female baby or grandmother as "he" or vice-versa. In line with this, the participants sometimes omitted the subject as well. Moreover, issues with the subject-verb agreement were recurrent; utterances such as, "She live", "He help", and more. Problems regarding tenses were also frequent, particularly past tense. This was present even in Student 2, who had arguably the most grasp of the language. However, this is not surprising, since grammar is quite strict and usually requires extensive knowledge and practice to consistently use it

well. According to Schauer (2006) for grammar acquisition, the use of pragmatic knowledge or setting meaningful context for EFL or ESL students is strongly recommended in order to acquire grammar more naturally and this pragmatic knowledge could play a crucial role in the development of the students since a proficient individual can notice when he or she is making a grammatical mistake. Being that these are, for the most part, beginners, then for them to make mistakes in these criteria was expected. To illustrate, organization would also be a common issue for the participants. Often, sentences were presented in a disorderly fashion, where ideas did not flow in an optimal manner, and many times unnecessary information was found. Additionally, connectors were also lacking, with only the most common ones, in this case “and” or “because” being found and the rest of the ideas separated by commas. According to Ghasemi (2013), ESL students tend to overuse the same grammatical items as connectors in writing. Consequently, this issue was frequently found during the correction part of the study. However, it was attempted to be resolved during the feedback of each task required. While on this topic, punctuation also deserves a mention. Due to the low use of commas and periods, the coherence of the writing took a huge toll. Most of the writing done by the participants at this stage used almost exclusively commas to separate ideas. Hence, this created a long, run-on sentence that tried to pass off as a paragraph. Furthermore, completely separate ideas were conjoined together to form a mass of information which should be digested in a more moderate fashion. The lack of periods also meant that capitalized letters were almost non-existent, and if they did appear, they were not used properly. Besides, Ghabool et al. (2012) determined punctuation could be a problem because students may confuse the use of discourse markers such as commas and/or periods. It can be concluded that the students of

this study may feel the same way or even they do not know how to use them properly. As a result, all participants experienced this problem except for Student 4, who in retrospect, also wrote a much simpler paragraph than his peers, albeit well organized. This would come as a surprise since, for the most part, English and Spanish are quite similar when it comes to punctuation and organization as a whole. Correspondingly, during feedback sessions, one of the most common tips given to the participants was how to properly organize and connect their ideas.

At this stage, vocabulary was basic across most of the pieces of writing, aside from participant 2 who attempted to use a more advanced lexicon. Moreover, the participants had few issues regarding spelling, in comparison to other criteria. Even so, the participants were given resources to learn more vocabulary for future tasks through Instagram stories and pictures. Finally, one of the most prevalent issues that the participants had been the number of words they had to write. Aside from participant 2, the writing was almost always incomplete regarding the word limit. However, this was expected since these are beginner level students. Moreover, some participants complained that they did not know how to keep writing and were stuck at times. They were anxious at the moment of writing because they were afraid of making mistakes. In order to mitigate this, the participants were assured to write as much as they can and not to worry too much about any potential mistakes. Nonetheless, Engber (1995) suggests that the total number of words from a composition has direct relationship with the general vocabulary that a student managed at that instance. Consequently, it can be argued that the participants of the study may lack vocabulary at the beginning of this study and that is why they struggle with this issue.

From the results of the post-test, it is evident that the four participants showed massive improvements regarding many aspects of their writing. Overall, all students passed the post-test in comparison to before where only one of them managed to pass the pretest. Similarly, these findings correlate to those of the research conducted by Handayani et al. (2018) where their participants also showed stark improvements in relation to their results in the pretest.

At the same time, when it comes to the aspect of writing in general, all students showed improvement. In fact, most of the students improved in nearly all the categories with only one instance of a decrease in skill. Shazali et al. (2019) conducted research on a larger scale where they received similar results. In this case, from a sample of 25 students, 23 of them would improve their proficiency level from using Instagram, while only 2 of them would stagnate. At the beginning of the study, reaching the word limit was a difficult task for some participants; however, by the end of the research, most participants did not only reach the cap but in some cases easily exceed it. In addition, organization and punctuation also improved in many regards. The participants were privy of writing their ideas in coherent ways and these were properly separated by commas and periods. The amount and variety of connectors improved and the ones that showed up were used correctly, helping the information flow better. This was the case for all participants, except for participant 4 who previously had a good grasp of punctuation. This may be due to the complexity of his writing this time around. At first, his writing was basic and consisted of only simple clauses and no further complex structure. Thus, punctuation was easier. However, at this moment, the writing was meant to be more complex than at first. By this point, he attempted to use compound sentences and more advanced forms, such as adverbial and relative clauses, albeit unknowingly, which

could explain his results. Nevertheless, some discrepancies with the research done by Kelly (2015) can be observed. The findings from that investigation implied that Instagram had little impact on coherence and organization. However, this was not the case regarding this current investigation, except for the case of Student 4.

Vocabulary wise, all participants showed improvement regarding vocabulary of all kinds. As stated before, the vocabulary used was quite basic. Previously, the participants used adjectives such as smart, funny, pretty; or verbs like help, find, etc. However, in this instance, they opted to use other words such as intelligent, beautiful, handsome. Regarding verbs, this was also the case, by using words such as support, locate, collaborate, should, and more. Moreover, they used many more types of nouns to flesh out their writing in comparison to before where they, for the most part, opted for the bare minimum. Kelly (2015) also conducted research via Instagram, where vocabulary was one of the criteria which showed the most improvement. A research conducted by Shazali et al. (2019) had similar findings as well. Their participants also had a vast improvement in their vocabulary after the research was completed. They state that one of the main reasons for this was that writing quick captions about their feelings and opinions on their posts slowly increased their vocabulary range.

Finally, the participants showed a somewhat better grasp of grammar this time around. The participants made fewer mistakes regarding tenses, especially regarding past tense. On the other hand, the participants still made many mistakes when writing in the present tense. The use of pronouns improved at this point, with few cases of mistakes. Nonetheless, the omission of articles was still prevalent across most participants, although less than before. On one hand, there was some improvement regarding these criteria. On the other hand, it was not a radical change

from before. It should be noted that grammar was one of the criteria where there was the least improvement. These results correlate with those of Kelly (2015) where it was inferred that grammar was one of the areas where there was the least improvement.

Regarding perceptions towards Instagram's usefulness for learning writing, a positive student attitude is prominent across most areas of the questionnaire. This falls in line with the research's previous notion that Instagram made writing in English more engaging than with a more traditional approach. Moreover, all the participants agreed that Instagram helped them improve their writing English skills, and they also agreed that their motivation to write in English was helped by using Instagram. These findings correlate to the results from the study of Saakir et al. (2016) where their participants also assured that learning through Instagram helped increase their motivation. From here, most of the students agreed that Instagram made learning English easy/easier. However, there was one outlier in Student 4, who remained neutral regarding this statement. Furthermore, this trend would continue to show up when asked if Instagram was interesting to use for writing tasks and whether the researchers' comments helped them get new ideas. Likewise, this tendency was also prevalent regarding whether the participants learned new vocabulary from the researchers' comments; however, here Student 4 would actually disagree with this statement rather than stay neutral. Also, it is worth noting that for statements 5 and 6, where student 4 did not agree or even disagreed, it could be due to a lack of quality regarding the researchers' interaction, rather than a fault in using Instagram in itself. Furthermore, here it is important to understand that the main points of the statement were related to how the researchers gave feedback and material. It is possible that the results would remain the same if done in a more traditional setting.

Of course, this also begs the questions whether the positive answers regarding these questions would also remain the same in a traditional setting. Concerning statement 7, most students would answer that they only somewhat agree with it and student four remains neutral. Here, a less enthusiastic response can be noted by most, since no participants would strongly agree that they would use English while posting on Instagram. Accordingly, this could possibly be explained by the context the students live in. While the experiment focused on using Instagram for learning purposes, it is obvious that the participants and most users mainly use Instagram for entertainment purposes only; however, most of that entertainment is retrieved through the local language, in this case, Spanish. Additionally, it is worth noting that some students also follow pages that use English as a primary language. As such, it is possible that they may start to interact more often with these pages as they grow more comfortable with the language. Statement 8 showed that all the participants believed that Instagram was a good way for them to learn English. However, something more important to dissect is perhaps the comments that the participant gave in conjunction with their stance with the statement. To illustrate, when asked their opinion on the platform as a learning tool, the participants highlighted that Instagram was more engaging and that it allows for more interaction with other people, particularly English speakers. In this case, they attributed this to the large number of English speakers that use the app, as well as the large number of pages that use English as their primary means of communication. Hence, the thought of being able to interact with other English speakers provided them with more reasons to continue improving their English skills. Moreover, these findings correlate well with the results of Kelly's (2015) research. Here, the participants stated that one of the key selling points for using this app to learn was the ability to communicate with foreigners. Similarly, the

participants of Kelly's research also stated that one of the benefits of Instagram was that it was convenient and easy to use. This feeling is shared by some participants of this research. For instance, they stated that using Instagram facilitated learning because it is something that they are almost always using. They go on to state that Instagram is always within reach and that its use has turned into a habit of their daily lives.

## 8. Conclusion

In response to objective one, the use of technologies in the classroom is growing exponentially in recent years. In fact, we found that Instagram enhanced the development of writing skills in EFL learners. All the participants showed vast improvements across various areas of the writing skill after the interventions through Instagram. In the same manner, these findings are parallel with the research of Handayani et al. (2018). The platform is a useful tool for improving areas such as punctuation and organization. Moreover, Instagram allows for quick practice for polishing the writing skill through short captions on its posts. One of the areas where the most improvement was observed was that of vocabulary. Shamsudin and Yunus (2019) and Kelly (2015) achieved similar results. However, improvement in the areas of grammar were not too significant compared to other areas. While improvement was found, many basic mistakes would continue to occur. The research done by Kelly (2015) also saw grammar as the area with the least improvement amongst their participants.

Consequently, the importance of our findings suggests that mobile devices or mobile applications, specifically Instagram, should be considered as a learning tool inside and outside the classroom despite our current pandemic situation.

As to objective 2, it can be concluded that students' perception towards the use of Instagram as a learning tool for developing writing skills was positively evaluated. The findings also revealed that Instagram was helpful in increasing motivation to write and allowed the participants to write more and more each time. Saakir et al. (2016) concur with this sentiment. Furthermore, its accessibility was also a major attraction to participants as it allowed them to quickly write and turn in any task that was requested.

Although Shazali et al. (2019) and others conducted studies with about 25

students, further studies are needed to determine whether the use of Instagram for learning English is possible with more students (this study just included four students while a normal classroom contains about thirty-five students). Moreover, the implementation of mobile devices and mobile applications inside the classroom in our Chilean context must also be taken into consideration. Finally, the input images/videos that are uploaded to the learning tool must also be chosen with the intent of capturing the students' interests. In this case, varying the input between humorous and serious material can cause interesting results. Finally, future studies with larger sample sizes may show a glimpse of what helps students learn through social media in the Chilean context.

## **9. Limitations of the study**

Some barriers and limitations were faced by students while using Instagram as a learning tool regarding qualities of the tool and current situation in Chile, Anggraeni (2017) revealed in his research several aspects in which students may be limited.

1. The signal or internet access
2. The delivery of instruction by using Instagram
3. The use of time.
4. The quality of writing.
5. Social movement in Chile and Coronavirus situation.

Firstly, the participants had to be changed during the research. At the beginning of this project, the participants were high school students from Athens School in Concepción, Chile. In this case, the students were between A1 and B1 in level of English. However, in October 2019 the social movement in Chile started, and the classes at schools and universities suddenly stopped. For this reason, these students could not continue in this research, and also because they were in their last year of high school. Then, in March 2020 the coronavirus pandemic started in Chile, which made it almost impossible to come back and finish the research with the previous students from high school. Consequently, new participants were incorporated into the project. These new participants were university students from freshman year and this new arrangement was decided mainly because they are supposed to be more responsible for working in an online modality. However, it was difficult to monitor these participants in a room, because of the social distance, and also it was challenging to move from a place to another safely. Therefore, for

students and researchers sake the research was conducted completely in an online modality.

Secondly, since the starting point of this research, it was believed that Instagram would work properly and efficiently as a learning tool; due to this application being commonly used amongst youth, and thus, it was familiar for the participants. Moreover, Instagram's sleek design and simple interface would make giving out and receiving material a trivial task. However, some issues would arise at the beginning of the interventions. At first, an Instagram story was uploaded with the instructions to task 1. Then, comments from the participants stated that they were not able to understand what to do and the space to upload their task remained unclear. For this reason, a video was uploaded with more in-depth instructions on how to do the task and what they must do with it once completed. From here on, the issues were quelled indicating that they arose from a communication issue rather than problems with Instagram's interface or accessibility. Once the initial struggles were cleared, the interventions were done without any major issues.

Moreover, the student's responsibility became a huge factor during this research. The student not only had to look over and study the resources that were provided to them, but also had to take in this information regularly and not just turn in assignments at the end of the week. Since monitoring students through this platform is quite limited, it was not clear whether they had taken the time to look at this information apart from the 'likes' and the occasional written comment. Additionally, this limited form of monitoring also presented issues regarding the use of third-party applications, such as Google Translate. During the intervention, signs of using translators to form their paragraphs were somewhat evident. However, this was difficult to prove, and it was up to the student to do their work with integrity.

On the other hand, several external factors were prevalent during the research. One of these influences had to do with internet access. To illustrate, if the students did not have internet access during the time when they had to do their assignments; then, they could not upload their work. As a result, some students had to turn in assignments later than others. Moreover, time would also prove to be a pertinent external factor. Because of the various difficulties some learners had with writing in English, uploading assignments sometimes proved to be a lengthy task for them. On top of that, during the quarantine, the learners also had to participate in online classes, and thus, had work to complete tasks from various courses. Consequently, this meant that they would have to manage their time and put some assignments on hold while they worked on their more pertinent assignment. Naturally, since this investigation did not entail academic urgency, it did not become a priority to them.

Regarding the quality of the writing of our students at the end of the study, it was unsatisfactory regarding the level of English that they are supposed to have. Additionally, 3 out of 4 students had grammatical problems as subject-verb agreement, omission of constituents, and lack of coherence and cohesion. All those problems made it almost impossible to understand the ideas that they wanted to express in their first pieces of work. However, while the interventions were progressing, their pieces of writing were improving considerably in all those factors that were weak at the beginning (grammar, coherence).

## **10. Further Research**

This investigation analyzed the impact that ICTs have at the moment of teaching and practicing English as a second language focusing on writing skills mainly. Based on the results, it was determined that some technological resources had plenty of functions that enhance students' development of their writing skills. Regarding the global current situation, this study had to be unexpectedly changed in order to adapt to the diverse issues that emerged lately (the social movement, social distancing because of COVID-19, among others).

Therefore, for further research the following aspects need to be considered:

First, the sample or the participants. In this case the sample was undersized in contrast to the amount of students that we have in regular schools where 45 students are taught at the same time, also, doing research with students from different educational backgrounds in Chile (subsidized, private and public schools).

Second, the use of Instagram. This app is constantly updating and adding new functions to their base application. Consequently, it is necessary to be informed about the new update of the app and also know how to use it for academic purposes.

Finally, this study must be carried out with the implementation of classes. As it was mentioned before, because of factors out of our control (Social movement and Coronavirus), this research was modified to work properly in an online modality, even the participants were changed for this reason (they were supposed to be more mature to conduct this study). Consequently, the participants considered as “class” the daily post that the researchers made during the study.

However, we suggest that all the interventions, posts, comments, feedback and tasks that were requested by the study should be a complement of your English lessons in order to work neatly according to the “Planes y Programas”.

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## 12. Appendices

### Appendix 1

#### Pre-Test

#### Instagram post

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_



#### **Instructions:**

1. There are 3 pictures of famous people above.
2. Choose one of them and imagine that you post this picture on Instagram.
3. Write a short paragraph as a description of your post.
4. Your post should include:

- Where she/he is from
- What makes this person famous
- Physical characteristics of the person that you chose.
- Your opinion about him or her. (Do you admire him/her?) Why?
- Write between 50 and 60 words.

#### **Instagram post:**

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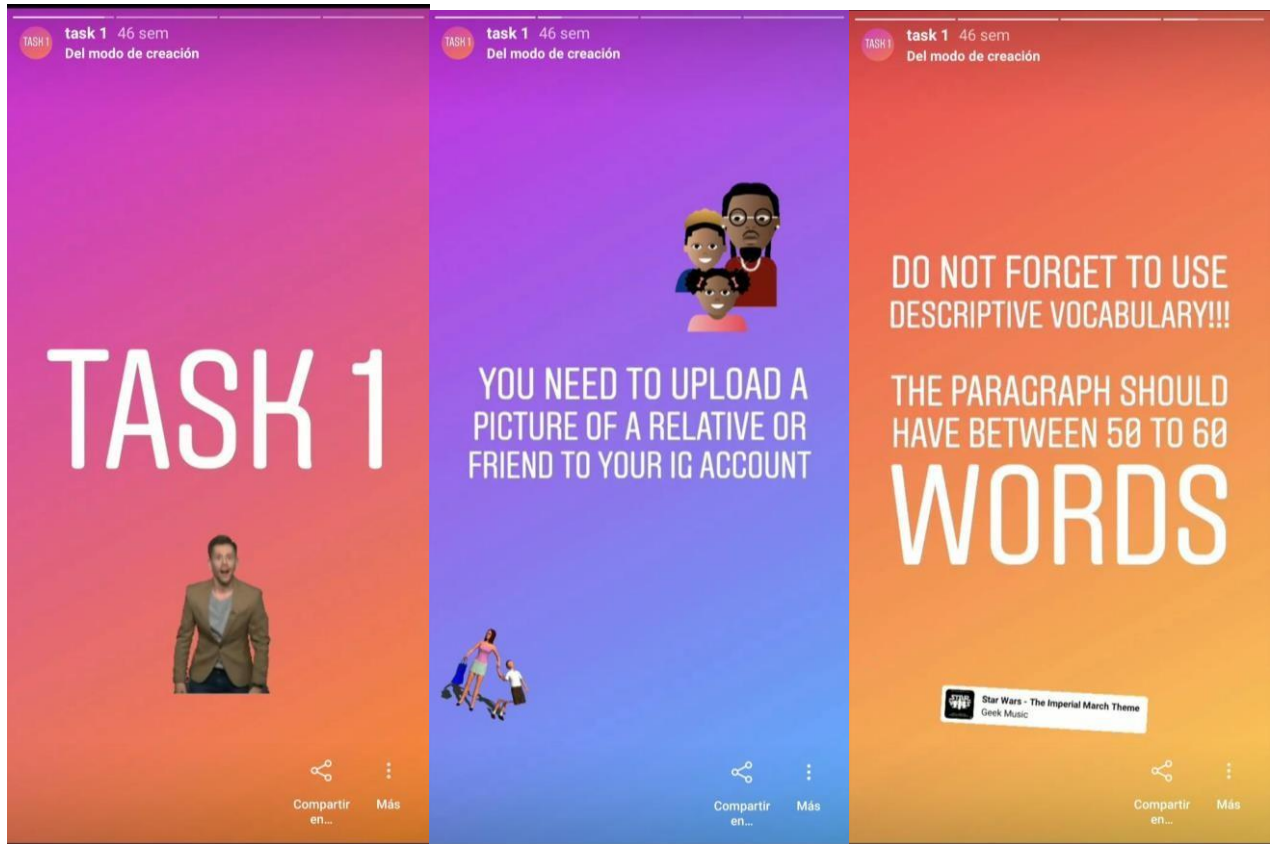
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Adapted from: [https://www.examenglish.com/PET/PET\\_for\\_schools\\_reading\\_and\\_writing.html](https://www.examenglish.com/PET/PET_for_schools_reading_and_writing.html)

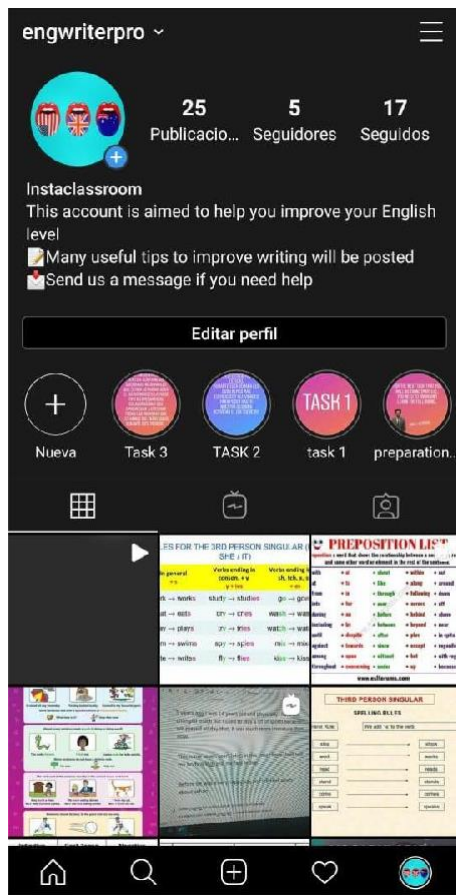
## Appendix 2

### Task 1



## Appendix 3

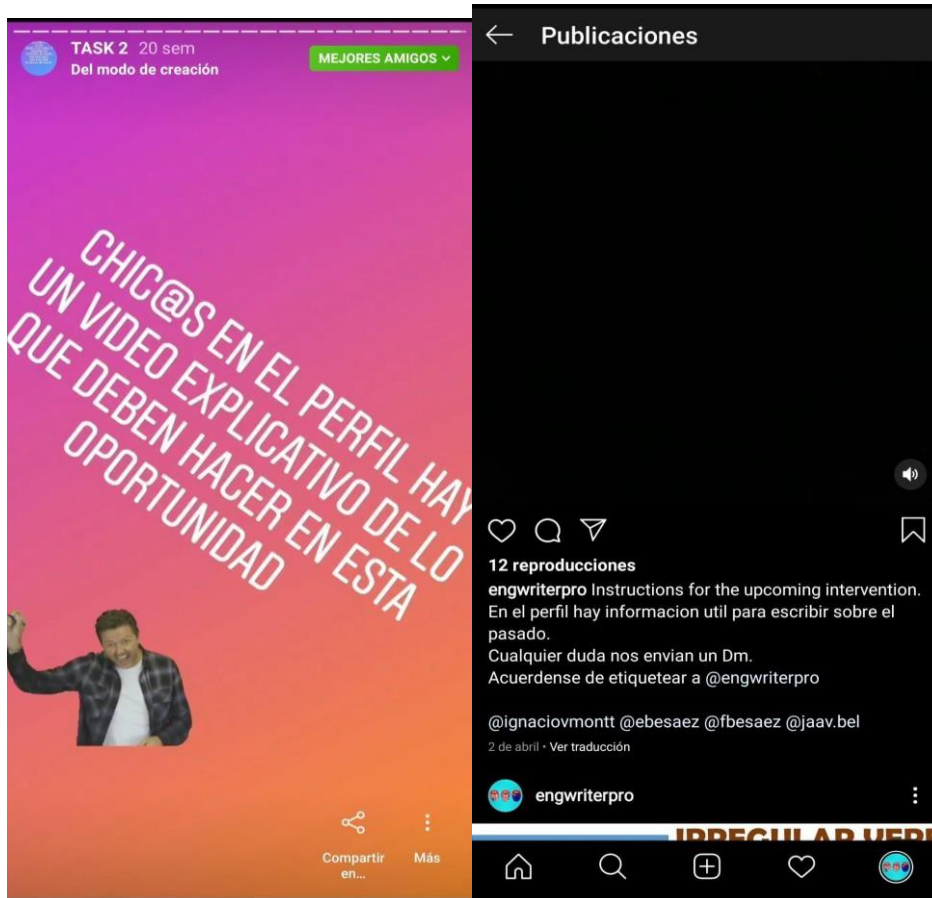
### Instagram Account



Link for the account: <https://www.instagram.com/engwriterpro/>

## Appendix 4

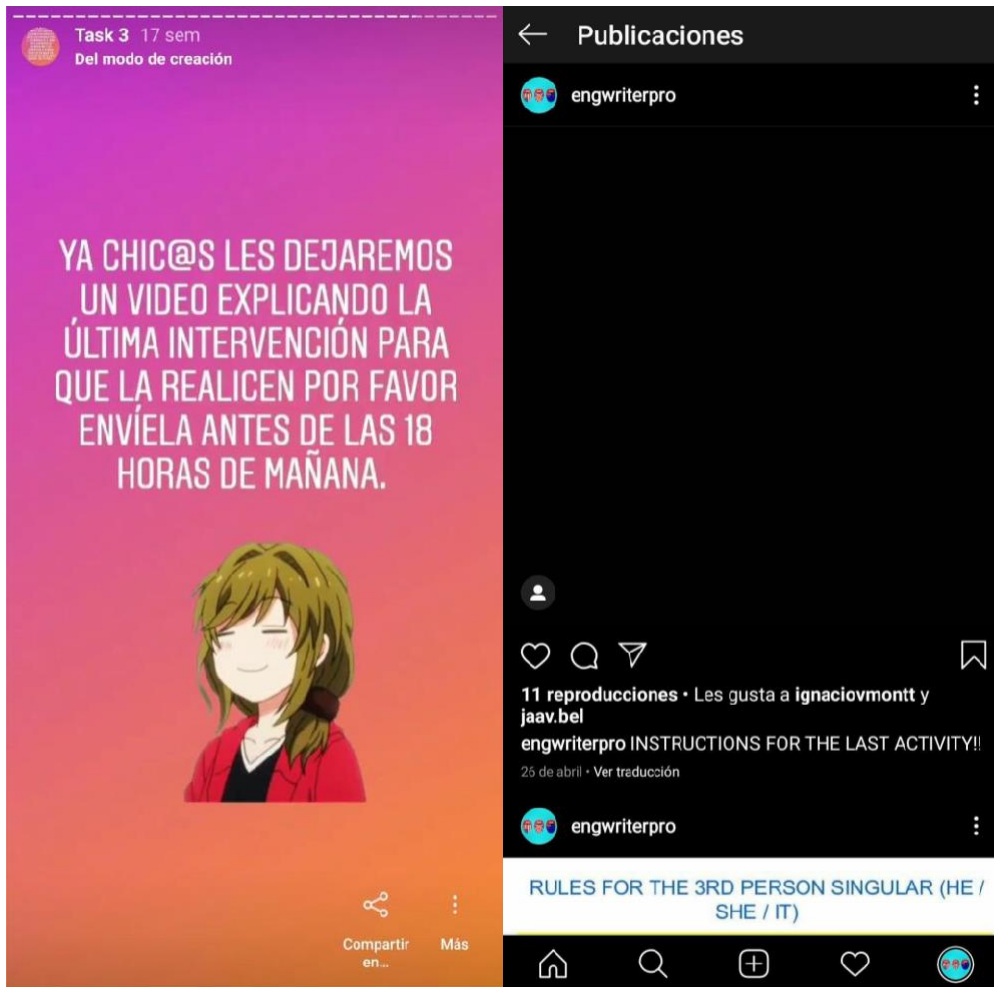
### Task 2



Link for the video: [https://www.instagram.com/p/B-fmcBPFO5KWRlrliGBec0fTKxotmyEkmsZa\\_Q0/?igshid=wwisc9g0rnmm](https://www.instagram.com/p/B-fmcBPFO5KWRlrliGBec0fTKxotmyEkmsZa_Q0/?igshid=wwisc9g0rnmm)

## Appendix 5

### Task 3



Link for the video:

[https://www.instagram.com/p/B\\_dyNrKI2malQo0S2JSbHuVYZz5FcTdlWTxGiE0/?igshid=34llvopz3af5](https://www.instagram.com/p/B_dyNrKI2malQo0S2JSbHuVYZz5FcTdlWTxGiE0/?igshid=34llvopz3af5)

Appendix 6

Post-test

**PET Test: Writing**

**Student's name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Part 1: Sentence Transformation.**

*There are 6 questions in this quiz. Here are some sentences about a trip to a rock concert. For each question, complete the second sentence so that it means the same as the first sentence. Use **no more than three words**. Write only the missing words.*

1. Last weekend, my dad and I went to a rock concert.

Last weekend, I went to a rock concert \_\_\_\_\_ dad.

2. The concert was held in a football stadium.

The concert took \_\_\_\_\_ in a football stadium.

3. We took the bus to the stadium.

We went to the stadium \_\_\_\_\_.

4. The journey lasted two hours.

\_\_\_\_\_ two hours to get there.

5. We sat at the back of the stadium.

Our \_\_\_\_\_ were at the back of the stadium.

6. I could hear the music, but I couldn't see anything!

\_\_\_\_\_ hear the music, I couldn't see anything!

**Part 2: Write a short message.**

*You have lost your jacket. Write a notice to put on the wall in your school.*

*In your notice, say:*

- *what your bag is like*
- *where you last saw it*
- *how people can contact you*



# Appendix 7

## Questionnaire

Preguntas Respuestas 4

### Questionnaire

This study aims to understand students' beliefs and perceptions regarding the use of Instagram as a learning and improvement tool for the English writing skill. This questionnaire asks the participants about their personal opinions based on their experience using the social platform.

Your Name \*

Texto de respuesta corta

Your Instagram Account \*

Texto de respuesta corta

Statement 1: It is easy to use Instagram to learn writing in English. \*

1 2 3 4 5

Strongly Disagree Strongly Agree

Statement 2: It is interesting to use Instagram for writing task. \*

1 2 3 4 5

Strongly Disagree Strongly Agree

Statement 3: Instagram has helped me improve my writing skills. \*

1 2 3 4 5

Strongly Disagree Strongly Agree

Statement 4: I feel motivated to learn writing in English when using Instagram. \*

1 2 3 4 5

Strongly Disagree Strongly Agree

Statement 5: I learn new vocabulary from reading comments from the researchers about my writing. \*

1 2 3 4 5

Strongly Disagree Strongly Agree

Statement 6: The comments or ideas from the researchers helped me to get better ideas. \*

1 2 3 4 5

Strongly Disagree Strongly Agree

Statement 7: I will continue writing in English when using Instagram. \*

1 2 3 4 5

Strongly Disagree Strongly Agree

Statement 8: Instagram is a really good way for me to learn writing in English. State a comment or opinion. \*

1 2 3 4 5

Strongly Disagree Strongly Agree

Statement 9: I prefer 'instagram rather than a Word document for writing. State a comment or opinion. \*

Texto de respuesta larga

## Appendix 8

### Validation of research instruments

#### **Validación instrumento**

Estimado académico,

Agradezco su disposición de colaborar en la revisión del instrumento de medición que se adjunta, así como las recomendaciones, sugerencias y opiniones que me ofrezca para el mejoramiento del mismo.

El siguiente instrumento de medición forma parte del seminario de tesis denominado: “El uso de Instagram para el desarrollar la habilidad de escritura en alumnos de enseñanza media”

El instrumento que se presenta a continuación apunta a los siguientes objetivos.

#### **Objetivo general:**

- Analyze the impact of Instagram to develop writing skills in third graders from a private school in Concepcion, Chile.

#### **Objetivos específicos:**

- Determine if learners can improve their writing skills by using Instagram.
- Identify students’ perceptions about the use of Instagram for writing development.
- Determine if Instagram facilitates peer feedback during a writing task.

#### **INSTRUCCIONES**

Agradeceré a usted revisar el siguiente instrumento y responder la siguiente pregunta:

#### **1.¿El instrumento está en sintonía con los objetivos de la investigación?**

a) De acuerdo b) Medianamente de acuerdo c) En desacuerdo

Si su respuesta es medianamente de acuerdo o en desacuerdo indique en las siguientes líneas de qué manera debe ser mejorada.

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2. Si desea expresar alguna otra sugerencia sobre el instrumento, que a su juicio sea importante señalar, puede hacerlo en las siguientes líneas o en el instrumento mismo.

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**Muchas gracias por su colaboración**

**Nombre académico**

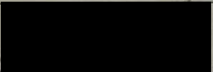
**Grado académico más alto**

**Firma**

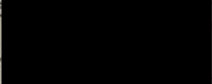
**Muchas gracias por su colaboración**

Nombre académico	Gemali Ulloa Selazar
Grado académico más alto	Magister
Firma	

Muchas gracias por su colaboración

Nombre académico	Anna A. Rátova
Grado académico más alto	Magister en E-learning
Firma	

Muchas gracias por su colaboración

Nombre académico	M <sup>re</sup> Angélica Funes S.
Grado académico más alto	Magister
Firma	

**PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN**

NOMBRE DEL EVALUADOR	Dra. Belén Muñoz M.
TÍTULO DEL SEMINARIO EVALUADO:	Instagram's impact on students' perception and performance when writing a narrative text
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Diego Calabrán Sandoval Débora Catalán Pino Javiera Olate Díaz Ángelo Sandoval Mella Moisés Venegas Montt
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	Dra. Mabel Ortiz

**Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.**

**A. De La Formulación del Problema (25%)**

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	7,0
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	7,0
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	7,0
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7,0
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	7,0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	7,0
<b>Promedio</b>	<b>7,0</b>

**B. DEL MARCO TEÓRICO REFERENCIAL (20%)**

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	7,0
2. Uso del lenguaje técnico coherente con la temática estudiada.	7,0
3. Calidad y precisión del marco teórico/ Conceptual.	7,0
<b>Promedio</b>	<b>7,0</b>

**C. Del Diseño Metodológico del Problema (20%)**

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	7,0
2. Presentación del método de investigación y su diseño.	7,0
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	7,0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	7,0
5. Precisión de las estrategias y técnicas de recogida de datos.	7,0
6 Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	7,0
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	6,0
8 Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	7,0
<b>Promedio</b>	<b>6,87</b>

**D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)**

<b>INDICADORES</b>	<b>Nota</b>
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .	6,5
2. Presentación de los hallazgos o resultados de forma clara y sintética.	7,0
3. Discusión de los resultados de la investigación.	6,5
4. Conclusiones sustentadas en los resultados o hallazgos.	7,0
5. Explicitación de las proyecciones y de las limitaciones del estudio.	7,0
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	7,0
<b>Promedio</b>	<b>6,83</b>

**E. DE LOS ASPECTOS FORMALES (10%)**

<b>INDICADORES</b>	<b>Nota</b>
1. Títulos pertinentes y sintéticos .	7,0
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7,0
3. Correcto uso de ortografía.	7,0
4. Coherencia en la redacción.	7,0
5. Sistematización en la formulación de citas y referencias bibliográficas.	7,0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	7,0
<b>Promedio</b>	<b>7,0</b>

**2. RESUMEN DE LA EVALUACIÓN**

<b>Aspectos</b>	<b>Ponderación</b>	<b>Nota</b>	<b>Puntaje porcentual</b>
A. De la Formulación del problema	25%	7,0	1,75
B. Del Marco Teórico referencial	20%	7,0	1,4
C. Del Diseño Metodológico de la investigación	20%	6,87	1,37
D. Del Contenido Temático y los Resultados	25%	6,83	1,7
E. De los aspectos formales	10%	7,0	0,7
<b>Nota promedio final</b>			<b>6,92</b>

**3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.**

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

Interesante trabajo. Muy bien presentado, de lectura muy rápida.

La selección bibliográfica muy pertinente y precisa.

Desde un punto de vista metodológico, existe un buen desarrollo de cada uno de los elementos necesarios. Solo falta precisar la congruencia entre el pre y post-test que asegure la consistencia de la medición realizada.

Aprobada en Consejo de Facultad / abril de 2011

**Belén C. Muñoz Muñoz**  
**FIRMA PROF. EVALUADOR**

**Fecha: 24 de dic. de 2020**



**PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN**

NOMBRE DEL EVALUADOR	Dr. Juan Molina Farfán
TÍTULO DEL SEMINARIO EVALUADO:	"Instagram's impact on students' perception and performance when writing a narrative text".
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Diego Calabrán Sandoval, Débora Catalán Pino, Javiara Olate Díaz, Ángel Sandoval Mella, y Moisés Venegas Montt.
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	Dra. Mabel Ortiz Navarrete

**Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.**

**A. De La Formulación del Problema (25%)**

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	6.7
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	6.5
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	6.5
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	6.7
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	7.0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	6.5
<b>Promedio</b>	<b>6.7</b>

**B. DEL MARCO TEÓRICO REFERENCIAL (20%)**

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	6.5
2. Uso del lenguaje técnico coherente con la temática estudiada.	6.2
3. Calidad y precisión del marco teórico/ Conceptual.	6.2
<b>Promedio</b>	<b>6.3</b>

**C. Del Diseño Metodológico del Problema (20%)**

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	6.7
2. Presentación del método de investigación y su diseño.	6.5
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	6.7
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6.5
5. Precisión de las estrategias y técnicas de recogida de datos.	6.5
6 Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	6.5
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	5.0
8 Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	6.3
<b>Promedio</b>	<b>6.3</b>



**D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)**

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .	6.5
2. Presentación de los hallazgos o resultados de forma clara y sintética .	6.3
3. Discusión de los resultados de la investigación.	6.7
4. Conclusiones sustentadas en los resultados o hallazgos.	6.7
5. Explicación de las proyecciones y de las limitaciones del estudio.	7.0
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	6.7
<b>Promedio</b>	<b>6.7</b>

**E. DE LOS ASPECTOS FORMALES (10%)**

INDICADORES	Nota
1. Títulos pertinentes y sintéticos .	7.0
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	6.7
3. Correcto uso de ortografía.	6.7
4. Coherencia en la redacción.	6.7
5. Sistematización en la formulación de citas y referencias bibliográficas.	6.5
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	6.5
<b>Promedio</b>	<b>6.7</b>

**2. RESUMEN DE LA EVALUACIÓN**

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	6.7	1.675
B. Del Marco Teórico referencial	20%	6.3	1.26
C. Del Diseño Metodológico de la investigación	20%	6.3	1.26
D. Del Contenido Temático y los Resultados	25%	6.7	1.675
E. De los aspectos formales	10%	6.7	0.67
<b>Nota promedio final</b>			<b>6.54</b>

**3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.**

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

Trabajo de seminario bien estructurado y con un buen uso del idioma inglés. El tema es muy vigente y acertado, en un contexto donde la virtualidad ha irrumpido la vida cotidiana y la escritura parece ser un gran desafío en el contexto educacional chileno. Faltó profundizar algunos conceptos claves en el Marco teórico. El trabajo se encuentra metodológicamente bien planteado en términos de objetivos, planificación e instrumentos para la recogida de datos. Aunque la muestra se reconoce limitada, el análisis de los datos sigue un procedimiento ordenado y claro. Se recomienda mejorar los gráficos e incorporar algunas tablas con el formato APA. Las conclusiones confirman las hipótesis planteadas por los investigadores. Más retroalimentación se encuentra disponible adicionada al texto del trabajo de investigación.

Aprobada en Consejo de Facultad / abril de 2011

  
JUAN MOLINA FARFÁN  
PROF. EVALUADOR

Fecha: 18 de enero de 2021

