

Using Instagram as a complementary tool in EFL writing

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Using Instagram to complement EFL writing



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Summary

This research aimed at evaluating the usefulness of the mobile application Instagram as an educative tool to complement EFL students' writing skills. A plethora of studies have shown that writing is the most challenging skill to master when producing a foreign language, and therefore using a motivating medium as a writing venue seems to be of paramount importance nowadays. The objective of this research was to implement Instagram with a group of EFL teen students in order to evaluate its usefulness in complementing their writing skills by working on a short paragraph. The students were assigned different individual and pair-work tasks to be conducted in four sessions of forty-five minutes each. They received feedback from the teacher and their classmates. Another objective was to determine how relevant and/or motivating the use of mobile learning was in their EFL learning. In order to determine students' motivation two questionnaires were applied, the first one in a school intervention and the second one sent as an online form. The results were analysed considering students' opinions and their behaviour using Instagram. In terms of improving students' writing proficiency the results showed that students learned new content related to the type of sentences that compose an academic paragraph. Additionally, students' perception and opinions on using Instagram to complement EFL writing proved to be accepted. Finally, the project also aimed at providing the students and the educational community with a powerful and meaningful tool that can be applied in other subjects too.

Key words: EFL writing skills, Mobile learning (ML), social media, Instagram, paragraphs in English, Teaching and learning tools.

1. Introduction

Nowadays students have access to a plethora of online resources to learn English, but in the classrooms, it is still a challenge to foster and improve students' EFL writing skills (Astuti et al. 2018). Also, writing in a foreign language is considered one of the most complex academic skills as it involves many cognitive processes that operate at the same time such as coherence, cohesion, selection of words etc (Astuti et al. 2018,). Furthermore, in a *writer-oriented approach* Hyland (2008), the writer is guided by three main factors that influence the writing process: creativity, cognitive process, and context. In this writer-oriented approach the purpose is to support an effective learning and writing process. In the EFL case students need to be constantly guided by the teacher who needs to provide an explicit 'schema' according to the different contexts and purposes the student could deal with (Hyland, 2008). Bearing this in mind, one of the challenges presented in this thesis is to assess how Instagram and mobile learning could also be a factor associated with a coherent production in the EFL writing process. Therefore, the EFL writing proficiency that students may acquire is determined by many factors including the teacher and learner interaction (Fareed, M., Ashraf, A., & Bilal, M. 2016). For instance, it is necessary for the teacher to possess sound competences in the foreign language as well as an effective and appropriate methodology for the students to embark on a meaningful learning process. Thus, this study set out to shed light on how important it is for both teachers and students to unravel challenges when facing technologies in order to develop ESL or EFL writing skills (Hyland, 2009). Specifically, this case study was prompted by the idea of evaluating how Instagram may serve as a complement in the EFL writing process. Currently, this is one of the main apps that teenagers use to communicate with their peers sharing a variety of visual, oral and written content.

1.1. Mobile learning

Mobile Learning (ML) has been defined not only as the process in which learners use portable devices such as laptops, ipods or phones for educational purposes, but also as the process in which they connect with other users ‘across cultures’ and therefore new identities emerge (Winters, 2007). In the teaching-learning process of English as a foreign language these processes have created a vast realm of new methodological possibilities. The incipient concept of ML is making education more accessible to a wider range of students, and therefore, it is developing and promoting new types of learners (F. Moreira et al. 2016). Consequently, if students have access to new ways of communicating with others, and therefore learning from others, teachers of English should take advantage of the new learning avenues that ML offers.

Mobile learning is also changing the ways in which collaborative learning is carried out in the classrooms. Despite the fact that technologies represent a significant challenge for users in that they need to be constantly up to date with the different advances, these technological affordances allow participants to create identities, genres for communication and communities (Hyland 2009).

Nonetheless, it has also been stated that mobile learning provides limited affordances in terms of use and consequently, learning. For instance, in the case of languages, ML serves as a complementary tool rather than the main source for learning. Accordingly, portable devices are usually considered as instruments of precise and spontaneous interaction that might allow effective feedback, rather than an entire learning experience (Taylor 2007).

Thus, this research attempts to explain how the mobile learning app Instagram may contribute to the EFL writing process of Chilean secondary school students.

1.2. Context of the study and its relevance

The worldwide and national educational context is constantly being permeated by the new technologies and technological abilities displayed in the classrooms. Due to the current worldwide sanitary emergency and consequent quarantines, the use of new technologies in the educational field has become a real need to provide remote educational classes. According to Sharples et.al (2005) it is almost a need to expand the field of research and consider further use of technologies in the classroom. Consequently, mobile learning has been proposed as a form of implementing technologies in the classrooms. As a matter of fact, Chile is currently dealing with the new dilemma of combining on-site and remote classes, and therefore, this study, which focuses on the implementation of the mobile learning app Instagram, seems to be of special relevance today. This mobile app has become one of the fifth most used social mobile apps used worldwide with one billion users per month by June 2018 (Bussinesofapps, 2020). In addition, among the users 31% are aged 18-24. Also, 110 million, 69 million and 23 million of users are from the US, India and UK respectively (Bussinesofapss, 2020). This may influence the amount of content produced in English that is available to users on Instagram. In Chile, Instagram is the third most used mobile app. In an online poll conducted by Cadem (2019) 86% of survey respondents aged 13-21 years old (Generation Z) declared that they use the mobile app at least every one hour. Additionally, 73% of the ones polled aged 22-35 years old (Millennials) answered they would use Instagram the same amount of time (Cadem, 2019). These statistics could indicate that most teenagers and young teachers of English are constantly creating and receiving content through this mobile app.

Despite its widespread use among young students and novice teachers, no study in Chile has been conducted to evaluate the potential of this up-to-date mobile app in EFL. Nevertheless, the number of Instagram accounts that attract learners of English and create a constant interaction is expanding everyday (Salomon, 2013). Instagram is a social network that was launched in 2010, and has become the most popular one among young students in the last few years. Kirst (2016) described a variety of advantages that this social network offers in the classroom for motivating and making the teaching-learning process beneficial for both teachers and students. For instance, this author stated that by having students incorporate the

use of Instagram to complement the learning process, they could ‘develop creativity, become tech-savvy, learn from Gurus, study online, and perform team building activities’. (Kirst 2016: extracted from collegepuzzle.stanford.edu)

Therefore, this case study considered the potential meaningfulness and pedagogic insights of the use of Instagram for complementing the EFL writing skill of Chilean students. For this purpose, a variety of activities were conducted to help students develop a paragraph progressively. Thus, different sections were carried out with a group of secondary students using the social app as a complement to EFL writing. The aim of this pedagogical intervention was to analyze the students’ learning process using the mobile app when working on the structure of a paragraph. In addition, students were asked to answer questions and report on their perception about this intervention and how it impacted their motivation.

The thesis is structured in seven chapters. First, an introduction to mobile learning and the context of the study are explained, followed by the theoretical framework in chapter two, which expands a variety of contextual notions related to the thesis central theme such as elemental conceptions on teaching EFL writing and its complementation with technology, mobile learning, collaborative learning, and feedback on the EFL classrooms. Then, in order to scope and define the study the research problem and questions along with the objectives are presented in chapter three. Additionally, chapter three also describes the methodology adopted along with its sub-categories such as setting, type of research, intervention plan, and data collection among others. To complement, issues such as the subjects, the sample, the instruments used, and the decisions taken in order to conduct the pedagogical intervention in a secondary school are further explained. In chapter four both the results and data analysis are presented. The analysis considers factors such as the number of participants, the exercises conducted in the classroom intervention, the questions and answers in the online questionnaires and the context in which the participants were part of the interventions. A critical and personal examination of the interventions is provided in chapter five, which presents the discussion and advances an evaluation making reference to a variety of studies. Finally, chapter six offers some conclusions and further ideas for future research.

2. Theoretical Framework

2.1. Introduction

As previously presented, this research aimed at evaluating the usefulness of the mobile application Instagram as an educative tool to complement EFL students' writing skills. To address this issue, several aspects were developed, such as notions about teaching writing, mobile learning, EFL writing, writing and technology, the use of Instagram as a complementary educative tool, feedback and collaborative learning using Instagram among others.

2.2. Notions about teaching writing

Although teaching writing implies a vast field of study and debate, its significance and its applications represent a challenge even more so in the foreign language teaching process (Hyland 2009). From a pedagogical point of view the teaching process encompasses not only the final product i.e what type of text needs to be written, but also the different approaches from which the whole process could be addressed. Hyland (2015) sets forth three approaches that attempt to assist in clarifying the implications of writing in the teaching practice: The text-oriented approach, the writer-oriented approach and the reader oriented approach.

Firstly, the text-oriented approach focuses on assessing the writing process by analysing how well-structured and coherent the text is .i.e the text is seen as an object. This approach also explains the text from a more ample perspective called 'discourse', where the text is thought to be guided by specific purposes such as a determined type of audience or genre. It moves from an isolated structure to a connected communicative function (Hyland, 2015).

Secondly, the writer oriented-approach sets the writer in the center of the study, and it develops three conceptions from where to orientate the teaching writing process: individual creativity, cognition and close or proximate context. Thus, the creativity aspect assimilates the writing process as an opportunity for students to learn and construct their own writing styles. Therefore the teacher only guides and encourages the student to develop their own ideas.

Then, the cognitive or process writing focuses its attention on how a structured and organised set of steps guide the student through a progressive sequence of writing tasks in order to develop a complex writing product. As Hyland (2015) explains, such is the case in the US educational system where the university requires certain writing skills be dominated by highschool students i.e there are specific writing skills to be achieved by the highschool students before they become part of a university education. Therefore, the process writing approach aims at assisting the writer acquire measurable and more complex writing skills. Finally, from a situational or contextual aspect, the writing process is regarded as a socio-cultural act where students base their writing objectives on their proximal context, be it their relationship with their classmates, the teacher, the educative community etc. Although no set strategy seems to account for practical procedures on how to apply this approach yet, teachers play an important role in guiding and setting a respectful educative environment. They elicit and promote meaningful conversations in groups, build personal and collective confidence in the writing process and reinforce its contributions within the community (Hyland, 2015).

The reader-oriented approach addresses the writing process from a socio- interactional perspective. This means that both students and teachers extend their range of writing source and target beyond the classroom. Thus, teachers encourage students to heighten their expectations by focusing their writing objectives on specific types of audiences and their possible reading needs. Although this academic process leads students to a greater social awareness, it also represents a challenge for teachers in terms of naturalization of writing conventions i.e teachers need also to explain that the different genres taught could properly fit in certain contexts but they are not universal. Finally, from this reader-oriented perspective the writing process enhances self and social-awareness, therefore writers are considered as active participants in their writing learning process (Hyland, 2015).

For the purpose of this thesis, both the text and the writer oriented approach are addressed. First, from the text-oriented perspective, the national educative context of the Chilean EFL classrooms is crucial to develop a progressive writing learning process, beginning by focusing on the text as an object but also as discourse. Similarly, from the writer-oriented perspective the students' relation within their proximal context, with their

teachers and their peers represents one of the most significant learning experiences to develop their socio-academic skills and competences.

2.3. Mobile Learning in the EFL context

Currently, most educational communities have access to the internet, which represents an advantage in terms of communication as it increases the possibilities to expand the practice of English beyond the classroom. In addition, the number of technological devices used by teachers and students for pedagogical purposes inside the classroom has increased in the last decades extending the range of methodologies to target multiple students' needs Stockwell (2010). Consequently, both the advantages and challenges have increased for teachers who need to be in a constant process of updating and adapting their pedagogical practices.

This has become more important due to the current worldwide and national state of health emergency and consequent lockdown. In fact, online teaching has been implemented across the board despite the fact that 380.000 students in Chile do not have access to the internet and their access to education has been widely reduced (Mineduc 2020). This scenario has made it clear that eventhough most families have a mobile phone with access to the internet, mobile technologies do not represent a stand-alone unique medium to create appropriate conditions for the teaching-learning process to occur. However, the use of cellphones may bring some benefits that need to be considered. Taylor (2007) advances the idea that mobile learning should be considered a complementary strategy or tool when applied in educational contexts, rather than relying on it as the main source for learning. Correspondingly, mobile learning can be described as the use of the opportunities that learners experience at a non-specific time and place where they can interact with other people through mobile technologies for educational purposes (Winters, 2006). For that interaction to be successful, Winters (2006) states that mobile learning needs to comply with three conditions: a) a mediating condition, i.e. mobile learning should be related to other educational tools in order to complement the teaching learning process; b) the context in which the participants are involved should also be considered as key when planning mobile learning activities, and c) when planning the application of the mobile learning strategy, the design process should be

bottom up, i.e. taking into account not only the technological aspect of the process, such as the devices to be used, but also the content and the personal needs and identities involved.

Having said that, some authors like Kukulska-Hulme (2009) emphasize the affordances that ML represents in that it offers a set of opportunities for students to be in contact with different sources of knowledge posted constantly and freely by people from all around. The fact that nowadays people have access to a wide variety of information and may be connected with the global community has provided new opportunities of communicating ideas to people that two decades ago had a more limited range of global interaction. For instance, young people are forging their identity by finding peer groups in which they can socialize and strengthen their personality. Subsequently and according to Kirst (2016), teenagers represent the great majority of mobile apps users and, therefore, teachers should consider the inclusion of mobile technologies in their classrooms making use of the appealing and beneficial variety of features that these mobile apps have for language learning.

More specifically, Jones et. al (2006, p17) forward a variety of reasons why mobile learning is evolving into a more widely popular strategy, among which “*control over goals, ownership, fun, communication, learning in context, and continuity between the contexts*” have been highlighted.

Along the same lines, other secondary, but not less important factors are “*identity, privacy, instant access, sharing and portability*” Winters (2006 p.17). Thus, these authors place emphasis on the ‘ownership’ factor, as it portrays the power that students have when learning outside the classrooms within informal contexts. Likewise, Waycott (2004) advances the idea of ‘appropriation’ which implies that the learners assimilate the new technologies into their personal lives, and consequently, these technologies affect the manner in which the learners conduct different types of activities. At the same time this ‘appropriation’, Waycott states, could also be subversive as teachers and students may use mobile technologies for new and more revolutionary purposes than the ones the original designers might have foreseen. This may give room for creativity (appropriation), by way of originality or personal unique writing features and concepts which are at the center of the writer-oriented approach.

Similarly, Zaki and Yunu (2015) reinforce ‘mobility, accessibility and privacy’ as crucial factors to be considered when thinking of the affordances in the application of mobile assisted language learning (MALL). Accordingly, ‘mobility’ or portability allows students to interact with technological devices that include educational features anytime and anywhere, which at the same time is associated with the ubiquity of this type of technology. Similarly, ‘accessibility’ is defined as central when conducting meaningful interactive activities among teachers and students, as it allows students to participate actively in the creation of their own knowledge by promoting independent work and real time feedback. Finally, ‘privacy’ is mentioned as one of the key factors in the use of mobile learning since students can use their own devices and protect their personal information when interacting in open communities, which according to Zaki and Yunu (2015) seems to be the case with the internet. Zhang (2013) states that students feel safer and more motivated when working from their own personal devices.

However, for Sharples (2006) there are some challenges and constraints that need to be addressed. On the one hand the formal context represented by the national curriculum and the formality of the classroom portray and project the acceptable discourse embodied by the teacher i.e. the school represents a closed, safe, and ordered system where students are limited in the access they could have through the stream of social networkings. On the other hand, social networkings such as facebook, instagram, twitter etc. and the technological tools associated such as iphones, personal computers or tablets, are an open, unsafe, unclear source of informal education. Thus, computer labs are in line with the accepted model and follow the systematic guidelines proposed by the established curriculum, whereas social networks are not necessarily included and therefore are not part of the technological objectives of the educational community. To sum up, the social networks and their informal discourse, outside schools, represent the unregulated and ‘unacceptable’ medium in which students interact with their peers but they lack a clear educational path to follow (Sharples 2006).

Consequently, there is no explicit connection between the formal and the informal systems presented by Sharples (2006). Therefore, Sharples states that the clash or encounter of these two possibilities that arise in the pedagogical context of the XXIst century, and especially in the EFL communicative field, need to be addressed as an inclusive opportunity

to bring the above mentioned challenges and difficulties together in order to reconcile them and thus produce fruitful benefits for the entire educational community, Sharples (2006).

Bearing this in mind, he suggests that mobile technologies, which represent new interests and skills for the students, should be adopted and adapted to the formal contexts of the schools, otherwise the tensions discussed earlier might continue, and they might hinder the expansion of new potential knowledge.

In Chile, the ministry of education attempts to regulate the conditions in which students make use of the different mobile technologies within the schools. In the year 2019, and during the national context of quarantines, the Mineduc published a set of suggestions concerning the use of mobile devices within the educational community. Such proposals assisted in orienting all the members in the educational community to elaborate part of the internal rules of the school when referring to the advantages and disadvantages in the use of mobile technologies. Specifically, one of the main objectives was to provide teachers and parents with recommendations on the use of mobile technologies that could be adopted and adapted in each particular school context. Some of the recommendations included: clear learning objectives, modality (in groups, individually, timing), type of activities, assessment methodology, appropriate softwares, specific type of participants (appropriate age to work with mobile technologies) (Mineduc 2019).

The process of inclusion of new technologies had already been set into motion decades ago, yet it has not been fully accomplished. As Sharples (2006) argues, as long as schools grant controlled activities, protect students' privacy, promote collaborative learning, and democratize the use and access of new technological devices, the adjustment of these emerging methodologies should be beneficial for the educational community. Thus, students could start developing responsible technological skills and build a bridge to reduce the gap between formal and informal learning contexts.

In order for this bridge to be built, Taylor (2006) proposes the implementation of a specific plan where all the technological features and possible constraints in mobile devices are clearly presented. It is a fact that students bring new technologies into the classroom and feel the need to use them for educational purposes when necessary. By the same token,

teachers need to know that students are building their identities every time they interact within digital communities, and therefore, the more personalised these technological features become, the closer the relationship between users and devices. It has also been suggested that teachers, in their roles as facilitators, need to know how to enter this close student-technology relationship, decipher the pros and cons when applied in lessons, and turn possible challenges into advantages. Accordingly, one of the proposals to materialize such an idea is to encourage students to use mobile devices in a learner-centered manner (Taylor 2006). In this sense, students could produce self assessment, provide feedback to one another, and receive the necessary feedback from the facilitators.

According to Taylor (2006) assessment through mobile technologies is a rather new experience that provides an insufficient framework about how to use specific mobile devices for assessment. Consistently, the evaluation process is proposed as a ‘rationale process’ applying the use of mobile learning in a learner-centered approach and calling for an evaluation that is designed hand in hand with students’ participation. Correspondingly, this design should be regarded as applicable in both summative and formative evaluations. Nonetheless, one of the main constraints related to mobile learning, and specifically the use of mobile phones for educational activities, is the lack of track of students’ work progress. Accordingly, Taylor (2006, p28) proposes a few strategies to be analysed for a possible assessment application : ‘identifying, recording, understanding, and evaluating’ and also a set of activities to keep records of the activities performed:

- *“Analysis of learner contributions to some externalised construction – then no need for post test;*
- *statistical analysis of patterns;*
- *artefact analysis: e.g. looking at quality of a text report;*
- *log analysis yielding information about interaction;*
- *giving teachers the means to collect data particularly when it helps/supports their role.”* (Taylor 2006, p28)

According to this author, the information obtained from these activities is relevant to the assessment process as it provides accurate data about students' performance when using mobile technology.

Needless to say that the number of features deployed in the new mobile technologies seem to expand every year, and so do the possibilities to face new challenges when developing educational activities to be applied in the classroom. Once again, it seems to be decisive to establish the limits in terms of implementation of these features in the classrooms. As already stated, in the case of mobile technologies it has been suggested that they seem to be limited to the role of complementary tools, and thus they maintain the focus on the principal goal of developing students' academic skills. In this respect, Milrad (2006) proposes three aspects to be analysed when designing an educational proposal for mobile learning: context, challenge and scenario. Context is related to either the formal or informal settings in which the educational practice might occur. Challenge refers to the objective of the practice and how this objective pretends to be included within the innovative educational practice i.e to establish and explain the pedagogical procedure to achieve the goals. Finally, the third aspect scenario entails visualising and designing specific educational activities in order to promote the application of mobile technologies (Milrad 2006).

In the same vein Sharples and Hoppe (2006) proposed a taxonomy as a guideline for teachers who need to design a plan including mobile learning activities. The taxonomy is presented as a chart whose purpose is to assist in identifying educational situations and requirements at the moment of complementing pedagogical practices including mobile technologies.

Domain/ educational components	Cognitive/ social skills	Innovative educational practice	Learning tools and strategies	Contextual content & mobile technology support
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Table 1. Components of a taxonomy of educational situations and requirements for mobile learning.

(Sharples and Hoppe 2006, p.31)

In terms of mobile learning, Sharples and Hoppe (2006) state that this taxonomy aims at including and organizing criteria based on three main aspects: educational theories, design and educational usage. Thus, when developing the points presented in the taxonomy they need to be supported by these three aspects. For instance, the ‘Domain/ educational components’, the Cognitive/social skills’ and the ‘contextual content and mobile technology support’ components are related to the theoretical aspect, while ‘innovative educational practice’ and ‘learning tools and strategies’ are related to the educational usage and design respectively.

Thus, Hoppe (2006) takes the discussion further and introduces another characteristic that mobile learning should include when implemented i.e ‘educational interoperability’ (EI). It is considered that the different functionalities of technological devices such as mobile phones could be very useful given their accessibility and adaptability. However they fail to provide an “interface for visual information processing” Hoppe (2006, p. 32). In other words, a clear, accessible and simultaneous access to information at a specific time among students. Consequently, the auxiliary function for mobile devices is preferred. However, ‘educational interoperability’ establishes the conditions in which these technologies might support the learning process. Hoppe (2006) defines this concept as “*data exchange and continuous information flow, but also “educational interoperability” in terms of the enabling of teaching/learning workflows and the support of reusability of emerging learning objects*” Hoppe (2006, p. 32). Such a concept relates to the idea that although the flow of information in mobile learning might be constantly permeable, as long as it is intended as a teaching-learning process, it should support the pedagogical process in either formal or informal contexts. Finally, he remarks that mobile learning, and specifically mobile phones, possess certain characteristics that have been fruitfully implemented in the learning of languages.

Accordingly, Hoppe (2006) proposes three aspects to be considered in order to integrate mobile learning into the classrooms :

- “*Media integration, in terms of information flow and conservation of results across different media used in the learning setting;*

- *Process integration, i.e., the technical facilitation and support for learning processing involving participants in different roles;*
- *Knowledge integration, in the sense of a broader structuring, systematisation and “defragmentation” of knowledge.” (Hoppe, 2006, P.33)*

Based on these aspects, and considering both formal and informal contexts, a group of students participating in Hoppe’s study suggested different possible scenarios and settings where mobile learning could be applied. The study aimed at gathering different scenario suggestions from a variety of students who were working with mobile devices at a school level. As part of a possible scenario the participants used PDAs to write their responses and worked. Some of the recommendations were:

“Phase 1: intuitive responses to examples presented by the materials

Phase 2: note taking (in pairs)

Phase 3: interrogation/discussion of the (whole group or class)

Phase 4: broadening into a discussion of political issues.” (Hoppe, 2006, P.34)

He concludes that these steps contributed to the systematization and the integration of the mobile technologies into the teaching-learning process. Finally, he states that an adequate integration of the mobile learning approach requires a ‘synergetic approach’, which means that in order for this technological integration to evolve, intrinsic affordances such as accessibility, adaptability and educational interoperability, along with the constraints in the different technological devices, need to be studied and tested not only theoretically but also empirically.

From a practical perspective, a quasi-experimental study on the effectiveness of mobile learning focusing on students' achievement and attitude was conducted by Martin and Ertzberger in 2013. The focus of the study was on both learning (knowledge) and students’ motivation. In order to determine the manner in which mobile learning may affect the learning process, they presented a framework which consisted of three components. Thus, they stated that a mobile learning approach should be engaging, authentic and informal. The first

characteristic is related to how to attract students' attention, so that students and teachers are able to connect and create online communities expanding students' interests and therefore engagement. Authentic refers to the opportunity of mobile learning to provide students with dual interaction across contexts i.e students can both access and produce contents. Respectively, students and teachers could use a variety of features included in mobile devices such as: location, voice recording, commenting, video recording etc (Martin and Ertzberger 2013). All of these features could eventually support project-based activities. Finally, informality for these authors involves a natural learning feature in which there are no institutional boundaries to learn i.e learning occurs any time anywhere just by the fact that people exist in the world, and they learn consciously or unconsciously. Accordingly, due to the characteristics of mobile learning, like its adaptability in different contexts, it might perfectly complement the learning process in both informal and formal contexts. However, the authors concede that further research is necessary. (Martin and Ertzberger 2013).

They also described and defined the concept 'ubiquitous learning' which implies the application of certain types of activities based on specific characteristics such as 'urgent learning need', 'learning initiative', 'situational activities', 'contextual awareness' and 'autonomous learning'. In regard to mobile learning, these activities are in line with what Sharples et.al (2005) have suggested in that there are certain features that seem to be prevalent for ML like being instant, contextual, controlled, and its capacity to provide personalised activities. Additionally, Martin and Ertzberger (2013, p.3) complement these features by mentioning "interaction, personalization, adaptive learning, and learning community", which although not discussed in their study, are suggested for further research.

Another finding in Martin and Ertzberger' study was the comparison between the use of mobile devices such as ipods and ipads, and computer based instruction (CBI) in order to prove their effectiveness on students' learning and attitude. To do so, they included 109 undergraduate students interacting with paintings and their descriptions. A group of them used ipods and ipads to read the description of the paintings while standing in front of them. The other group was asked to observe the paintings but they would read their descriptions later in front of a computer. Both groups were asked to answer the same pre- and post-test about the paintings. All in all, the results showed that in terms of learning achievement students using

CBI scored higher than students using ipods and ipads. Nonetheless, the latter scored higher in terms of attitude. The higher score among the CBI students, however, seemed to be explained by the fact that this group of students had more time to read as they were seated in front of the screen and could perform a thorough examination of the paintings' descriptions. In contrast, the group using ipods and ipads obtained lower scores in content achievement. The explanation for this was exactly the opposite as in the first group, because by standing in front of the pictures using ipods and ipads, these students had less time to read the paintings' descriptions and therefore they did not cover the whole content provided.

In order to explain the previous results these authors resort to two different theories. Firstly, the dual coding theory by Paivio (1971) which argues that having students exposed to the content through multiple channels might contribute to their learning process. Secondly, the temporal and spatial contiguity principle analyzed by Mayer (2009). Temporal contiguity applies when words and images are presented at a short distance on a screen page, while spatial contiguity applies to the moment in which words and images are presented simultaneously. Consequently, and considering the use of ipods and ipads, both principles and Paivio's theory apply in the case of Martin and Ertzberger's study. However, using these principles as an attempt to explain the results was not sufficient to clarify the 'content achievement' results. There was no major explanation about the reasons why this type of simultaneous interaction did not obtain higher scores, nor was it confirmed that this type of interaction (time and spatial) was the only factor affecting the result. Finally, Martin and Ertzberger (2013) suggested that, had the extension of the content reviewed and the time spent by the students using ipods and ipads been tracked, there would have been much more evidence for the discussion of the results.

Additionally, considering 'attitude', which was the second factor studied, Martin and Ertzberger (2013) explained that the ipod and ipad group obtained higher scores compared to CBI due to the accessibility and length of information set up on the screens. Students were more engaged and motivated by the technological features deployed by ipods and ipads, as they considered that these means provided more authentic and precise content.

All in all the different studies and theories presented in this subsection about mobile learning provide a variety of conceptions and practices to be considered in further research

and implementation. As previously mentioned, such an innovative educational approach requires defined elements such as the context, the participants, the type of activities and the objectives to be accomplished. In addition, the mobile learning process could assist in complementing one of the most challenging skills in the EFL process, writing.

2.4. EFL writing, technology and mobile technologies

In a recently published study, Astiti et al. (2018) asserted that among the four language skills, writing is considered to be the most challenging for EFL learners. There are various factors affecting the development of this skill along the learning process of a foreign language, such as grammar, syntax and vocabulary Astiti et al. (2018).

Additionally, it has been stated that constraints related to writing performance could originate from both students that lack knowledge about language structures and accuracy, but also from teachers that in most cases, and due to no unique ideal writing approach, need to develop their own methods in order to meet students' academic needs, (Cadwell, 2012). Furthermore, writing nowadays involves being connected to different media and a variety of information sources. Consequently, the range of possibilities that teachers have in order to develop writing skills among students has widely increased in the last few years (Hyland, 2009). However, such possibilities, which involve both teachers and students, might also turn into challenges like becoming technological literate. This implies the assimilation of unknown features provided by the creators of technological devices that would need to be adapted into diverse educational contexts. For instance, some of the many possibilities that students have when composing texts using a computer, are : a) the access to a range of online texts and information that could turn into new ideas , b) Instant revision and assistance, c) Fundamented compositions with checkable sources. Yet, plagiarism could be one of the main constraints. Therefore, the habits that students could have as writers are directly affected in the technological era (Hyland, 2009).

Another factor to be closely considered is the 'mode' in nowadays writing (Hyland, 2009). Currently, the use of different devices with a screen have introduced the 'image mode', which combined with text creates an attractive, dynamic and impacting source

of communication. Yet, these two modes are based on a different rationale : image is governed by the logic of space (position in a delimited frame); text by the logic of time (temporal arrangements) (Kress and Leeuwen, 2006). Additionally, sound is another mode that new technology incorporates in diverse formats. All the same, it seems that these modes combined and displayed through screens produce a compound outcome that results in invitations to interact. Therefore, according to Hyland (2009), writing through technology nowadays is not only a matter of word arrangement, but also a situation in which different participants interact through different contexts using different features. The variety of options that readers and writers encounter when accessing and interacting with texts on the internet is known as 'hypertext' Hyland (2009). One of the major impacts of hypertext is related to users' identity since it subverts or distorts the role that people wish to disclose on the web. For instance, anonymous people may use ideas from well-known authors, and famous authors could act anonymously. Another example is how people can interact individually or in communities. For instance, Wikis are a clear example where texts can be easily modified by different individuals, that at the same time are creating sources of information through communities Hyland (2009). These factors have contributed to developing new types of literacy skills that at the same time imply new components for word processing. Consequently, EFL teachers should consider the aspects mentioned above when applying writing and technology. For instance the present study aims at revealing how the diverse features that Instagram provides could complement the EFL writing process. The 'mode, hypertext and identity' concepts proposed by Hyland (2009) are found on Instagram's main characteristics: the 'image mode' is found on Instagram's image and video modality, the 'hypertext' is found on Instagram's flow of information and descriptive texts, and the identity is found on the user's constant interaction using its personal information and building its identity by interacting within the digital community.

A case study by Robles (2016) intended to illustrate how mobile learning would impact on a student's writing skills by implementing the use of different types of texts. The purpose of this study was to implement the use of mobile learning as a complementary tool to teacher instruction when implementing a 'genre approach' theory. In this research a 19 year-old student of a narrative class was asked to write a pre-test on a worksheet composed of three compositions in English including: 'personal recounts, autobiography, and short story'

Robles (2016, p.6), using a genre approach, which assists students in following text models, deconstructing them, and understanding the language use (Rose, 2008). Coherence was considered key in the study. In order to complement the writing process, the student was given a series of podcasts on how to improve text writing that would be listened to in a period of two weeks, so both the genre approach and the mobile learning approach were evaluated. Consequently, the student made use of a mobile device in order to complement her writing learning process during eight weeks. Finally, in order to obtain more detailed and meaningful data the pre- texts and post- texts written by the student were analysed using a mixed method approach which consisted of qualitative and quantitative analysis. In fact, data collection was carried out using various instruments. First, the student was asked to take pre- and post-tests that were later contrasted with pre- and post-interviews. The pre-test aimed at testing students' knowledge on content and form of three different written model texts: "personal recounts, autobiography, and short story", Robles (2016, p.5). The pre-interview intended to retrieve the student's experience regarding the use of podcasts as a learning tool. After two weeks, the student was asked to rewrite the previous compositions and do the post interview.

The results of the study show that the participant improved both the use of the English language and also her ability to structure different genre texts by following the explicit instruction provided by her teacher, complemented by listening to the podcasts in her cellphone and in an abbreviated period of time, Robles (2016). In a nutshell, the study recommended the use of mobile learning along with the implementation of the genre approach in order to complement the writing learning process. Finally, the study also concludes that mobile learning promoted the student's independence and her organizative writing skills.

Considering the previous case study, it is important to highlight how mobile learning seems to contribute to display a relationship between the mobile phone, which was originally designed for making direct calls, and the pedagogical instruction of EFL. The study clearly presents one of the many possible situations in which mobile learning can occur in informal contexts.

Another case study on the use of mobile phones for vocabulary activities by Stockwell (2010), analysed students' preferences regarding PCs and mobile phones. The study tested 175 pre-intermediate students of English from 2007 to 2009 in Japan. The participants were asked to undertake a number of activities selecting and using specific vocabulary while guided by a textbook that included portable audios and videos. In addition, by using mobile phones, students had the opportunity to carry out the tasks at home, while commuting, or in class. In terms of the specific objectives, the participants had to select appropriate vocabulary for a) a specific sentence in English, b) a definition in Japanese c) a definition in English, and then they had to write correct vocabulary items for a) a definition in English b) a sentence in English. However, no pre or post tests were applied since the main objective was to evaluate students' inclination towards the devices used, rather than language improvement.

According to Stockwell (2010) the results showed that the group of the students that preferred the use of PCs outnumbered the group that used Mobile phones. Nevertheless, the results in the activities did not vary considerably between these two groups. In relation to the time spent when using the devices, the results indicate that despite the fact that students spent more time doing the activities using mobile phones, the continued use of mobile phones increased during 2009 compared to the previous years. Indeed, the study was conducted in 2010 and since then the use of mobile phones and the extent of their use have rocketed. The study shed light on students' preferences when selecting between PCs and Mobile phones. On the one hand, participants that opted for the use of PCs had the possibility to do other online activities such as checking emails or writing reports. On the other hand, students increased the use of mobile phones since they realised they could do the activities any time different from the time dedicated to study, such as commuting.

The limitations that Stockwell (2010) presented in his study have to do with the lack of a pre and post test to determine students' habits concerning the informal use of the mobile phone i.e the use outside the classroom, which might have contributed to detect more factors affecting students' performance when leading academic activities in informal situations. Furthermore, the previous experience that the participants had with both the PCs and mobile phones was not retrieved, so whether the group of participants had prior involvement in the use of the technological devices remained unknown. Therefore, whether

the choices students made when selecting the devices had been influenced by previous experiences or habits was unknown. Finally, Stockwell (2009) suggested that further research should consider direct messages to students' mobile phones that would encourage a more active involvement in the proposed activities. Also, having students take notes of their daily progress and record when and where they got involved in the activities, would benefit teachers' planning and design process. All in all, asserts the author, the aim should be to guide students in order to promote academic and technological exploration.

It is key to mention that although Instagram is originally a mobile app, nowadays it could also be used from a PC. This feature modality allows students that prefer the use of PCs to look for information in a more detailed manner. Nonetheless, some of the mobile features such creating and sharing a story using the portable camera of a cell phone is diminished on a PC modality. In a nutshell, the modality in which students would use Instagram to complement the EFL learning process will depend on the objective and the pedagogical procedure proposed by the teacher.

2.5. Using instagram as a complementary educative tool

Despite the fact that nowadays technological advances have brought a diverse number of EFL educative communities closer by reducing time and space barriers, the EFL learning process seems to be both assisted and challenged by the constant and imminent communications means that emerge everyday. Mobile technology seems to permeate and affect a great number of daily social and educative activities. Current mobile apps provide not only attractive means of sharing personal and social content but also represent a source of infinite information. For instance, Instagram is considered one of the main worldwide mobile apps to provide effective communication features. Hence, researching how EFL teaching and learning could take advantage of such communicative mobile streams is one of the main objectives of this study.

Kirst (2016) advances a list of motives to support using Instagram in the classroom, such as developing creativity, becoming tech-savvy, learning from gurus, online studying, and team building. According to Kirst, all these motives assist in creating an appropriate educational online context in which the users get engaged by participating in a variety of

thematic groups or accounts producing an enriching exchange of ideas. He also states that the level of engagement results from the participants having the possibility to share personal content in both private and public manners and therefore contribute to their self and social confidence. Furthermore, he asserts that online educational strategies and tools such as social media provide students with significant participation and self-sufficiency in their own educational and personal development. Online studying is of particular importance in my research as it refers to a concrete possibility for the use of Instagram as an educational tool.

Online studying: Students prefer interesting ways of studying, and Instagram helps to make the educational process unique. Teachers can give creative assignments that can be evaluated via Instagram (attending galleries, creating photo essays, making videos, etc.). Once a home assignment is done, ask a student to tag a teacher to get a mark.

Extracted from ‘The College Puzzle’ a web blog by Dr. Michael W. Kirst (2016).

This practical and broad description provided by Kirst (2016) is one of the most accurate found on the web and it should also be considered as a basis for developing mobile learning lessons in EFL classrooms. There are some extra features missing such as adding locations, captions, and hashtags. However, the inclusion of them will exclusively depend on the lesson objectives.

A study case implemented by Al- Ali (2014) attempted to integrate the use of Instagram as a complementary tool for presenting and writing in an EFL classroom. The participants were students at the Higher Colleges of Technology in the United Arab Emirates. The students were a group of 20 women aged 17 to 21 years old who had enrolled in an intensive course of pre-intermediate and intermediate English. The main objective of the study was to evaluate best ways to integrate Instagram as a mobile complementary learning tool in the EFL class. The students were asked to perform three main activities supported by explicit guidance and instructions from their teacher: a) ‘Present about your holiday’ b) ‘Write a story about a holiday’ c) ‘Write a story about a student college’ (Al-ali, 2014, p. 6-8). In the first activity students had to post pictures from their holidays. They had to choose among

three social networking sites: Twitter, Tumblr and Instagram. Most of the students chose Instagram. The reasons for their choices were not explained, but the great majority of the students expressed that they felt comfortable when presenting on Instagram. The students were asked to do a 2-minute- oral presentation in front of the class explaining their photographs and holidays. In order to do this, they had to write a brief description of the content and therefore they spent most of the time on the writing up. The teacher reported that students participated actively since they were highly motivated when sharing pictures taken by themselves. The students that did not want to share any type of pictures could search and use public pictures with the corresponding hashtag. In the second activity, students worked in groups of 3-4. This time, the participants had to select a picture from the previous exercise, write a story following grammatical structures previously studied in class and finally post it as a 'Story' in their Instagram accounts. Although the teacher encouraged students to share their stories on Instagram, none of them did so as they thought it would be detrimental for their social image. Also, the teacher noticed that it was easier for the students to write these stories (rather than talk about them) since they could generate and share ideas from their own experiences and expand their writing practice. Finally, in the third exercise students were encouraged to move around campus and take pictures of other students. Again, students had to write a story describing the moment they had taken the picture. Although students were reluctant to share their stories in their personal accounts because of the same reasons previously described, the teacher noticed that this activity motivated the students much more than the two prior ones. The innovative and personalised content created considering both photographs and stories assisted the students in participating eagerly at the moment of sharing with their classmates.

According to Al-Ali (2014) some of the advantages and disadvantages of the study were the traceable shared content and the account privacy settings correspondingly. First, it was easy for both student and teacher to trace the content shared since students were using a corresponding hashtag everytime they would upload new images and stories. Second, most of the constraints were related to the fact that students were using their private Instagram accounts during the whole process. As previously mentioned, this posed difficulties in fostering confidence among students at the moment of having them share academic content with the private contacts on the social network. Nonetheless, Al-Ali (2014) conducted a post

survey in which most of the students responded that the use of the mobile app Instagram in the class was beneficial for their motivation. Besides, the three activities described above were categorised according to the SAMR model. This model is defined and used as a tool that supports and complements the writing process Puentedura (2009). For instance, the Instagram activities applied were classified as ‘redefinition’ within SAMR. According to the SAMR model, ‘redefinition’ is understood as the process in which the technology users take advantage of pre-existent content and create new ones. In the Al-Ali study this technological affordance also assisted the teacher in creating innovative, personalised, collaborative, motivating and integrating material that was discussed hand in hand with the students and, therefore, it also benefited the communication and feedback among the participants.

Puentedura’s (2009) SAMR model presents a framework that can be adapted and applied for pedagogical purposes. The idea behind this model is to establish a set of parameters to measure and assess how significantly promoting the use of ICTs, specifically Instagram might be. The framework for educational purposes is organised as follows:

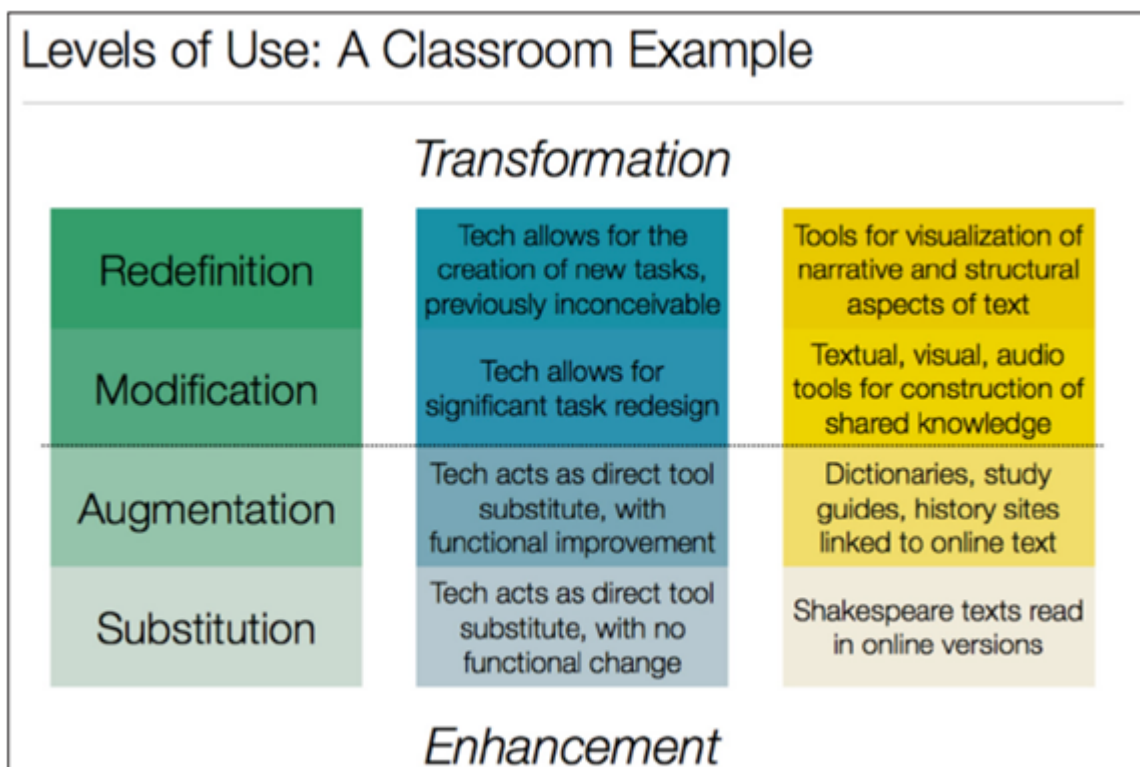


Figure 1: The SAMR model as explained by Puentedura (2009)

According to this framework one of the basic functions of technology is 'substitution'. This means that, as illustrated above, on the lower enhancement stage, which is exemplified as 'Shakespeare texts read online version' a text would only be modified and change to a different modality i.e. the 'Shakespeare text', which was originally written by hand, during the substitution function would change into an online version. Therefore, in such a case there are no major changes in the functions performed when using technological means. Another example of substitution would be having students use Google Maps instead of a real printed map, once again the change only results in a modification in the modality but there is no major intervention of the technology as a function. Then, on the augmentation stage, technology allows participants to employ technology and perform associative tasks such as using Google Maps in order to compare distances of different locations. Thus, 'substitution and augmentation' improve the existing activities by permeating them with intentional educational purposes (Puentedura 2009). Moving to the upper part of the framework, the transformation stage provides a major significant use by creating new tasks, previously inconceivable, this is recognised as the transformative stage Puentedura (2009). The modification stage is characterised by the 'shared knowledge' feature, following the previous example in which students could use Google Maps to design a digital itinerary and explain it to their classmates and teacher, participants are then allowed to redesign and improve the previous activities. Finally, in the 'redefinition' stage, both teachers and students participate actively in the elaboration of new cooperative ideas, which helps promote meaningful learning. Once again, using the Google Maps example, at this stage students need to cooperatively elaborate a digital tour and share it with the community (Lopez García, 2015). Therefore, the more complex, integrating, and motivating the activities proposed are, the more students will be involved and prompted to develop new and meaningful contents (Al-Ali 2014).

The technological features previously described can be used in any other subject such as history where students can develop enquiry skills and communication accomplishments at the same time (Salomon, 2013). For instance, Salomon (2013) discussed how the use of Instagram is improving the manner in which users have access and participate using the data provided by the UCLA Powell Library in California. The main idea was that librarians post thought-provoking pictures with engaging descriptions in order to invite the

community to comment, share and learn. The following picture may be considered as an example:

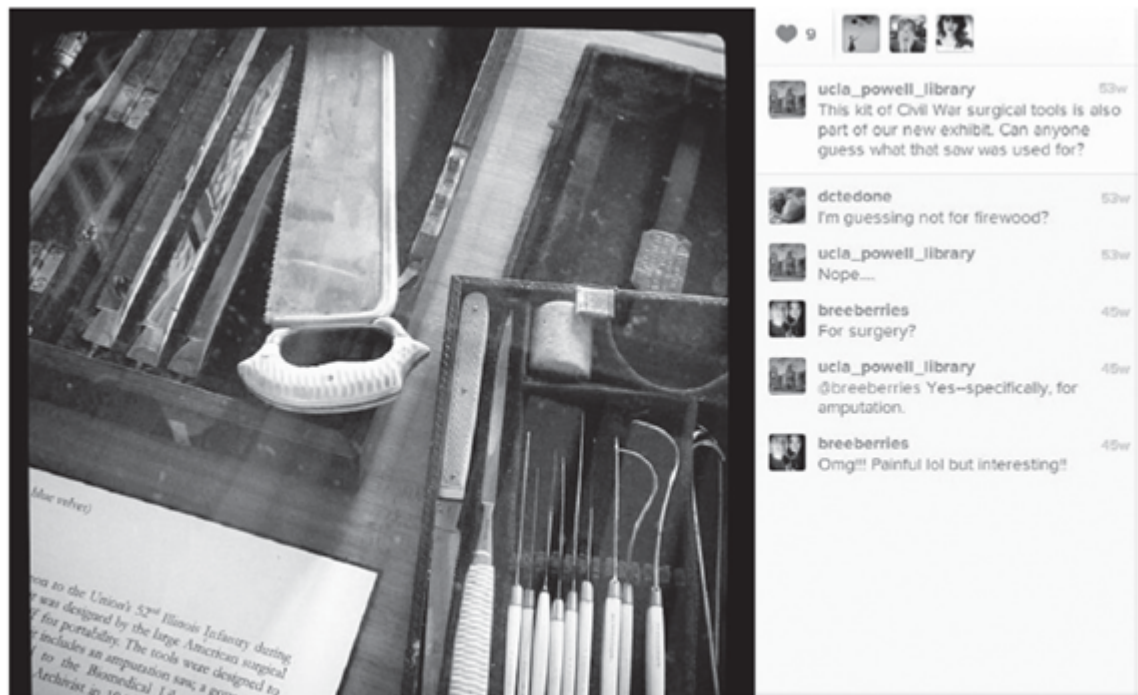


Photo of a Civil War surgical tool kit, featuring a saw used for amputations.

Users may have a critical view on this picture as they compare historical contrasts from the historic evolution of medical implements. As shown in the picture, the community may interact with the picture and continue expanding the enquiry to other aspects.

Selecting the appropriate mobile app for promoting EFL learning is crucial for different practical aspects. For instance, Salomon (2013) chose Instagram over Facebook because of different reasons such as effective search algorithm, age group, levels of engagement and safe interactions among users. In a variety of EFL case studies such as Espinosa (2015) and Fithriani et.al. (2019) Facebook is perceived as an effective and engaging digital tool that fosters interactive activities where students can feel comfortable when developing their EFL skills. Nonetheless, engaging students in multimedia activity will not create a positive impact on their learning process by itself, on the contrary, multimedia seems to be an easy manner to reach distractive activities that could dispel students from academic progress (Espinosa, 2015). Differently from Facebook, and although Instagram might also be a source of distraction as it offers a vast realm of information, all this information is strictly

based on the user's preferences and hence it might contribute to the purpose of the students' customised accounts.

The previous pedagogical practices could serve as a basis for designing a set of complementary mobile learning activities. Considering the daily active use of mobile phones for creating personalised contents, interacting in different communities, finding audio visual information, students could bring enriching ideas to the EFL class. Regarding the communicative nature of both social networking and the EFL learning process, these areas could encounter a meeting point where socialising and learning could complement and expand the institutional barriers of schools and universities and reach further learning communities.

2.6. Technological tools used to contribute in the teaching and learning process of English in Chilean EFL classrooms

According to the study 'El aprendizaje del Inglés en América Latina' (Cronquist and Fiszbein 2017), Chile and Colombia possess the best national academic conditions for learning English in the region. Education First, TOEFL Chile and the Inter-American development bank (La Tercera 2017) conducted a study in which Chile is ranked 42 in terms of communication skills worldwide in a list of 72 countries.

Governmental efforts have been made in the process of implementing the use of technological devices in the Chilean classrooms. Although Mineduc (2019) does not mention mobile apps as specific educational tools to be implemented in the Chilean classrooms, it does state that 'Digital alphabetization' is one of the key points in the national curriculum of English for 3rd upper grade students. Digital alphabetization promotes the use of digital networks, which enable students to develop their creativity, autonomy, team work, local and broad community influence, interpersonal ethics, and privacy awareness, Mineduc (2019). In practical terms, a technological strategy that has been applied by the Chilean ministry of education was the ICT tool called 'it's my turn' (Mineduc,2013). This was applied in all rural schools along the country to test its effectiveness among seventy six students who were evaluated in terms of language progress, prior and after the application of the educational tool. The results show that 'it's my turn' created a wider range of possibilities for the students to get familiarized with the foreign language and therefore it contributed to the learning

process, Lizasoain (2018). Nonetheless, no further research has been conducted by Mineduc regarding mobile learning in formal or informal contexts for EFL purposes. Therefore, this thesis attempts to contribute to the understanding of this matter.

2.7. Providing feedback on students' progress

Learners' involvement in the learning process has been highlighted by Kumaravadivelu (2006), who asserts that students should not be passive participants and just receive the contents provided during a class, but they must be active and explore -in pairs and/or in groups - the different aspects that learning a foreign language implies.

Additionally, the teacher plays a key role in the development of students' confidence to communicate their ideas in a well-structured written composition. Some scholars such as DeKeyser (2007) and Kellogg (2008) have suggested that teachers are paramount in guiding and providing the appropriate linguistic conditions through a positive input. Without meaningful input and feedback, the teacher will not promote enough confidence for the students to communicate their ideas coherently and in a well structured manner. Kellogg (2008) states that writing is such an elaborated skill that it encompasses the others, and hence it should be considered as evidence of the domain of the foreign language.

According to Hyland and Hyland (2006) there are different types of teacher feedback in the EFL writing process, like teacher written feedback, peer feedback, oral conferences or computer-delivered, and they have all played a key role in the development of the writing skill. These authors also refer to summative written feedback which has been modified and complemented by a more formative one. They describe formative feedback as more centered on the progression and future outcomes of the writing skill rather than just the final results as is the case of summative feedback.

Findings about the role of feedback in the development process of the EFL writing skill have been broadly discussed in different contexts. Master (1995) discovered that although it is significant and expected by the students to receive any type of feedback from facilitators, it is also crucial when feedback, written in this case, is complemented with post discussion among the participants. Therefore, it has been proved that the improvement in the writing skill is much more effective when the feedback is provided throughout an extended

period of time (Ferris, 2006). In such a case, Ferris (2006) also showed that statistically, progressive feedback over a semester assisted students in improving their lexical and grammar writing skills and therefore, it also contributed to language learning awareness in context.

In terms of feedback type, direct and indirect feedback have been studied. Direct feedback is defined as when the teacher provides immediate and explicit correction to the student on particular mistakes. On the contrary, indirect feedback occurs when the teacher does not provide an explicit correction, but only indicates the existence of mistakes, and encourages the students to find them, Ferris (2006). In a 5,000 teachers' comments study, Ferris (2006) found that although students preferred direct feedback from their teachers, because this was less demanding for both of them, this led to reduced improvement in students' writing performance, when students received indirect or a less explicit type of feedback the results proved to be extended over time, Ferris (2006).

The former might apply as well when implementing mobile learning and specifically Instagram, to provide and promote feedback among the participants. This is because the variety of communicational features provided by Instagram allow to create a constant flow of information in different formats such as comments, audio-videos, posts or direct messages. The teacher might take advantage of these features to provide and encourage students to use them and create a constructive feedback culture when applying mobile learning. This practice should also assist in fostering collaborative work among peers.

2.8. Collaborative Learning

Mobile learning, including Instagram, offers features which may promote collaborative learning given the nature of the work that students may develop when using them. As previously stated, ML is mainly about people connecting with others to establish an infinite network of synergy. For students this is of paramount importance, not only because they are building significant bonds with their peers, but also because they can develop communicative language skills in a personalized and therefore unique manner (Moreira,

2016). By working collaboratively, students learn and practice a sequence of personal and social skills such as leadership, partnership, negotiation, persuasion, etc.

Additionally, Trexler (2013) establishes five beneficial characteristics that are found in mobile learning, two of which are relevant to this case study:

(i) contextual learning allows students to respond and react to experiences lived in different contexts and... (v) personalized learning, that is, directed to the preferences of each student. (Trexler, 2013. p. 4-12).

These features, found on Instagram, allow users to interact across different contexts and in a rich variety of online communities. They also provide users the opportunity to be part of digital communities by having personalised profiles linked to their searches and interactive preferences i.e. through a search algorithm Instagram suggests the users specific content related to their profile preferences, which puts users in contact with other Instagram users all over the place. These flexible and networking features could be beneficial to promote English learning.

Finally, this chapter has discussed issues related to EFL writing, mobile learning, writing and technology, collaborative learning, and feedback, which are at the heart of the thesis presented here as they represent the basis for the research questions. The research questions address how mobile learning could complement the EFL writing process and how this process could be supported by establishing a meaningful and active participation of the students and the teacher. Additionally, this research attempts to shed some light on how students perceive the use of Instagram in their EFL learning..

The methodological decisions made to answer these questions are explained in the following chapter.

3. Research problem and questions

The main issue that this thesis addresses is how Chilean students can complement their EFL writing skills by using the mobile app Instagram. It has been stated that although Chilean students have a broad access to new technologies and information from different sources, there seems to be a sort of discrepancy between students' EFL writing proficiency and the amount of online communication possibilities that they have. Accordingly, this research attempts to shed some light on how Instagram may help develop students' writing skills and their online communicative skills. Consequently, two research questions led this research:

1) How does the use of Instagram affect students' EFL writing process?

This question attempts to uncover the factors that might influence students' performance when using the mobile app Instagram in an EFL writing class, and;

2) What is the perception of students when using Instagram as a complementary tool in the EFL writing process?

This question strives to reveal how students perceive the use of Instagram when interacting in a foreign language. It also attempts to uncover how students perceive the potential of mobile learning in their learning process.

3.1. Objectives

The study considered two main objectives which addressed the application of Instagram as a complementary educational tool in the EFL classroom. On the one hand, the first objective focused on finding out how effective the application of this mobile learning strategy was for complementing students' EFL writing skill, while the second objective focused on finding out how students perceived this intervention in their learning process. Consequently, the objectives were presented to the students:

1) To assess the effectiveness of the use of the mobile app Instagram for complementing the EFL writing skill.

2) To evaluate the meaningfulness of this educational tool for improving EFL writing skill.

In what follows, the methodology underlying the development of this thesis is further discussed.

3.2. Methodology

This research adopted the case study approach, as case studies address diverse social phenomena in which one or more individuals participate in a process Creswell (2014). Case studies are also described as instances in which a variety of data is broadly collected and deeply analysed in a specific period of time. Heale and Twycross (20017) explain that case studies analyse complex natural phenomena such as educational or social services that often represent different and unique features to be studied. Thus, this case study took a mixed method approach that includes both qualitative and quantitative data collection techniques. This is especially relevant because this study addressed educational concerns, which per se involve multiple complex factors, and therefore it was deemed necessary to include a variety of open-ended and closed-ended data Creswell (2014). Consequently, this research included both quantitative and qualitative instruments to collect data such as pre and post tests, screen capture records of students' participation in both mobile and practical activities carried out during the lessons. Additionally, five online questionnaires were sent to 127 students from five different schools in order to collect their opinions and personal preferences in relation to their use of Instagram.

3.3. Setting

The study was planned to be applied in two different subsidized schools in Melipilla with the idea of having a control group and an experimental one (Creswell, 2014). However, due to the current emergency national state, only one group ended up participating in the pedagogical intervention. The group of participants belonged to a third upper grade in a subsidized high school. According to the CEFR¹ and annexed by the Chilean Mineduc (Mineduc, 2014), this third highschool grade should perform an EFL proficiency level that ranges from A2 to B1, with three hours of English instruction per week. The reason behind selecting this high school level was that research has found that teenagers represent one of the main age groups of users of Instagram and therefore, they are familiar with both the features and skills studied in this research. As previously presented by Salomon (2013), the familiarization that teens and twentysomethings show in relation to Instagram could be explained by the personalised and safe features that this mobile app

¹ Common European Framework for Languages

offers, such as private accounts, customized search. Etc. This age range accounts for the 72% of users globally (omnicoreagency.com, 2021)

Additionally, the rationale behind the selection of the group lied in that this was a closed group from an already established educational community. This facilitated the organization and implementation of a set of practical activities in a determined period of time. Therefore, this group was selected using convenience sampling. However, due to the reduced probability that this type of sampling provides, and the fact that it cannot be applied as a general representation of the population (Donryei, 2009) -and can therefore not be considered to draw conclusions about a wider population of students- the results of the present study should not be considered as generalizable, but only as a contribution to make the discussion about the use of mobile apps for learning purposes more robust.

3.4. Ethical considerations

First and foremost, the implementation of this case study involved the participation of students that belong to an educational community and a family context. Therefore, it was important to first ascertain whether the school, students, and parents would agree on the implementation of this study, especially considering that students were required to participate using their personal mobile phones. According to Creswell (2014) there are two important ethical factors to be considered prior to the implementation of the action plan for a research study. The first one is to obtain prior approval from the educational institution and the participants. The second is to conduct the action plan in a respectful and informative manner. Thus, the research process requires participants to be presented with an informed consent explaining the changes that could affect the normal educational process of the students and the educational community, Creswell (2014). Consequently, the school was provided with two intention and informative letters issued by the UMCE. The first letter informed the school about the objectives of the pedagogical intervention, and ensured the protection of the data collected in the process. The second served as a consent from the principal of the school who authorised the implementation of the study. Finally, in order to inform the students' parents, as all of the participants were under legal age, a third letter was handed over to inform the parents about the objectives of this research.

3.5. Type of research and intervention plan

The research took an exploratory nature Creswell (2014). Accordingly, the process was conducted rigorously in four sessions of English lessons, and later via online questionnaires. The first step in the practical procedure of this research within the educational community was to present the project to the teachers in the school. In this stage we discussed the limitations and benefits that the application of this study could have. One of the main concerns was the use of cellphones in the classrooms. The representatives of the school remarked that as long as the use of the technological devices was guided and presented with clear educational objectives, students should not have major issues in the participation and learning process.

The pedagogical intervention was applied successively as it was necessary to test and develop progressive work that required writing practice. The ‘prolonged time’ contributed to the validity of the study Creswell (2014). Accordingly, four sessions were deemed necessary for implementing the action plan. During these four sessions the objective was to encourage students to actively participate in a variety of activities that combined individual and pair work, use of handouts, cards, mobile phones and powerpoint presentations with videos.

The four sessions initially planned were successfully conducted in two weeks and most of the students along with the head teacher of English participated in the process. I was conducting every step of the process and the head teacher of English assisted me in supervising students’ work. However, due to the national education context of the country and the expected change in the activities calendar the process did not conclude as it was initially planned.

The following part describes the four sessions carried out in the school. The class was a third grade high school in a subsidized school in Melipilla. The formal teacher of English in this class was actually a teacher of religion with a basic knowledge of the foreign language. There were twenty female students in the class that participated actively in most of the process. Before initiating the four sessions the principal of the school asked me to introduce myself to the class and make an overall presentation of the project. Finally, a variety

of activities, different materials, and types of assessments were applied at different times during the project.

Session 1 : In this session the main objectives of the project were presented. Students were briefly consulted about the use of Instagram in their classes and their knowledge about the mobile app. Consequently, in order for all of the students to perform equally using Instagram, an introduction to its basic features and educative usage was given. Students were also explained about ethical and privacy considerations and therefore required to create a new Instagram profile for this project. Finally, a B1 level pre test was conducted. The head teacher of English assisted during the session in solving doubts from the students.

Session 2 : In this stage students were presented different types of paragraphs and their structure. Students had to work in pairs or groups on the different parts of the paragraph such as the topic, supporting and concluding sentences. The groups worked on written handouts to consolidate their understanding and posted their results on their Instagram accounts.

Session 3 : In this session students continued to work on how to write a paragraph and its structure. Specifically students worked on linking words by working on a printed handout and they answered a poll using the mobile app. Students shared their answers with their classmates. Finally, they received feedback from the two supervisor teachers and their classmates.

Session 4 : In this final session students did a written post- test on the structure of a paragraph and linking words. Secondly, they provided written feedback by answering a written questionnaire on the whole process. Once again the students were assisted by the head teacher and the researcher in terms of instructions and doubts related to the test and questionnaire.

3.6. Data Collection

As was previously explained, two groups of students were expected to participate in this study, but due to the pandemic and its constraints only one group could be part of the pedagogical intervention. The group was composed of 21 female students from an upper third grade in a subsidised high school in Melipilla. The participants of this case study were enrolled in an educational program that included 4 pedagogical hours of English per week.. Accordingly, the group of students participated in a guided process where they were encouraged to use their personal mobile phone and perform a number of activities that assisted in collecting reliable data. For instance, they were asked to create a totally new Instagram account where they would post their ideas, progress, and comments on their peers' work. This also assisted in facilitating students' confidentiality and confidence during the process. Similarly to Salomon's (2013) study, Instagram contributed to creating original data as students were encouraged to search new content through the 'search' feature on the mobile app. Also, the research integrated different types of information throughout the entire process by using a variety of instruments to collect data from different sources, and consequently meeting triangulation, Creswell (2014). The first instruments to collect data were pre and post writing tests. It was of key importance to establish the relevant outcomes that the study could bring about along the process, therefore a comparison between the pre and post test in relation with students' writing skills was made.

To summarize, the instruments used to collect and analyse data were the following:

1. Pre-post-test: Activities done in class along 4 face-to-face sessions with the students.
2. Classroom activities: Individual, in pairs and group activities performed in the classroom that were recorded photographically and posted by the students in their private Instagram accounts.
3. Open ended questionnaire to the 21 students evaluating the intervention.
4. A set of online questionnaires sent to 127 students in 5 schools different from the one where the intervention took place, whose purpose was to research students' opinions and behaviors in the use of Instagram.

First and foremost the pre-test measured students' ability to understand instructions, vocabulary, connectors, order of sentences, and functional language. This test was based on B1 CEFR² levels by Cambridge University. According to the Mineduc (2014) a third upper grade student should perform an EFL proficiency level that ranges from A2 to B1. The pre-test was organized in two parts. In the first part, students had to use no more than three words to re-write five sentences about different situations. In the second part, students were asked to read instructions to write an email using 35 to 45 words. To complement this, students were required to find ideas using the mobile app Instagram. For instance, students could develop a variety of topics of their interest that could be supported with information found online and other academic sources, Salomon (2013). Consequently, the second instrument for collecting data were the records that the participants produced when interacting on the app. Along with this, it was important to correlate this source of information with the participation of the students and the teacher. In order to do that, a collaborative participation based on the communicative approach was promoted, Brown (2000). Consequently, the students were asked to post their work progress on their personal accounts and also provide feedback on their peers' work.

It was important to encourage the idea of providing and receiving feedback not only from the teacher but also from their peers, and the entire educational community, Salomon (2013). In order to measure collaborative participation all the comments provided by the teacher and among peers were recorded and shared with the participants.

Students' perception using the app related to the second research question, and it was deemed paramount in that not all the students have the same perception about developing academic tasks using a mobile application. In fact, some students do not even like using social networks. Consequently, like the Asisti et. al. (2018) study, a decision was made to investigate how students perceived the application of mobile learning. Accordingly, the students that participated in the four sessions applied in the school had to answer an open questionnaire on how they evaluated the intervention. Additionally, another questionnaire was sent to 127 students in 5 different highschools. This time, the application of this instrument was performed by the local teachers of English in each school. Due to the national sanitary

² Common European Framework of Reference for Languages

emergency most of the students answered the questionnaire from home. The questionnaire sought to find out what students' personal opinion on the use of Instagram to complement EFL writing was, and their behaviour and personal preferences for using the mobile app. The complete questionnaires (opinion and behavior) can be found on appendix 4.

Along this thesis process it has been attempted to gather evidence on the meaningfulness of Instagram in the EFL writing process, and the perception that the students have of such an app as a tool to complement their EFL learning process. Initially, data was collected by making students use Instagram in the classroom. A class of 21 students in secondary school were invited to use the mobile app while learning how to write a paragraph. First of all, students learned about the objective of the intervention and took a diagnostic test (see appendix 1) . Then, they learned how to use Instagram for educative purposes and how to create a private account. After that, they studied 4 types of paragraphs and their characteristics. Next, they studied an academic paragraph and learned how to recognise its different parts. Finally, they answered a post test and a final evaluation of the intervention (see appendix 2,3). The data collected from the intervention and the open-ended questions given to these students were helpful in answering the first research question, namely: How does the use of Instagram affect students' EFL writing process? A second group of similar students were supposed to undergo the same intervention. Nonetheless, the beginning of the national quarantine prevented this from happening.

To answer the second research question, What is the perception of students when using Instagram as a complementary tool in the EFL writing process? questionnaires were distributed among 127 students in five different schools. These schools represent the full spectrum as they were state owned, subsidized and private. As some schools currently offer hybrid classes i.e. students attend the school on a voluntary basis, the teachers participating in this part of the process presented the questionnaire in both face to face and online. This questionnaire included questions such as *Do you think Instagram is an appropriate mobile app to practice English?* , and it attempted to investigate how students perceive the use of Instagram in the class of English.

3.7. Questionnaires in the language teaching process

According to Yongqi, (2016) although questionnaires have represented a widely used tool to obtain a variety of data from both teachers and learners in the English learning process, these research instruments need to go through a validation process that involves designing and analysis. Yongqi (2016) states that questionnaires may lead to rather superficial and untruthful conclusions. Therefore, it is argued that the validating process should be focused on the type of scale used and the amount of participants. For instance, a Likert scale is considered one of the most trustworthy scales that could provide validated data.

In the present case study the likert scale has been applied with the purpose of providing clear and faithful results. In terms of scale, the concepts applied in this study are based on an opinion scale that ranges from strongly disagree to strongly agree and a behaviour scale that ranges from never to always. According to Broca (2015) using this scale represents both an advantage and a disadvantage. It is stated that this verbal, bipolar scale allows to set clear scoring in the analysis part. However, in this case the ‘neutral’ concept has been conceived to respect students' responses as it could be interpreted as ‘I prefer not to respond’ or ‘I do not have an opinion on this’. Finally, the questions were based on the main research questions that attempt to inquire into the key topic ‘Using instagram for improving EFL writing’.

4. Data analysis

Analysing data in a mixed method study requires a thorough combination of different instruments that go hand-in-hand during the whole research process, Creswell (2014). The inclusion and analysis of the pre- and post- tests in this mixed method provided the research with rich data from the participants, and therefore according to Creswell (2014) it had to be rigorously described which implied analyzing, categorizing and discussing every answer provided by the students. It was also necessary, as I was working with students, that the description of the students' work and answers were not manipulated or distorted during the analysis, instead the different perceptions and opinions on students' learning process were merely described to arrive at conclusions. For further interpretation see part 5 Discussion.

The results of this study are based, on the one hand, on the four practical sessions and presented in two parts. The first part refers to the use of Instagram as a complementary tool on the EFL students' writing ability. The second focuses on the students' perceptions on the use of Instagram when complementing their EFL learning process during the 4 sessions applied in the classroom. On the second hand, the results of the opinion and behavior questionnaires given the 127 students are presented and discussed.

4.1. Analysis of the Pre-test

During the pre-test students were given forty five minutes to complete it. The head teacher of English and the researcher were assisting students in understanding the instructions and solving emerging questions. Nine students passed the test while eleven failed. In terms of text selection, the writing skills measured needed to be in relation with criteria applied in a third grade high school level (Mineduc 2019). Consequently, the first exercise in the pre-test evaluated students' skills analysing concepts and synthesising them in the production of new sentences. The second exercise was related to the Genre Pedagogical Approach as it included the form of a model text, Robles (2016). Thus, students were asked to reflect on a specific context and integrate prompts in order to structure an email to a friend.

It was of key importance to establish this initial academic diagnostic considering students' writing skills. Al-Ali (2014) and Robles (2016) state that having this initial data would serve as contrasting material throughout the entire pedagogical intervention. It has also been claimed that a pre-test provides essential data concerning the participants' previous experience on a central topic. Accordingly, having this information in mind could lead to a better understanding of later outcomes in the analysis Stockwell (2020).

The following pie chart shows achievement in percentages:

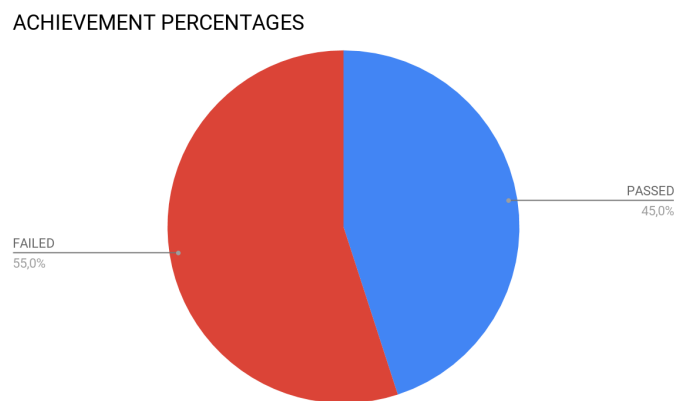


Chart n°1

In terms of specific writing features measured, the pre-test brought up to light that most students succeeded in applying cohesion by using at least one connector. From the twenty students that were tested in the initial phase, twelve used at least one connector. However, eight students used only one of the basic connectors such as 'and, or, but' and only four students used a different or more advanced connector such as 'by the way, otherwise, also, so', and made a combination of them.. The other students did not use any connector. See pie chart below:

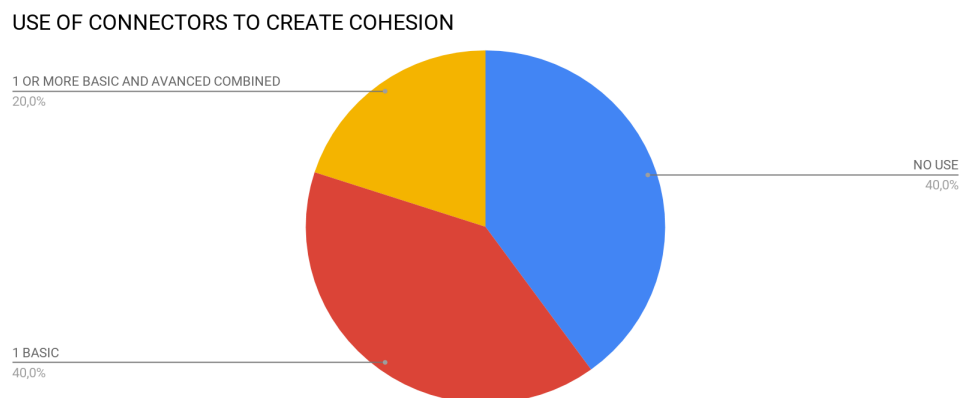


Chart n°2

Nonetheless, the pre-test did not retrieve students' experience considering the use of Instagram as a learning tool or any mobile learning previous experience. Similar to what Stockwell (2010) noted, the absence of an instrument or element for identifying students' previous experience on the use of cellphones for mobile learning affected the design of the activities implemented. Thus, if the students had explained whether and what type of previous knowledge or experience they had on mobile learning, it would have contributed to a better design of the intervention. This would have enhanced an appropriate learning environment for this mobile learning implementation in the classroom, Stockwell (2010).

4.2. Students participation in activities in the classroom

First of all, the percentage of students participating was 95% during the four sessions. Students participated actively in the four sessions proposed using not only the mobile app but the pedagogical intervention was also complemented by using PowerPoint presentations, handouts, and cards. The activities presented encouraged students to take part in a series of tasks that were carried out individually, in pairs, and in groups. On the one hand, collaborative learning contributed to enrich the pedagogical intervention as students could co-work in the analysis and accomplishment of tasks. This avoided a 'static' practice as in the case study by Martin and Ertzberger (2013) where Computer Based Instruction (CBI, 'static'

practice) was chosen over mobile learning. In their study, they concluded that ‘static’ practice limited the practical work in terms of collaborative activities and also the scope of the research complexity.. (Martin and Ertzberger, 2013, p.84).

In concrete terms, for the purposes of this thesis, students had to perform a variety of activities that combined mobile learning with other pedagogical materials and encouraged students to work individually, in pairs and in groups. In the first activity students studied the main four types of paragraphs ‘narrative, descriptive, expository and persuasive’. Consequently, different samples of these types of paragraphs and their characteristics were presented and described to the students. After that, they were asked to work in groups analyzing and defining the four types of paragraphs on a printed guide. The second activity was to study the parts of a paragraph: ‘topic sentence, supporting sentences, concluding sentence’, (Oshima and Hogue, 2006). For this activity students had to work in pairs and use Instagram in order to find concrete examples of the three different types of sentences. Another activity in which students had to work in small groups was ‘reordering sentences’. In this activity students had to re-arrange five sentences of five to eight words. Finally, students had to analyze other texts and define the different types of sentences in the paragraphs. The students’ progress was posted in their instagram accounts and it’s presented here as follows:

Reordering sentences



Instagram capture N°1

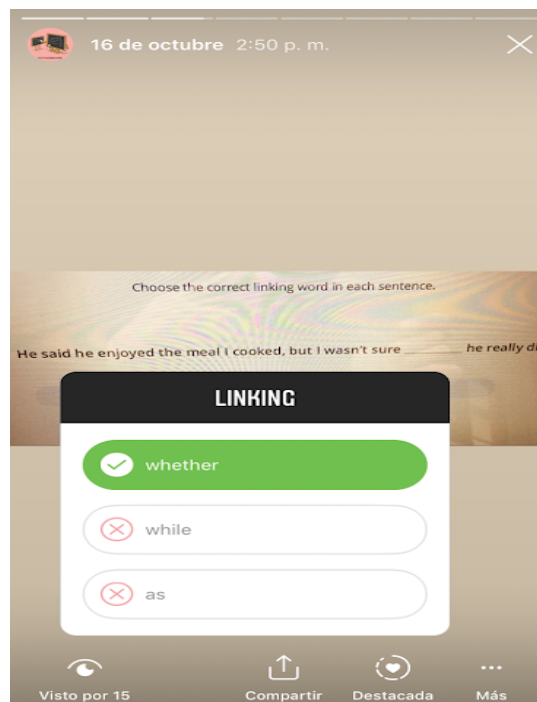
Defining different types of sentences within paragraphs



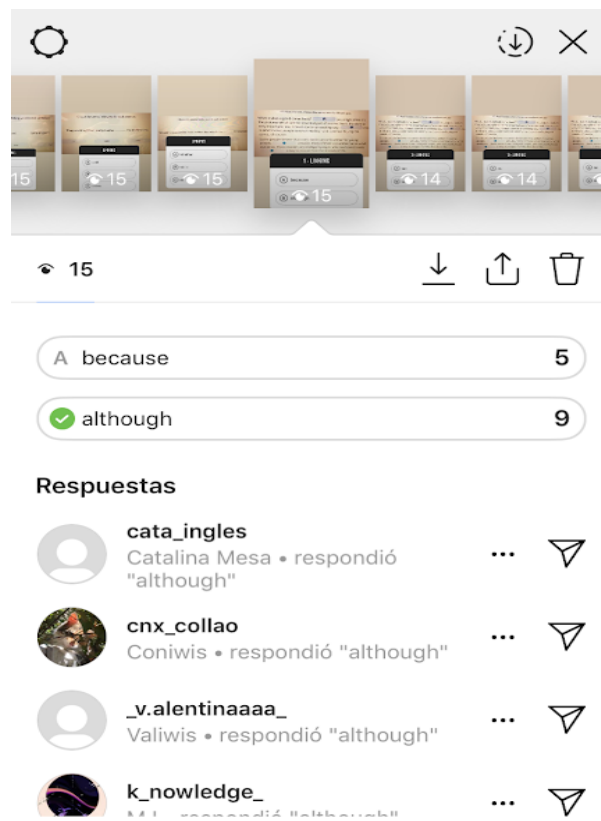
Instagram capture N°2

Another activity students performed was to study, analyze, and use a variety of connectors in different texts. Accordingly, in order for the students to deal with this task, they were given a practical guide with an ample list of connectors and different example sentences where they could apply them. Students also participated in a poll creating a group discussion, proposing possible correct uses of connectors and posting the content on Instagram. This is illustrated in the following pictures:

Sample Poll on Instagram



Instagram capture N°3



Las listas de personas que vieron el contenido dejan de estar disponibles después de 24 horas.

Instagram capture N°4

As shown in the previous Instagram captures, students could publish and display their work progress, provide and receive feedback from the teacher and their classmates. For instance, capture n°1 illustrates the visual interface of an account that Instagram displays for its users. It provides the name of the user, the amount of posts, followers and other accounts followed. Then, capture n°2 displays one of the student's posts and the feedback comment received. Capture n°3 illustrates a multiple option exercise in which students had to choose one of the three connectors presented for a corresponding sentence. Additionally, the capture also provides the names and the amount of students that answered the questions. Finally, capture n°4 displays which students answered a specific question and the options they made. All this information provided an integrative feedback for both the teacher and the students in real time.

In terms of achievement when performing the activities proposed in the sessions, the students participated actively and fulfilled the expected results. The following charts show that in the first exercise 100% of the students succeeded in identifying isolated types of sentences, while in the second exercise 95% of the students were able to identify different types of sentences within paragraphs.

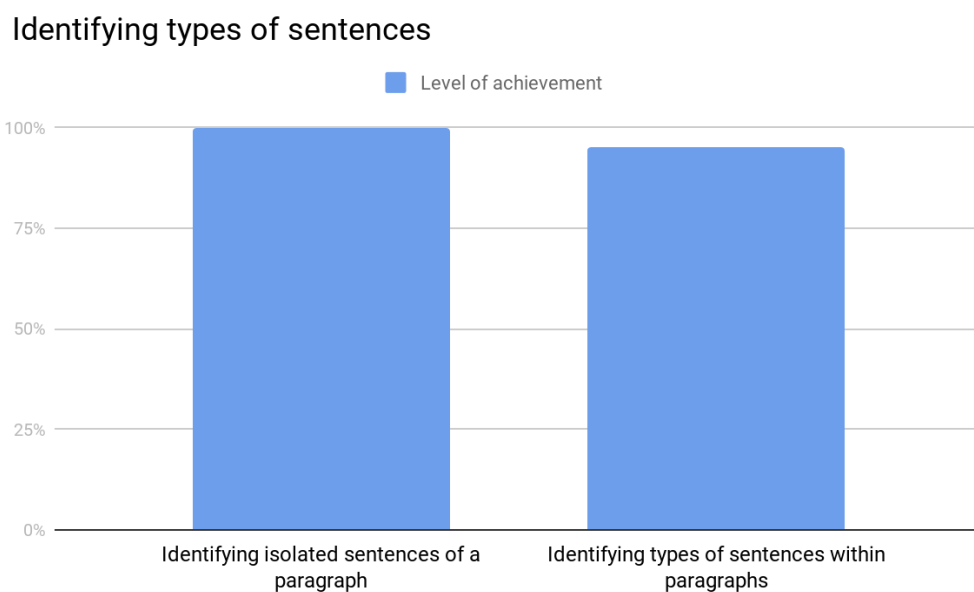


Chart n°3

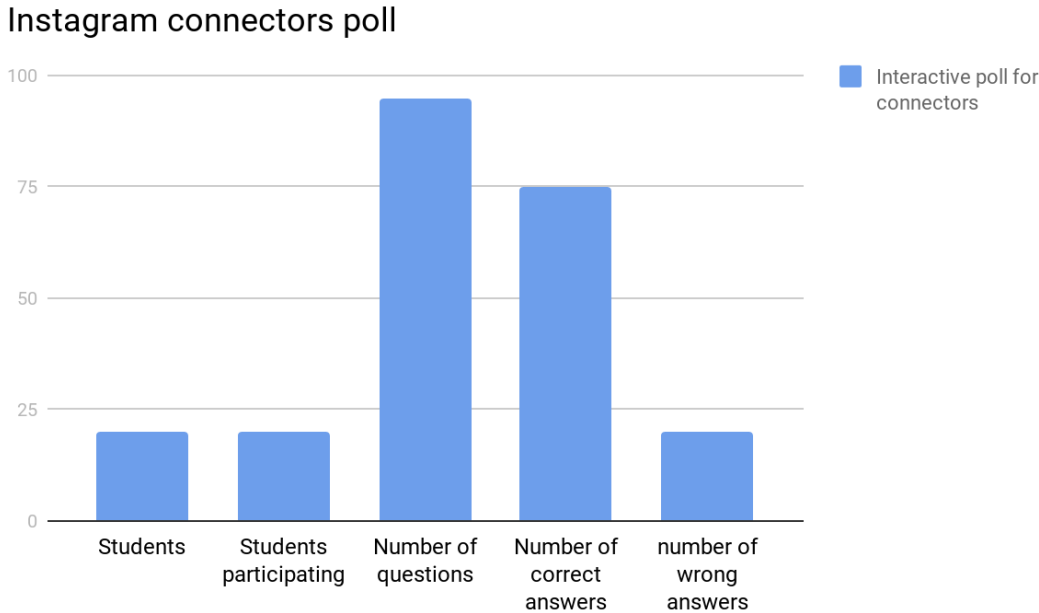
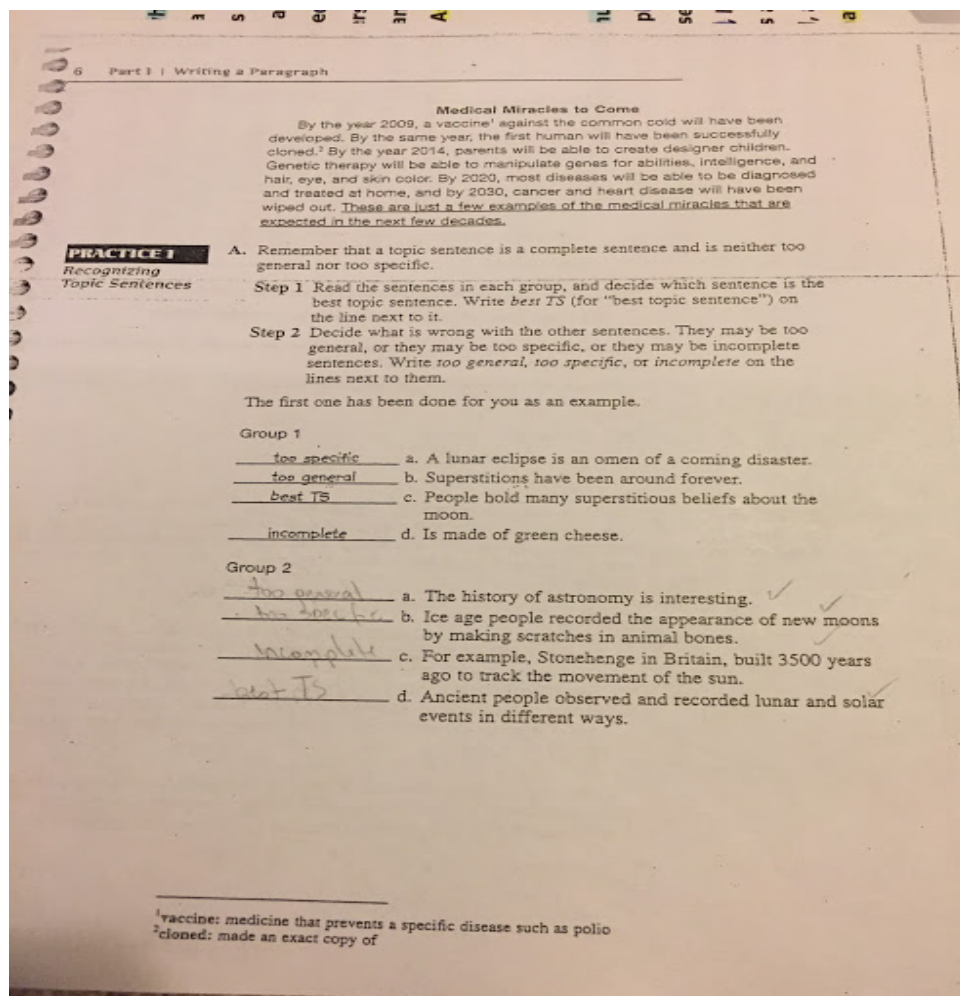


Chart n°4

Defining different isolated types of sentences



4.3. Post-test results

In the final session students answered a post-test and provided feedback on the whole process. In the first part of this test students had to apply what they practiced in the previous sessions by solving eight questions related to: a) types of sentences in a text, b) ordering of the sentences to create coherence and c) selecting connectors to create cohesion.

Post-test

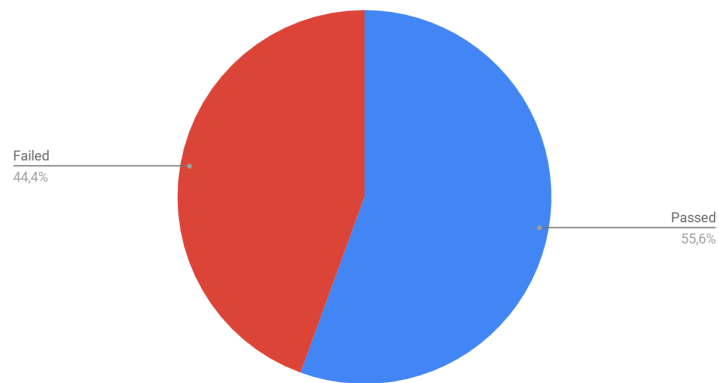


Chart n° 5

Both groups showed weaknesses to improve and strengths to highlight. For instance, among the group of students that failed the exam the lowest score was related to the use of ‘connectors’, while the highest was in the item related to ‘identifying’ the type of sentences in a paragraph. On the other hand, among the group that passed the exam there was a higher balance in terms of results considering the three items tested.

In terms of each of the items tested the results were the following:

Achievement per item

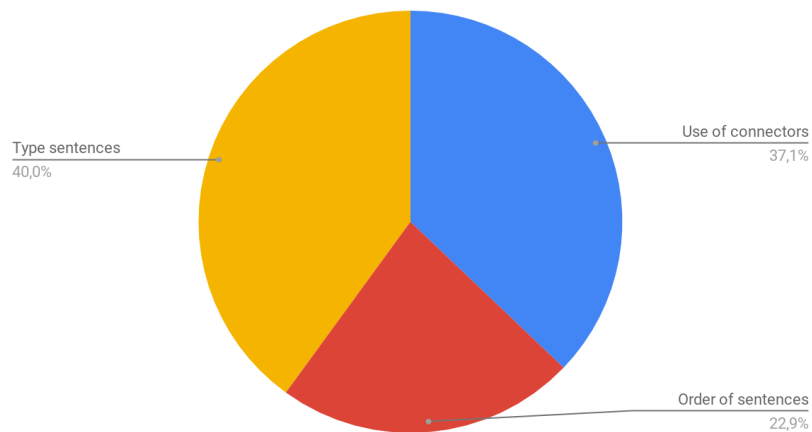


Chart n° 6

As shown in chart n° 6 the highest score obtained was when students were asked to ‘define the type of sentence’ they were reading. Conversely, the lowest score obtained was in the ‘order of sentences’.

As previously presented, the two most difficult exercises were related to the ‘order of sentences’ and the ‘use of connectors’. In terms of difficulty level these exercises represented a major challenge for students and therefore needed broader and deeper study and practice. For instance, ‘identifying the type of sentences’ resulted in a less challenging exercise. According to Anderson et.al, (2001) Bloom’s taxonomy defines and situates ‘identifying’ in a lower skill level as students need to remember, name, and classify sentences according to different definitions. According to the same taxonomy, the ‘use of connectors’ represents a higher level skill as students need to analyse, structure and organize the concepts following a predetermined pattern. As an early conclusion and considering only this group of 21 students that participated in the face to face intervention, research question n°1: How does the use of Instagram affect students' EFL writing process? , it would seem that the EFL writing process was positively affected by the use of Instagram in the class.

The second part of the post-test addressed students’ perception about the use of Instagram as an educational tool in the EFL classroom.

The post-test included two open ended questions in a free mode i.e. they could write their thoughts using their own words with no limits. The two questions were: 1) Would you add, maintain, or eliminate any element from this project ? 2) Considering the activities proposed during the application of the project, In your opinion ,What were the most and least meaningful aspects applied?

In order to illustrate students’ answers to these two questions, the following table has been designed to highlight the ideas, key concepts, and the number of students that wrote a particular concept per answer and that could be repeated among the group. This table also attempts to organize the ideas for an interpretation according to the process:

Table N°1: Key concepts and students' opinion

Question n°1	Key concepts
What they would add...	Further Instagram activities (x3), complementary app for translating, playful activities, videos with subtitles in English, outdoor lessons, use of gmail, reinforcement and organization of activities, something related to music, making videos instead of just taking pictures, more dynamism, use of the app in English, more tips about how to improve English learning, better working assistance, posts with instructions, verbal instructions, further content, account tracking.
What they would maintain...	Polls in the app (x6), a personal profile (x2), app usage (x2), everything (x2), organization of the lessons, exercises, methodology for attracting students' attention, development of the activities, printed guides, free writing, use of mobile phone, uploading content to the app, peer feedback, content and methodology, Photo explanation in Eng/Span, sentences.
What they would eliminate...	Nothing (x5), use of Powerpoint, printed guides, explanations for time optimization, explanation about how to use Instagram, uploading content to the app.

Table N° 2 Key concepts and it meaningfulness

Meaning	Key concepts
Most meaningful	Instagram and English learning (x5), polls in the app (x3), types of sentences (x3), sentence structures (x2), playful activities (x2), write and post the activities, creative methodology, printed guides, massive students' participation, team work, learning the use of connectors.
Least meaningful	Sentences (x2), powerpoints (x2), reordering of the sentences, nothing (x3), printed guides, not understanding some things.

As can be seen in the table above, the feedback from the students is positive in terms of the benefits of the pedagogical intervention. It is interesting to note that the two most commented criteria were 'What students would maintain' and 'most meaningful'. Most of the

objectives proposed when implementing mobile learning such as ‘Instagram and language learning’, ‘Instagram complementing EFL writing’, ‘collaborative learning’, and ‘students’ privacy and confidence’ were observed in students’ comments. In the third place, the criterion ‘What students would add’ indicates powerful and critical thinking from the students. They stated that although the idea of complementing EFL writing with mobile learning was positive and attractive, there were many more technological affordances that would have been beneficial for the pedagogical intervention such as “making videos instead of just taking pictures” or “more tips about how to improve English learning”. Conversely, the two last criteria ‘What students would eliminate’ and ‘least meaningful’ coincided with the use of Powerpoint. The reason behind these comments could be linked to the fact that the use of Powerpoint was rather teacher centered and expository. In fact, Powerpoint was used to explain the different types of paragraphs and later have the students read, analyse, and name new ones correctly. In addition, the use of ‘printed guides’ was rather controversial since it was mentioned as an affordance and a constraint. This could be related to the fact that in terms of interaction, printed guides were not as attractive as the mobile phone, yet they represented an organised material to study and practice the contents proposed. In terms of elements that students ‘would maintain’, the most significant were the ‘use of the instagram poll’ ‘private account’ and ‘use of the app’. These elements reassure the fact that Instagram is deemed as an interactive, appealing and familiar means of communication. Specifically, the interactive poll, which was used as quiz activity for practicing connectors, was mentioned as the most remarkable feature to maintain in future interventions using Instagram to complement EFL writing. In addition, according to the participants, two other related factors to maintain were the methodology used during the intervention and the organization of the activities. This implies the progressive and engaging development of the classroom activities. All in all, students highlighted both the affordances and constraints of complementing EFL writing with the mobile app Instagram.

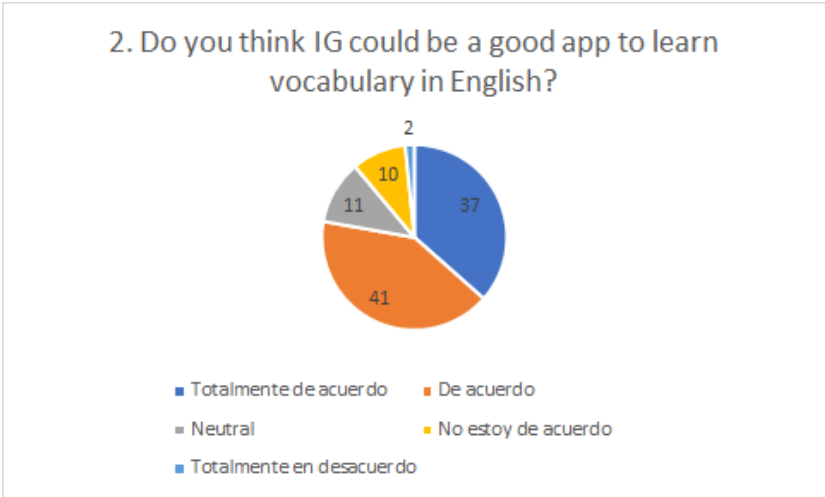
4.4. Results obtained in the online questionnaire

Due to the sanitary national emergency only one group could participate in the classroom intervention of this research project. The rest of the participants took part in an online questionnaire that lasted ten minutes on average. It is relevant to mention that these

students did not have any previous knowledge about the intervention, instead they only had a brief introduction by the local teachers in each school. The online questionnaire aimed at students aged 15-16, in third upper grades classes, in 1 state high school , 2 subsidised schools and 2 private schools. The local teachers of English in each school presented the questionnaire mostly on an online modality reaching in total 127 students, but only 63 students answered it. The analysis of this questionnaire considered all the answers provided by the whole group of the five schools. The answers ranged from ‘totally agree’ to ‘totally disagree’. The charts below illustrate the percentages obtained on each question and a brief analysis is carried out underneath.



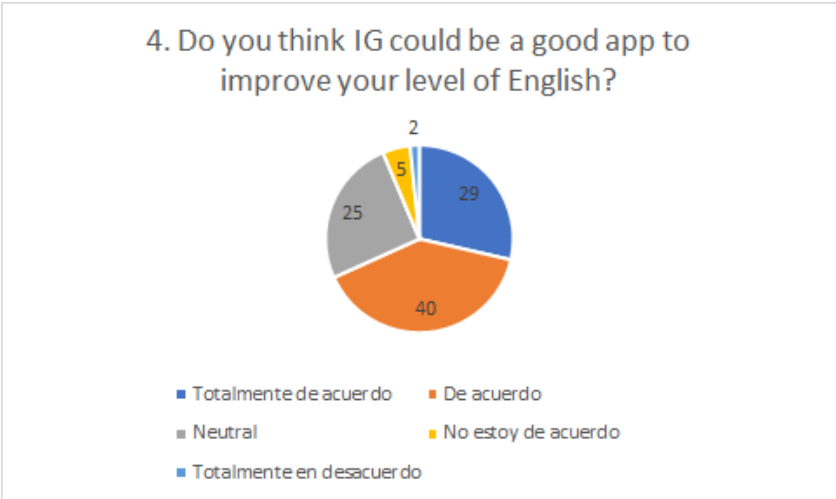
This question shows that considering the ‘totally agree’ and ‘agree’ range, 70% of the students think Instagram could be a good mobile app for learning English. Also, 22% of the students selected the option ‘neutral’ which implies that they didn’t have an opinion on the topic. Only 8% of the participants selected the option ‘disagree’.



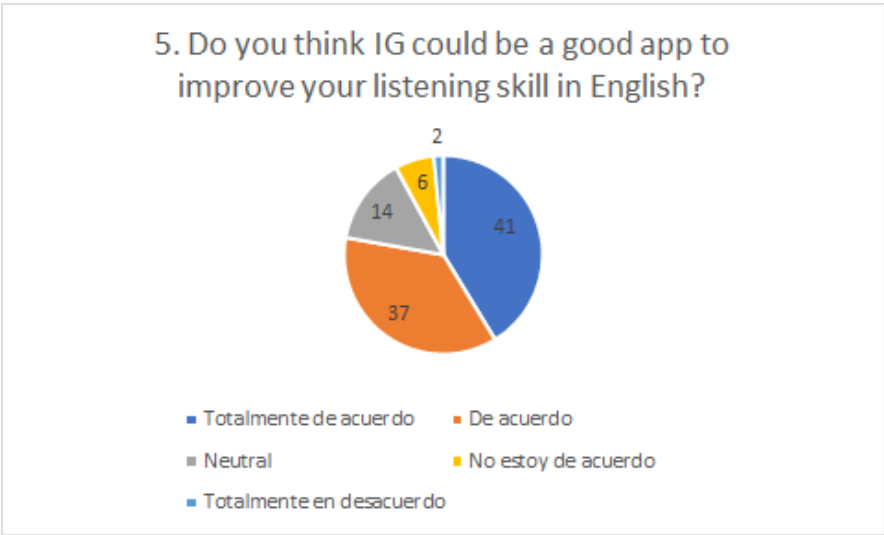
This question shows that considering the ‘totally agree’ and ‘agree’ range, 78% of the students think Instagram could be a good mobile app for learning vocabulary in English. Also, 11% of the students selected the option ‘neutral’ which implies that they didn’t have an opinion on the topic. Additionally, 10% of the participants selected the option ‘disagree’. Finally, 2% of the students selected the option ‘totally disagree’.



This question shows that considering the ‘totally agree’ and ‘agree’ range, 74% of the students think Instagram could be a good mobile app for practicing English with other people. Also, 21% of the students selected the option ‘neutral’ which implies that they didn’t have an opinion on the topic. Finally, 5% of the students selected the option ‘disagree’.

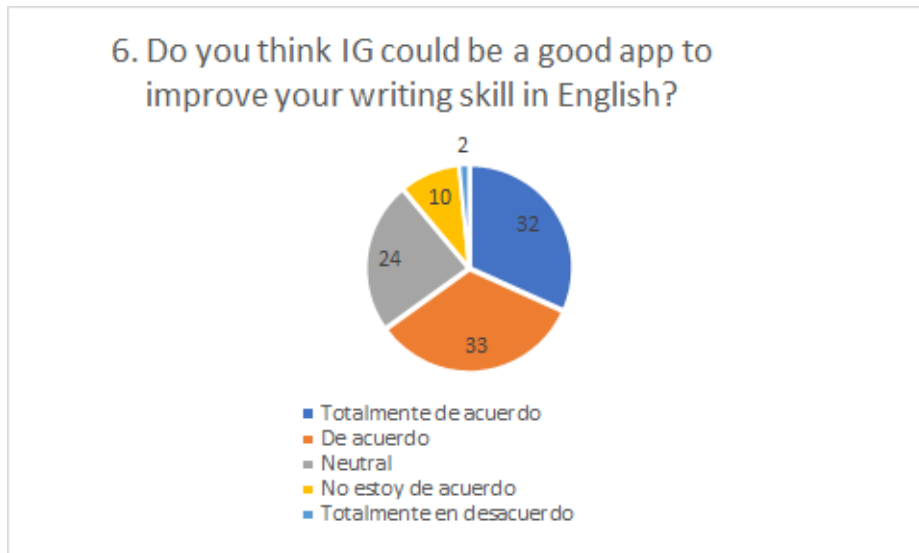


This question shows that considering the ‘totally agree’ and ‘agree’ range, 69% of the students think Instagram could be a good mobile app for improving their English level. Also, 25% of the students selected the option ‘neutral’ which implies that they didn’t have an opinion on the topic. 5% of the participants selected the option ‘disagree’. Finally, 2% of the students selected the option ‘totally disagree’.

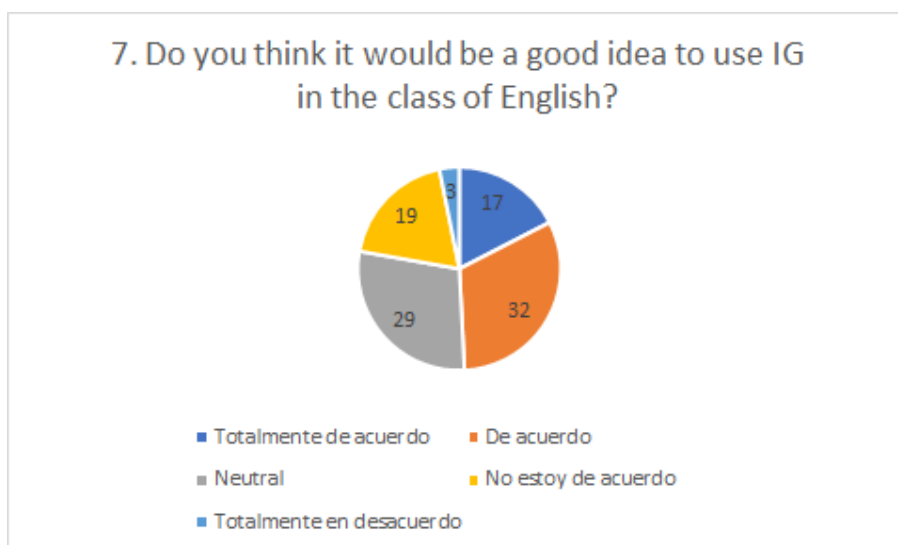


This question shows that considering the ‘totally agree’ and ‘agree’ range, 78% of the students think Instagram could be a good mobile app for improving listening skill in English. Also, 14% of the students selected the option ‘neutral’ which implies that they didn’t

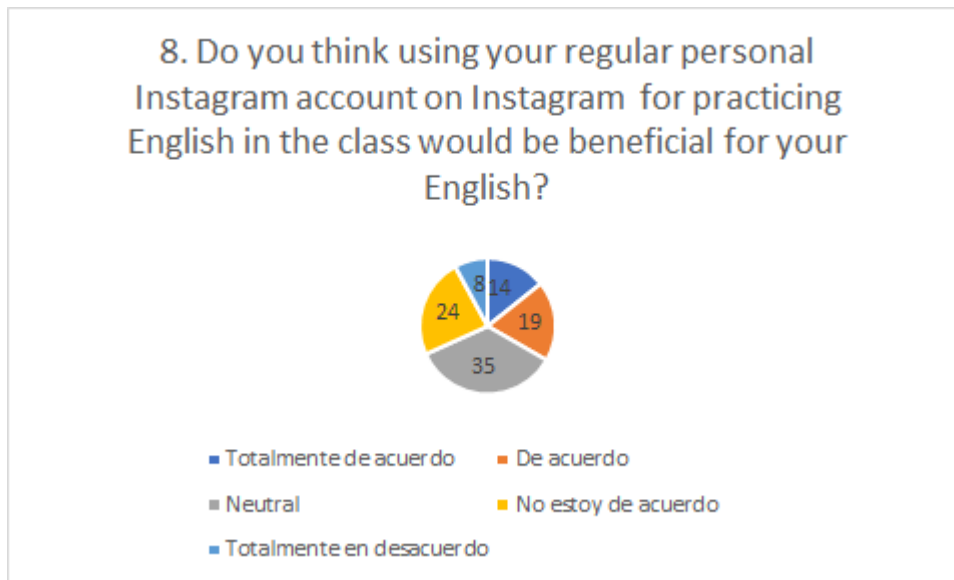
have an opinion on the topic. Additionally, 6% of the participants selected the option ‘disagree’. Finally, 2% of the students selected the option ‘totally disagree’.



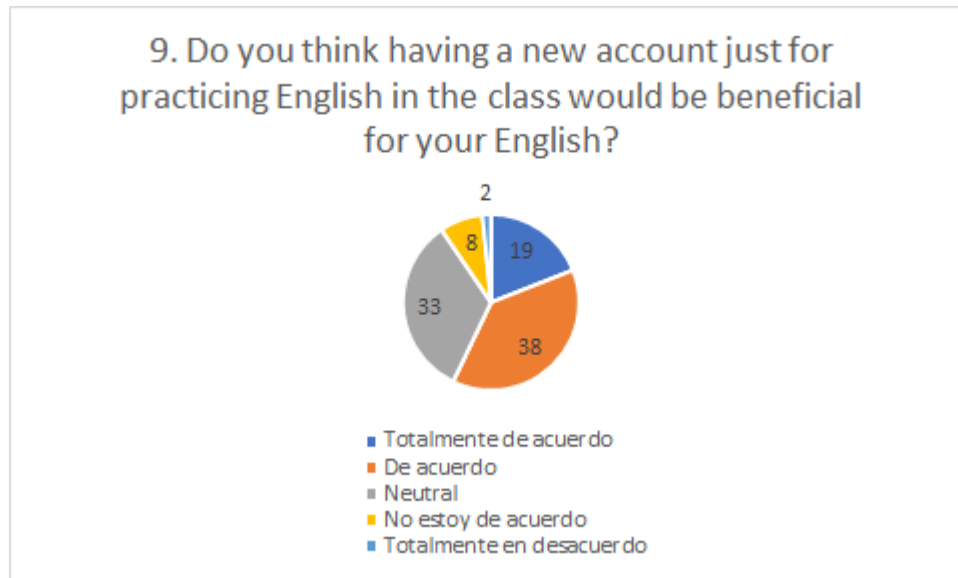
This question shows that considering the ‘totally agree’ and ‘agree’ range, 65% of the students think Instagram could be a good mobile app for improving writing skills in English. Also, 24% of the students selected the option ‘neutral’ which implies that they didn’t have an opinion on the topic. Additionally, 10% of the participants selected the option ‘disagree’. Finally, 2% of the students selected the option ‘totally disagree’.



This question shows that considering the ‘totally agree’ and ‘agree’ range, 49% of the students think Instagram could be a good mobile app to be implemented in EFL classes. Also, 29% of the students selected the option ‘neutral’ which implies that they didn’t have an opinion on the topic. Additionally, 19% of the participants selected the option ‘disagree’. Finally, 3% of the students selected the option ‘totally disagree’.

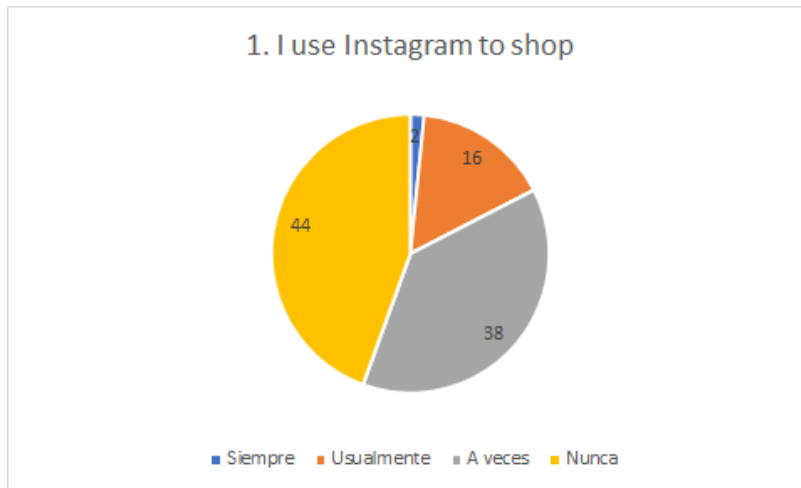


This question shows that considering the ‘totally agree’ and ‘agree’ range, 33% of the students think Instagram could be a good mobile app to be implemented in EFL classes using students’ regular personal accounts. Also, 35% of the students selected the option ‘neutral’ which implies that they didn’t have an opinion on the topic. Additionally, 24% of the participants selected the option ‘disagree’. Finally, 8% of the students selected the option ‘totally disagree’.

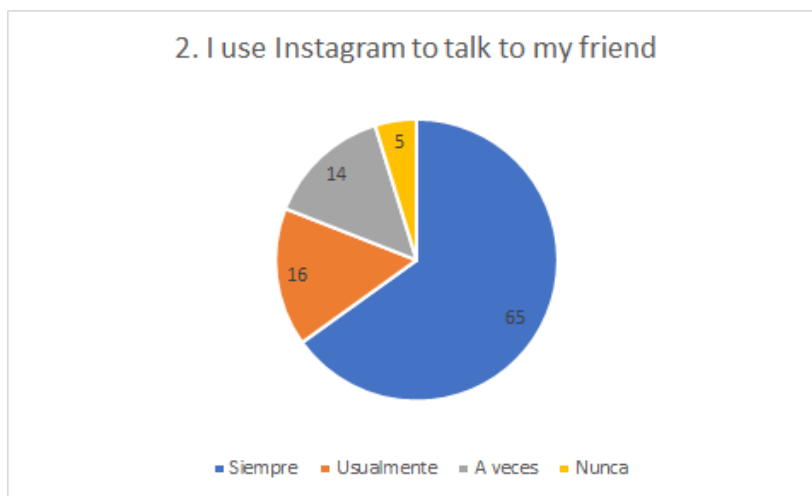


This question shows that considering the ‘totally agree’ and ‘agree’ range, 57% of the students think Instagram could be a good mobile app to be implemented in EFL classes using students’ new and private accounts. Also, 33% of the students selected the option ‘neutral’ which implies that they didn’t have an opinion on the topic. Additionally, 8% of the participants selected the option ‘disagree’. Finally, 2% of the students selected the option ‘totally disagree’.

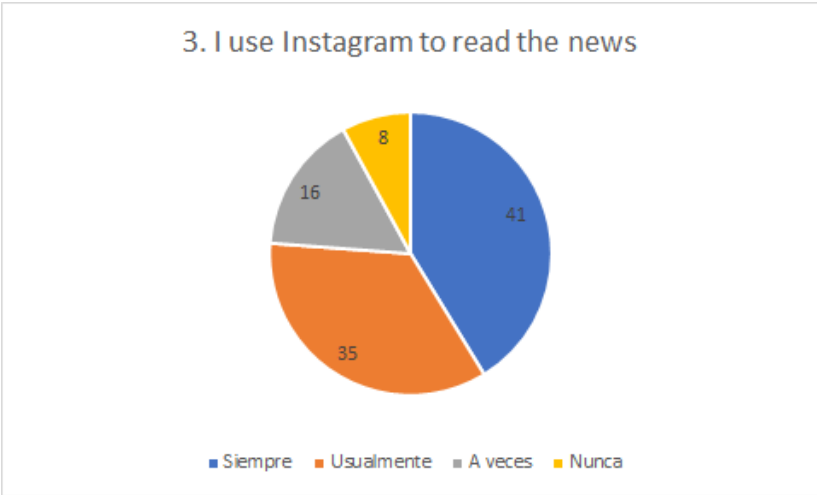
On the second part of the questionnaire students were invited to answer questions concerning their personal preferences for using the mobile app Instagram. These questions attempted to research how, why, and what they could be using Instagram for. Therefore, they aimed at finding how students associated the mobile app with the learning process of English. The charts with the percentages obtained on each question and a brief analysis is carried out underneath. This time the answer scale ranged from ‘always’ to ‘never’. Every concept was provided a specific period of time: **Always** : Everyday **Usually**: more than 2 days in a week **Sometimes**: less than two days a week **Never**: Never



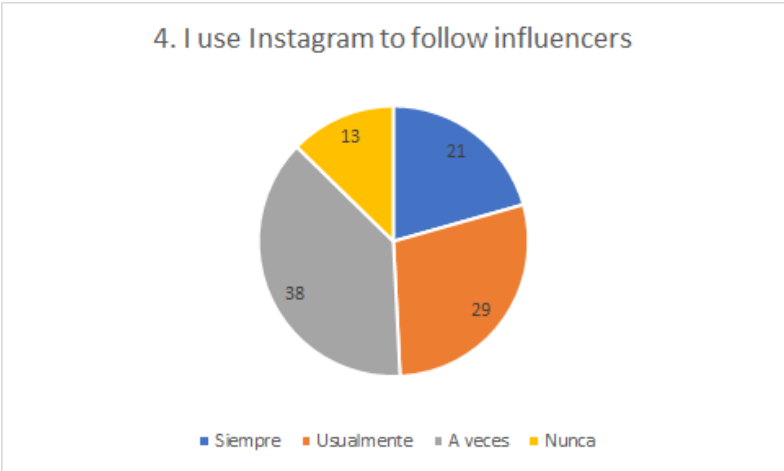
This question shows that 44% of the students ‘never’ use Instagram as a means of shopping. Also, 38% of the students selected the option ‘sometimes’. Additionally, 16% of the students selected the option ‘usually’ and finally 2% of the participants selected the option ‘always’.



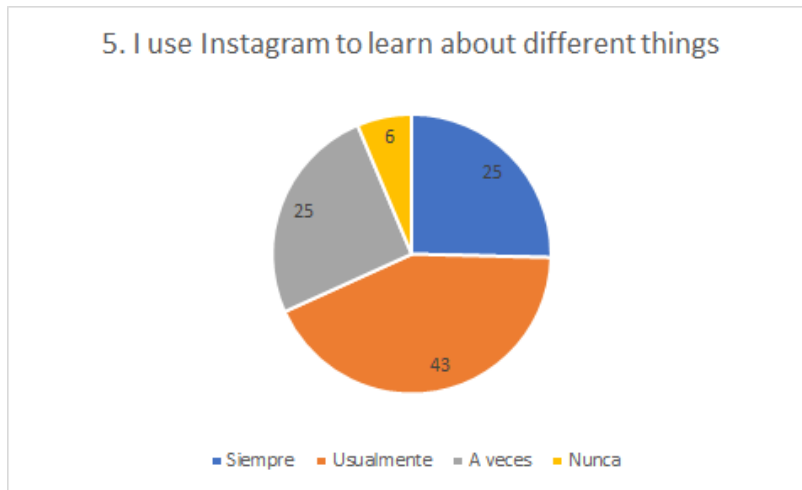
This question shows that 65% of the students ‘always’ use Instagram as a means of communication with close friends. Also, 16% of the students selected the option ‘usually’. Additionally, 14% of the students selected the option ‘sometimes’ and finally 5% of the participants selected the option ‘never’.



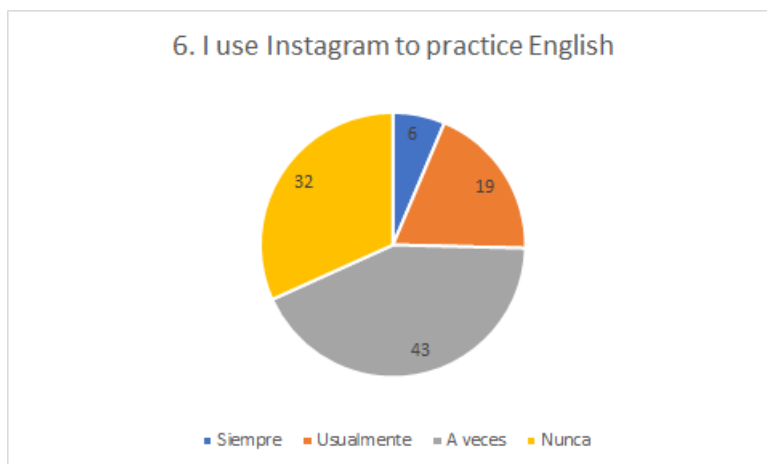
This question shows that 41% of the students ‘always’ use Instagram as a means of staying informed by reading the news. Additionally, 35% of the students selected the option ‘usually’. Also, 16% of the students selected the option ‘sometimes’ and finally 8% of the participants selected the option ‘never’.



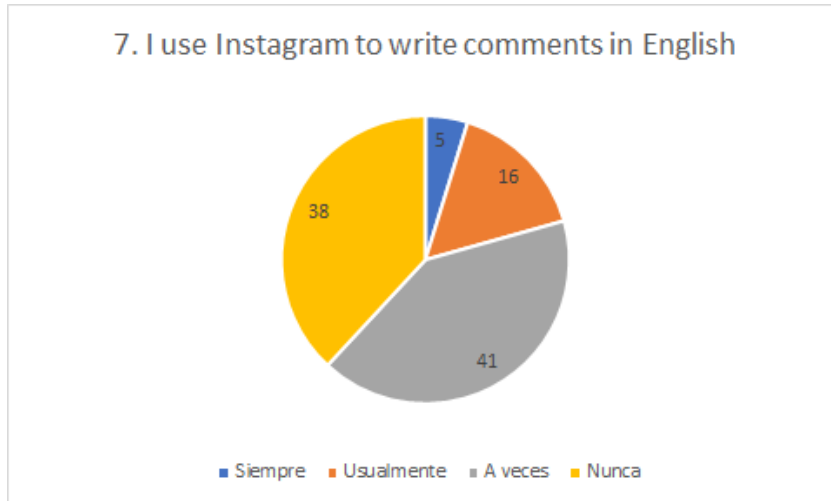
This question shows that 21% of the students ‘always’ use Instagram to follow influencers. Additionally, 29% of the students selected the option ‘usually’. Also, 38% of the students selected the option ‘sometimes’ and finally 13% of the participants selected the option ‘never’.



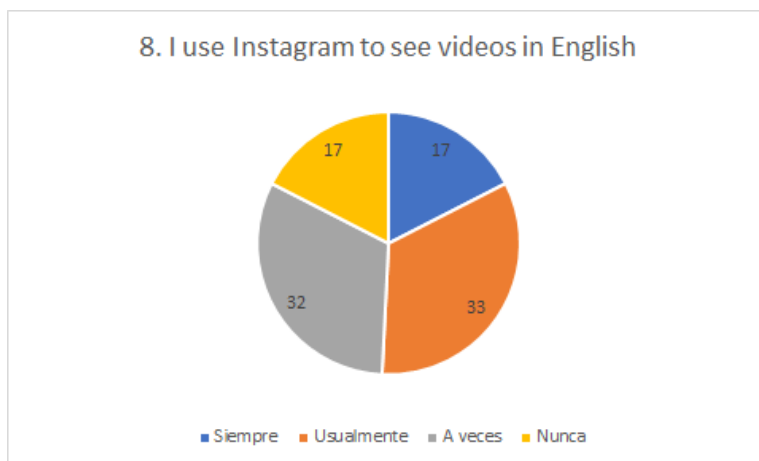
This question shows that 25% of the students ‘always’ use Instagram to learn about different things. Additionally, 43% of the students selected the option ‘usually’. Also, 25% of the students selected the option ‘sometimes’ and finally 6% of the participants selected the option ‘never’.



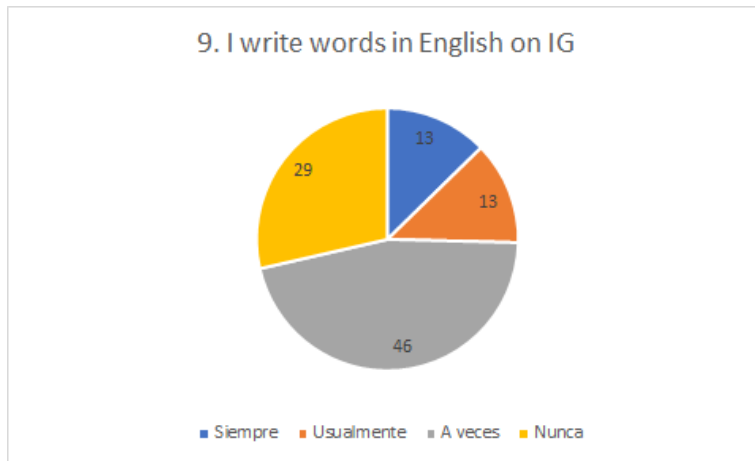
This question shows that only 6% of the students ‘always’ use Instagram to practice English. Additionally, 19% of the students selected the option ‘usually’. Also, 43% of the students selected the option ‘sometimes’ and finally 32% of the participants selected the option ‘never’.



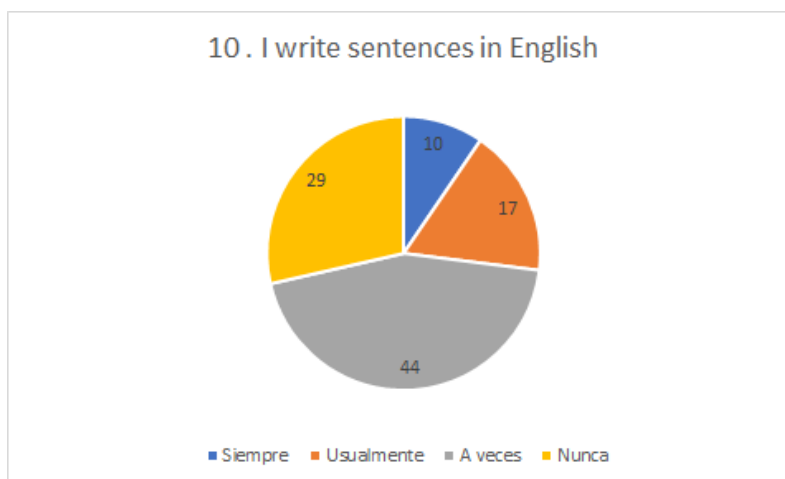
This question shows that only 5% of the students ‘always’ use Instagram to write comments in English. Additionally, 16% of the students selected the option ‘usually’. Also, 41% of the students selected the option ‘sometimes’ and finally 38% of the participants selected the option ‘never’.



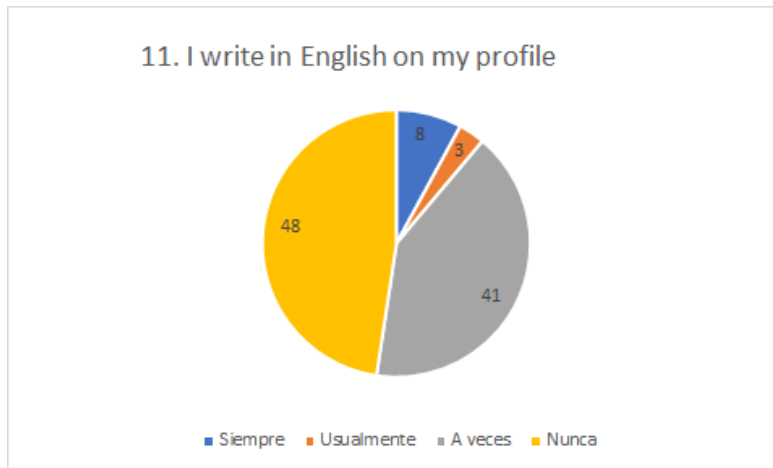
This question shows that only 17% of the students ‘always’ use Instagram to see videos in English. Additionally, 33% of the students selected the option ‘usually’. Also, 32% of the students selected the option ‘sometimes’ and finally 17% of the participants selected the option ‘never’.



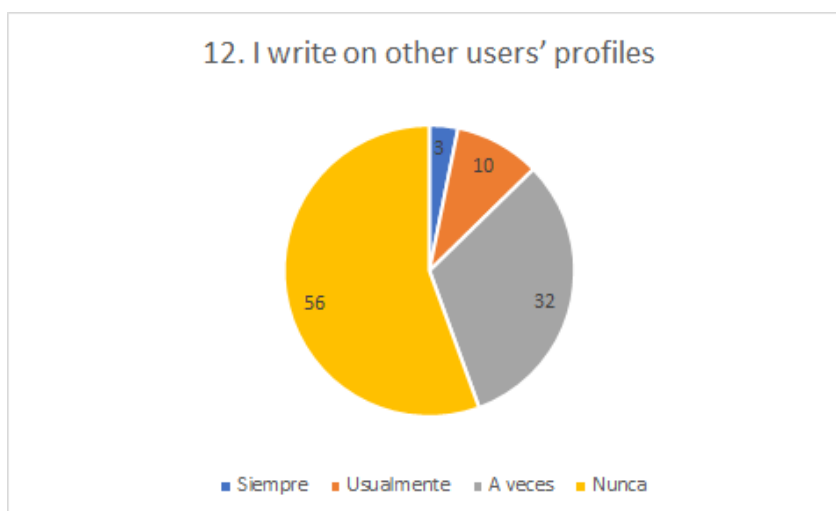
This question shows that only 13% of the students ‘always’ use Instagram to write words in English. Additionally, 13% of the students selected the option ‘usually’. Also, 46% of the students selected the option ‘sometimes’ and finally 29% of the participants selected the option ‘never’.



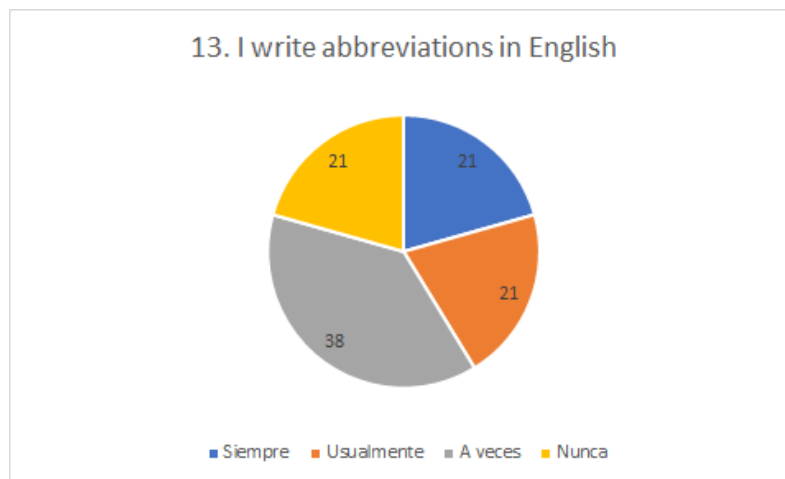
This question shows that only 10% of the students ‘always’ use Instagram to write sentences in English. Additionally, 17% of the students selected the option ‘usually’. Also, 44% of the students selected the option ‘sometimes’ and finally 29% of the participants selected the option ‘never’.



This question shows that only 8% of the students ‘always’ use Instagram to write on their profiles in English. Additionally, 3% of the students selected the option ‘usually’. Also, 41% of the students selected the option ‘sometimes’ and finally 48% of the participants selected the option ‘never’.



This question shows that only 3% of the students ‘always’ use Instagram to write on other users’ profiles in English. Additionally, 10% of the students selected the option ‘usually’. Also, 32% of the students selected the option ‘sometimes’ and finally 56% of the participants selected the option ‘never’.



This question shows that 21% of the students ‘always’ use Instagram to write abbreviations in English. Additionally, 21% of the students selected the option ‘usually’. Also, 38% of the students selected the option ‘sometimes’ and finally 21% of the participants selected the option ‘never’.

Besides the insights provided by this online questionnaire, the local teachers of English at each of the five schools provided some useful information on the process, and their opinions about the reception by the students. The local teachers asserted that the online questionnaire was positively received and that students were content to participate in such a poll. However, they also expressed that the 64 students that did not answer the questionnaire could have possibly experienced disinterest with online academic activities or simply laziness.

4.5. Data analysis of the results obtained in the online questionnaire

The online questionnaire was divided into two parts, the first one sought to collect students’ opinion about the use of Instagram to complement EFL learning and writing ; the second one addressed students’ personal preferences for using the mobile app. The first part of the results obtained from the online questionnaire showed a common tendency with the results obtained from the evaluation provided by the students that participated in the classroom intervention. Considering research question n°1: How does the use of Instagram affect students’ EFL writing process? 70% of the 63 students that answered the online questionnaire, who had not received any type of instruction on the use of Instagram as a complementary tool, agreed that Instagram could be used to support the EFL writing or learning process.

Considering research question n°2: What is the perception of students when using Instagram as a complementary tool in the EFL writing process? 65% of the same online group agreed to the fact that Instagram could also be used to complement the EFL writing process. Therefore, both groups considered Instagram as a tool to complement EFL writing.

Nevertheless, these 63 students did not show a clear agreement on whether to use the mobile app in the class of English (question n°7, opinion part). Among them, less than half of the students agreed to this. Only 44% of them agreed to the possibility of using Instagram in the EFL classroom, whereas 29% selected the neutral option which could be associated with ignorance in terms of mobile learning use, and 22% disagreed.

Another remarkable tendency in both groups was the fact that having students using their regular personal accounts when using Instagram to complement the EFL learning process, was a questionable option, they represented 32% of the respondents. Both the face to face and the online group agreed on having new private accounts when using Instagram in the classroom (57% of the respondents). This is probably because students prefer to protect their privacy and therefore secure their personal information.

On the second part of the online questionnaire the two major tendencies confirmed students' communicative intentions and a poor association between Instagram and the use of English, they represented 75% of the respondents. In relation to the first aspect: communicative purposes, students answered that they do use the app for communicative or social purposes such as talking to their friends, reading news or learning about things. In relation to using Instagram for practicing English, most of the students showed almost no interest in practices related to practicing English or communicating in this language. However 50% of them responded that they watch videos in English which implies a passive role in the learning process. In a nutshell, the results show clear tendencies of both the group that participated in the classroom intervention and the one that answered the online questionnaire. Both groups coincide in a possible use of Instagram to complement the EFL learning process and specifically the EFL writing process. The following section will analyse and discuss these results in more detail.

5. Discussion

The interventions showed that the students were receptive and interested in the topic presented. Although students in the face to face group were “obliged” to participate as classes and attendance were compulsory, they participated enthusiastically in all of the activities proposed. Furthermore, half of the students that participated in the online questionnaire, who did not have any prior notion about the thesis project, participated responsively and answered all the questions. According to Koole (2009), this could be explained because students already had experience with both the mobile device and the social app Instagram. She asserts that the more students are familiarised with the material to work with, the higher the possibilities that students get involved in the activities proposed. This seems to be the case with both the face to face and the online students.

Considering research question n°1: How does the use of Instagram affect students' EFL writing process? Although writing improvement was not measured per se, as the pre and post tests did not entirely match, there was clear progress among the students who participated in the face to face activity. In fact, the results show that 55% of the students passed the post-test, and 40% of the achievement was a consequence of the intervention in the class (item: identifying types of sentences). Consequently, although the post-test was not an extension or exact complement of the pre-test. students did show that they acquired the new content that was practiced during the intervention. Nevertheless, it would have been ideal and necessary to apply the intervention to another group to compare results. All in all, the positive results should be considered as the first approach to the issue under investigation, which should be enhanced with further research.

As a matter of fact, it is interesting to see that students' perceptions on the use of Instagram as a mobile learning tool was positive and opened new possibilities for the technology to support the EFL learning process. For instance, in contrast with Stockwell's study (2010) where students used mobile phones to study and perform a passive role just as readers, in the present study, both the students and the teachers were invited to interact with the app actively. Therefore, there was constant feedback from their peers and teachers, and consequently, they used the mobile phone as a medium and not as an end. Finally, this practice

encouraged students to take control of their own learning process and participate actively in responding to the new challenge presented in the intervention.

Considering research question n°2: What is the perception of students when using Instagram as a complementary tool in the EFL writing process? It was interesting to see that despite the fact that students who answered the online questionnaire did not have a full clear context about what mobile learning could be, they showed interest and envisaged options of using Instagram as a tool to complement EFL learning.

This could be explained by the fact that students are familiar with Instagram on a daily basis and spend a considerable amount of time on their mobile devices. According to hootsuite.com (2021), on average Instagram users spend 30 minutes per day on Instagram. In Chile, Universidad de los Andes (2018) published that on average students between 10 and 18 years old spend ten hours per day on their cell phones. Similarly, according to CASEN (2017) 93% of students aged 16-17 (which is the age addressed in this thesis) possess a mobile phone. Therefore, introducing Instagram to complement the EFL learning process could not only be interpreted as an innovative and revolutionary strategy to present and work with the regular content of the classes but also as a tool to use all the amount of time spent on the cell phone to expand the communicative possibilities by promoting a reflective look on the use of Instagram. In addition, students at this age know that most of the international trending content is produced in English i.e students assimilate new tendencies from different cultures worldwide that produce content in English and hence it reaches a more ample audience. Accordingly, students could perceive that the more time they are exposed to content or sources in English the more possibilities to practice or learn new content in the target language. According to statista.com (2021) the two top countries with the great majority of users worldwide are India with 180 million and USA with 170 million, both countries where English is officially spoken.

In such a manner, there is an external social factor connected to the amount of content produced worldwide, but there are also internal factors that orientate students' perspectives to the English language learning process such as the national curriculum.. Most of the students in Chile study at least eight years of English during their school process. This represents a direct message to the Chilean families on the importance of learning English for different purposes

such as travelling, tourism, trading, diplomacy, science and academia (escolar.mineduc.cl 2021).

However, students need to learn how to use mobile technology as an educative tool. For instance, they could prepare and intention activities that could assist them in their EFL practice. As shown in the behaviour results section, an important number of students watch videos in English, so teachers could have them follow specific accounts that post explanatory videos daily or weekly and prepare pre, while, and post activities. They could use critical thinking on their online activities and play a more active role as users and therefore become active learners. It is of key importance then that the EFL teachers promote and take advantage of the use of mobile learning and turn social and communicative means into educative tools. As Stockwell (2010) proposed, the freedom that mobile technology provides to students could turn into a constraint and reduce the possibilities to find the appropriate time and place to take advantage of mobile phones, such as the case where students had to commute but there was a possibility to fail when attempting to find the correct moment to use technology fruitfully. Therefore, transforming daily passive mobile activities into active educational ones, like in the case of the students who used the time commuting to learn through the app, would be beneficial.

Thus, combining the post-test results and the positive perception on the pedagogical use of Instagram, it is possible to hint that students find Instagram an innovative tool to complement the EFL learning process. Therefore, one of the main implications for the EFL learning process and specifically the writing process is that there could be a variety of modes to address the different challenges that the technological era proposes to the current pedagogical writing processes in the EFL classes.

In addition, the teachers that presented the questionnaires to the students also found that Instagram could be a beneficial tool to engage students in the EFL learning process. Most teachers agreed on the fact that students were interested in responding to the questionnaire as it was something connected to their daily routine. Teachers also expressed that integrating innovative learning modes such as mobile learning, could provide wider views of the different information sources that students and teachers could have access to.

However, some of the limitations of this research imply the lack of an exclusive use of mobile learning to complement the EFL writing process. The fact that other means such as cards, powerpoint presentations, and guides were used during the classroom intervention does not allow us to reach conclusions exclusively related to mobile learning as a unique pedagogical strategy. Consequently, as a recommendation, the application of all the activities here presented should only be made through mobile phones in order to obtain results that reflect the use of these means only.

6. Conclusions, limitations, and further research

This case study addressed the effectiveness of the mobile app Instagram to complement students' writing skills in an EFL classroom. It also considered and aimed to tackle the limitations of using social media as an educative tool and the different uses that students could give to it. Accordingly and considering the results of both the face to face intervention and the online questionnaire, both proved to be meaningful to students. The intervention showed the need to reinforce and broaden the possibilities of applying mobile learning in the EFL learning process.

6.1. Summary of results/ Main findings

In relation to the research questions, one of the conclusions is that the implementation of the mobile learning strategy implemented by the use of Instagram represents a positive complement to both students' engagement in the activities proposed and their perception and opinion on the strategy. Firstly, research question n° 1 on how Instagram could complement the EFL writing process is partially answered as the results from the classroom intervention show a positive impact when mobile learning was complemented by the use of other materials such as printed cards, powerpoint presentations and printed guides. Secondly, research question n° 2 on how students perceive the use of Instagram to complement the EFL writing process was positively answered as most of the students perceived this mobile app as a contribution to the EFL learning process.

6.2 Limitations to the study

In regards to the limitations of the pedagogical intervention, although most of the students participated actively in the activities, there was no control over the online content or other mobile apps that they could use during the classroom activities. Therefore, it was hard to track what type of content could affect students' attention and progress. Thus, having students connected to the internet using their personal mobile phones could represent a constraint in terms of guiding the learning process without distractions or misuse of the information provided. Additionally, despite the fact that Instagram seems to be appealing to students as a means of communication and socialization, it is necessary to present the educational benefits that mobile learning could bring to the students. As a recommendation, a positive initial step could be that students personalize and customize the app to be used as a safe educative tool and also teachers could provide a wide range of educative and selected number of specific accounts on EFL learning. This would allow students to focus their use of the app for educational purposes only.

In regards to the assessment part, the pre and post tests were not directly connected in terms of their form i.e. the initial email that students were asked to write, was later assessed as an equivalent progress evaluation. Consequently, it affected the accuracy in the analysis of the results when it comes to the improvement of the EFL writing skill. This implies that both the pre- and post-tests need to match in terms of their format and content they assess. Thereupon, contrasting the pre and post tests failed to be an exact measure of progress in students' writing skills. Still, it reflected learning progress in terms of the content taught and practiced during the four sessions of the intervention, especially in the 'identifying types of sentences' item.

Another significant limitation was that this case study was carried out during a reduced period of time and therefore did not provide enough evidence to be generalised (Heale and Twycross, 2017). Also, given that this is one of the few investigations studying the use of Instagram in the EFL classroom in Chile so far, it is not a truthful representation of the national context.

It is also crucial to make a self-reflection considering the teaching writing process. The idea of complementing the EFL writing process using mobile learning was born as a personal reflection on my tech habits. However, it is important to raise awareness of the writing process itself and its characteristics. My personal preferences, assumptions and choices as a teacher affect directly on my pedagogical practice and therefore in the learning process. Richards (2001) asserts that the writing process is more than a predetermined practice but rather an exploratory one where teachers reflect critically on their teaching conceptions and how they could affect students' learning process.

6.3. Suggestions for further research

As this research was focused on an educational context, teachers, students, and the administrative community participated actively in the whole process. All in all, the project represented a positive contribution to the students, the official teacher of English and the educational community. Students and teachers could reflect on the possibilities and consequences of the implementation of mobile learning as a real and practical tool to be applied in class. The intervention also contributed in providing the students with a new pragmatic use of their cellphones and their social media for educational purposes. In addition, this research was also an attempt to provide some evidence and open new possibilities on the use of Instagram as a complementary tool in the EFL learning process for future research.

For further studies it is important to set a clear guideline on how to contribute to the application of mobile learning in the EFL learning process. Establishing the goals, the steps, the limitations but also the possibilities of mobile learning, is key to engage and guide the students in a meaningful learning process. The challenge is considerable but the idea is to transform what is established and find the possibilities that the new technological era is presenting. Thus, the idea is to welcome the new communication paradigms and let the students build major expectations of the tools, challenges and possibilities they encounter.

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8. Appendix

1. Pre-test

Writing

Part 1

Questions 1 – 5

Here are some sentences about a popular restaurant.
For each question, complete the second sentence so that it means the same as the first.
Use no more than three words.
Write only the missing words on your answer sheet.
You may use this page for any rough work.

Example:

0 *Restaurant Nicole* is popular because of its central location.

Restaurant Nicole is popular because it is situated in of town.

Answer:

0	the	centre
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1 *Restaurant Nicole* opened five years ago.

Restaurant Nicole has open for five years.

2 *Restaurant Nicole* can take groups of a maximum of thirty people.

Restaurant Nicole can take groups of up thirty people.

3 The chef creates special menus at certain times of year.

Special menus by the chef at certain times of year.

4 Some guests like to listen to live music during their meal.

Some guests enjoy to live music during their meal.

5 Customers often ask if the restaurant has any vegetarian dishes.

Customers often want to know if are any vegetarian dishes at the restaurant.

Part 2

Question 6

Your friend, Chris, has invited you to a special party which he is organising for your college teacher.

Write an email to Chris. In your email, you should

- accept the invitation
- suggest how you could help Chris prepare for the party
- ask Chris for some ideas for a present for your teacher.

Write 35 – 45 words on your answer sheet.

2. Post-test

Encuesta y evaluación Final proyecto de Inglés

La siguiente encuesta tiene como propósito evaluar la intervención académica realizada en 4 sesiones en el ramo de Inglés. El objetivo es utilizar Instagram como un medio para interactuar y desarrollar la habilidad escrita en el idioma extranjero Inglés.

Name : _____



1- Type of sentences and their order in a paragraph.

*Number from 1-8 the following sentences to form a paragraph. *Use the connectors in brackets to create cohesion. * Define what type of sentences they are : Topic Sentence : **TS**
Supporting sentence: **SS** Concluding sentence: **CS**.

Email to a friend : This email practices the informal language used in emails and the language of health

Sentence	Order number	Type of sentence
My sister says I must have hot drinks like soup, _____ also stay in bed (but, and, or, if, also)	_____	_____
I've _____ got a sore throat and a headache. (but, and, or, if, also)	_____	_____
See you soon, David	_____	_____
I've got a cold _____ I'm at home today. (but, and, or, if, also)	_____	_____
Can I borrow your new DVD to watch?	_____	_____
Hi Sami, How are you?	_____	_____
_____ I'm bored with nothing to do. (but, and, or, if, also)	_____	_____
I'll make an appointment with the doctor tomorrow _____ I'm not better. (but, and, or, if, also)	_____	_____

3. Evaluación sobre la intervención realizada en las clases

A continuación responde con tu propia opinión.

- a. ¿ Qué agregarías, mantendrías o quitarías para mejorar la idea de utilizar Instagram para mejorar la escritura del Inglés?

Agregaría : ...

Mantendría: ...

Quitaría: ...

- b. En relación al aprendizaje y mejorar la escritura del Inglés a través de Instagram ¿Qué fue lo más significativo y menos significativo de estas actividades realizadas?

Más significativo ...

Menos significativo...

Muchas gracias por participar y que sea un excelente fin de año académico 2019

4. Encuesta: Instagram en el aprendizaje del Inglés

Este formulario tiene como objetivo recoger sus preferencias y opiniones en cuanto al uso de la aplicación Instagram en el aprendizaje del Inglés a través de las diferentes habilidades del idioma, en particular la escritura del idioma extranjero. Por favor responde de modo consciente basándote en tu experiencia netamente personal. Lee atentamente cada pregunta y sus opciones. THANK YOU VERY MUCH !

Correo electrónico*

Correo electrónico válido

PRIMERA SECCIÓN: OPINIÓN PERSONAL

1. ¿Crees que IG podría ser una buena aplicación para practicar inglés?

Totalmente en desacuerdo

No estoy de acuerdo

Neutral

De acuerdo

Totalmente de acuerdo

2. ¿Crees que IG podría ser una buena aplicación para aprender vocabulario en inglés?

*Totalmente en desacuerdo

No estoy de acuerdo

Neutral

De acuerdo

Totalmente de acuerdo

3. ¿Crees que IG podría ser una buena aplicación para practicar inglés con otras personas? *

Totalmente en desacuerdo

No estoy de acuerdo

Neutral

De acuerdo

Totalmente de acuerdo

4. ¿Crees que IG podría ser una buena aplicación para mejorar tu nivel de inglés? *

Totalmente en desacuerdo

No estoy de acuerdo

Neutral

De acuerdo

Totalmente de acuerdo

5. ¿Crees que IG podría ser una buena aplicación para mejorar tu habilidad para escuchar en inglés? *

Totalmente en desacuerdo

No estoy de acuerdo

Neutral

De acuerdo

Totalmente de acuerdo

6. ¿Crees que IG podría ser una buena aplicación para mejorar tu habilidad para escribir en inglés? *

Totalmente en desacuerdo

No estoy de acuerdo

Neutral

Using Instagram as a complementary tool in EFL writing

De acuerdo

Totalmente de acuerdo

7. ¿Crees que sería una buena idea utilizar IG en la clase de inglés? *

Totalmente en desacuerdo

No estoy de acuerdo

Neutral

De acuerdo

Totalmente de acuerdo

8. ¿Crees que sería una buena idea utilizar IG en la clase de inglés con tu cuenta personal? *

Totalmente en desacuerdo

No estoy de acuerdo

Neutral

De acuerdo

Totalmente de acuerdo

9. ¿Crees que sería beneficioso para tu nivel de Inglés practicarlo en la clase a través de una cuenta exclusiva y privada en IG? *

Totalmente en desacuerdo

No estoy de acuerdo

Neutral

De acuerdo

Totalmente de acuerdo

SEGUNDA SECCIÓN: PREFERENCIAS PERSONALES

1. Uso Instagram para comprar *

Siempre

Using Instagram as a complementary tool in EFL writing

Usualmente

A veces

Nunca

2. Uso Instagram para hablar con amigos *

Siempre

Usualmente

A veces

Nunca

3. Uso Instagram para informarme sobre temas de contingencia *

Siempre

Usualmente

A veces

Nunca

4. Uso Instagram para seguir a influencers *

Siempre

Usualmente

A veces

Nunca

5. Uso Instagram para aprender diferentes cosas *

Siempre

Usualmente

A veces

Nunca

6. Uso Instagram para practicar Inglés *

Using Instagram as a complementary tool in EFL writing

Siempre

Usualmente

A veces

Nunca

7. Uso Instagram para escribir comentarios en Inglés *

Siempre

Usualmente

A veces

Nunca

8. Uso Instagram para ver videos en Inglés *

Siempre

Usualmente

A veces

Nunca

9. Escribo palabras aisladas en Inglés en IG *

Siempre

Usualmente

A veces

Nunca

10 . Escribo oraciones en inglés *

Siempre

Usualmente

A veces

Nunca

11. Escribo en inglés en mi perfil *

Siempre

Usualmente

A veces

Nunca

12. Escribo en Inglés en los perfiles de otros usuarios de IG *

Siempre

Usualmente

A veces

Nunca

13. Escribo abreviaturas en inglés cuando uso IG *

Siempre

Usualmente

A veces

Nunca