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## **Enhancing Writing Engagement in the EFL Context:**

### **An Action research Using Instagram**

Tesis para optar al grado de Magíster en Innovación de la Enseñanza, Aprendizaje  
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### List of acronyms

AWE	: Affective writing engagement
BWE	: Behavioral writing engagement
CEFR	: Common European Framework of Reference for Languages
CWE	: Cognitive writing engagement
EFL	: English as a Foreign Language
SWE	: Social writing engagement
TA	:Thematic analysis

### **Abstract**

The following action research study describes an intervention in which the social network Instagram was used as a pedagogical tool to enhance students' engagement in EFL writing in a higher educational institution in Chile. This study combines quantitative and qualitative data collection techniques and involved a convenience sample made up of eight third-year students. The data were obtained through a pre and post intervention tests assessed with an analytic rubric, and to collect the participants' perceptions two Likert scales and a focus group were conducted. The results of the data analysis showed that there was a significant increase between the participants' pre and post intervention test scores. This notable improvement in scores can be directly attributed to the integration of Instagram as a pedagogical tool during the intervention. This outcome underscores the importance of understanding the relationship between academic performance and writing engagement. It suggests that a higher engagement in writing activities has the potential to create a genuine, meaningful, and authentic learning environment, thereby influencing academic performance positively. These results were in agreement with the participants' positive perceptions, who reported that they had noticed a positive impact on the different dimensions of the multidimensional construct of writing engagement. That is to say, affective, behavioral, cognitive and social dimensions. Therefore, teachers may consider incorporating Instagram, as an effective pedagogical resource tool into their teaching strategies to create more enjoyable and relevant tasks that enhance the students' level of writing engagement in more contextualized communicative situations that are significant for them.

**Keywords:** Writing engagement, Instagram, writing engagement dimensions, EFL writing, pedagogical tool.

## Resumen

La siguiente investigación describe una intervención sobre cómo la red social Instagram se utilizó como una herramienta pedagógica para mejorar el engagement de los estudiantes en la escritura del inglés como lengua extranjera (EFL) en una institución de educación superior en Chile. Este estudio combina técnicas cuantitativas y cualitativas de recolección de información e involucró a ocho estudiantes de tercer año. Los datos se obtuvieron a través de un pre y post test, junto con una rúbrica analítica, para recopilar las percepciones de los participantes se llevaron a cabo dos escalas Likert y un grupo focal. Los resultados del análisis de datos mostraron un aumento significativo entre las puntuaciones del pre y post test de los participantes. Esta notable mejora en las puntuaciones se atribuye directamente a la integración de Instagram como herramienta pedagógica durante la intervención. Este resultado destaca la importancia de entender la relación entre el rendimiento académico y el engagement en la escritura. Esto sugiere que un mayor engagement en la escritura, facilitada por el uso de Instagram, tiene el potencial de crear un entorno de aprendizaje genuino, significativo y auténtico, influyendo positivamente en el rendimiento académico. Estos resultados estuvieron de acuerdo con las percepciones positivas de los participantes, quienes informaron haber notado un impacto positivo en las diferentes dimensiones del constructo multidimensional del engagement en la escritura, es decir, las dimensiones afectiva, conductual, cognitiva y social. Por lo tanto, los profesores pueden considerar la incorporación de Instagram como una herramienta pedagógica efectiva en sus estrategias de enseñanza para crear actividades más entretenidas y relevantes que mejoren el nivel del engagement en la escritura de los estudiantes a través de situaciones comunicativas más contextualizadas y significativas para ellos.

Palabras clave: Engagement en la escritura, Instagram, dimensiones del engagement en la escritura, escritura en inglés como lengua extranjera (EFL), herramienta pedagógica.

## **CHAPTER I: INTRODUCTION**

## 1.1 Background information

In a globalized era, the need to learn another language becomes an important goal to accomplish a wide variety of purposes. Since English is considered as a global language, “the need to master it confidently requires knowledge of the target language as well as the development of strategies and language skills such as listening, reading, speaking and writing to empower learners to use it competently” (Fodil-Cherif, 2021, p.1). In this regard, with no doubt the writing skill among the four language skills is occasionally left behind because of its complexity. Hidayati (2018) claims that “teaching English writing skill which involves developing linguistic and communicative competence of learners is considered a challenge”, and therefore it causes students to show reluctance to engage in writing. Consequently, this causes fatigue, decrease in motivation, failure, high level of anxiety, less effort, low interest, and procrastination (Senel, 2018).

In the Chilean tertiary education system, the development of the writing skill is fundamental for academic and professional purposes. To accomplish these objectives, every Chilean higher educational institution follows its own specific subject syllabus to develop this skill. To exemplify this, a group of third-year students from tertiary education follows an Intermediate course syllabus, which states they are expected to write short texts related to everyday life activities in social and professional contexts using grammar structures such as present simple, present continuous, and past simple tenses following the description of an B1 level according to the Common European Framework of Reference for Languages (CEFR) (2001), and the English proficiency level based on TOEIC score.

On this ground, students’ engagement plays a crucial role to develop students’ positive attitudes and behaviors as well as to increase their study success giving them a sense of ownership over their learning as stated by Oliveira (2012). Considering these factors fostering students’ engagement becomes imperative and one way to achieve this aim is by means of bringing technology into the teaching and learning process.

## 1.2 Problem statement

Although these third-year students in tertiary education appeared to be highly motivated to learn the language, they had a reluctant attitude towards writing resulting in a low academic performance in the given tasks in terms of vocabulary and grammatical structures. Throughout the classes, it was observed that this group of students faced challenges in engaging with writing activities, finding the assignments intimidating causing them a sense of failure. This, in turn, hindered an appropriate development of their writing abilities.

In this context of higher education, teachers have to follow a strict course syllabus designed to foster the development of the four language skills. However, the

challenges arise due to limited exposure to written tasks, making it challenging for educators to efficiently focus on the long process writing implies. As a result, this constraint reduces opportunities for improvements in the learners' writing skills and engagement, emphasizing the need for a strategy to address these challenges and increase both the students' writing engagement and their writing abilities.

To deal with these learners' reluctant attitude and their low level of achievement in the writing assignments, this study seeks to delve into the potential contribution of using the social network Instagram as a pedagogical tool. In this regard, the aim is to examine the contribution of using Instagram to increase third-year higher education students' writing engagement when writing captions.

On the grounds that Instagram has become popular, sharing information has turned out to be incredibly meaningful for the users considering that they can reach anybody, and anywhere in the world. Notably, writing captions on Instagram helps the students feel greater authenticity and purpose than in the traditional writing assignments. This aspect adds a unique dimension to the development of students writing engagement and their skills, aligning with the modernized and digitalized ways of communication in the globalized era.

### **1.3 Aims**

#### **1.3.1 General Objective**

To examine the contribution of Instagram as a valuable teaching resource to increase third-year higher education students' writing engagement when writing captions.

#### **1.3.2 Specific Objectives**

SO1: To describe students' engagement in writing when using the social network Instagram for uploading posts.

SO2: To analyze students' perceptions of their writing engagement when using Instagram for uploading posts.

## **Chapter II: Theoretical Framework**

## 2.1 The development of writing skills in the EFL context

Learning a foreign language implies developing different skills to master the language confidently. In this regard, language learners have to focus on the development of receptive skills: listening and reading as well as productive skills: speaking and writing. Even though all four language skills are important, the development of writing is fundamental to excel academically and professionally.

According to Fodil-Cherif (2021) “writing is considered to be the most needed skill in academic and professional contexts” (p.1). In other words, writing serves as a vital form of communication, allowing writers to convey their emotions, ideas, and arguments. Although writing is a crucial skill for acquiring any language, it is considered to be the most challenging skill in the language learning process. Its complex nature presents a challenge for both learners and educators alike. Learners need guidance and support to achieve success, while teachers are responsible for implementing suitable strategies to accomplish learning objectives. The same author states that the writing skill is considered to be complex “as it encompasses multitude of processes to reach the final product. It is not a mere representation of ideas, but it is the exhibition of multiple processes in which the writer gets involved namely cognition, problem solving and social connection” (p.2).

This leads to the conclusion that writing is regarded as the hardest skill to be mastered, and therefore it causes students to show reluctance to engage in writing. This results into having students who give up just before starting to write or postpone it since writing is taught as a mechanical process. Consequently, this causes fatigue, decrease in motivation, failure, high level of anxiety, less effort, low interest, and procrastination (Senel, 2018). Nonetheless, Senel (2018) suggests that when students and teachers are highly motivated to write, the writing lessons become more pleasurable, thereby improving academic achievements and mitigating negative factors such as anxiety, fear of failure, and reluctance to write.

Nunan (2003) describes writing as “both a physical and a mental act. It’s about inventing ideas, thinking about how to express them, and organize them into statements and paragraphs that will be clear to a reader” (p.88). In this regard, Fodil-Cherif (2021) also claims that “writing constitutes an important means of communication through which the writer expresses feelings, ideas and arguments” (p.1).

Writing has many advantages for English language learners. Rao (2019) points out that writing facilitates the development of learners' critical thinking abilities. In other words, engaging in writing activities promotes the development of learners' ability to analyze, evaluate, and think critically about various topics and ideas. Through the process of writing, learners are encouraged to organize their thoughts, formulate coherent arguments, and express their ideas effectively, thereby strengthening their critical thinking capabilities. Writing also serves as a means of retrieving old and almost forgotten memories, it encourages learners to express their thoughts and

opinions effectively. In essence, writing empowers learners to develop their cognitive abilities, reflect on their experiences, and effectively communicate their ideas to others. Furthermore, writing helps learners analyze situations from different perspectives and draw connections between fictional events and real-life experiences (Rao, 2019).

It can be said that “writing practices are social processes because they derive from the circumstances surrounding the writer” (Fodil-Cherif, 2021, p.3). In this perspective, Aitchison and Lee (2006) assert that “writing in specific contexts always involves a network of social, institutional and peer relations” (p.271). Additionally, it also involves the different processes going around the writer, the demands placed upon students in terms of genres and their conventions, the time attributed to the task and the number of words limit, the worries and anxiety that they may experience along the way. This last point is supported by Sadiq (2017) who states that “language anxiety leads students to develop negative perspectives regarding the language writing skill. In addition, The presence of writing anxiety impacts students' ability to perform well in writing tasks” (p.2).

## **2.2 Writing: a neglected skill with many benefits**

Despite the fact that writing is considered to be an important skill to be mastered in this modern 21 century for a number of reasons, including language learning, the position attributed to writing reflects that it is a neglected skill. Then, it is considered that very little percentage of our daily communication is devoted to writing. Allen (1995) proves this assumption statistically by mentioning that “writing accounts up to 9% of our daily conversation” (p.3). As a result, raising learners' awareness of the significance of this ability in the process of learning the target language must be stressed. Additionally, special emphasis should be placed on the advantages writing brings. Klimova (2013) stresses the fact that “writing as a productive skill helps to express one’s personality, foster communication, develop thinking skills, make logical and persuasive arguments, give a person a chance to later reflect on his/her ideas, prepare for school/employment, and provide and receive feedback” (p.9)

For the accuracy of this study, the focus will be on students’ engagement in writing to successfully accomplish writing captions on a social networking site. When students are involved in writing, they experience a sense of enjoyment, they show a high level of commitment to the task, and they actively engage in strategic metacognitive thinking (Ives, et al., 2022). Thus, these aspects collectively contribute to the enhancement of their writing skills by promoting a positive mindset, fostering consistent practice, and facilitating thoughtful reflection and improvement.

### **2.3 Writing in the Chilean EFL context**

In the Chilean educational system, English is a compulsory subject taught from fifth grade primary education upwards until students finish their secondary education. Therefore, the four language skills are expected to be achieved in this national context and students should reach a B2 level according to the Common European Framework of Reference for Languages. According to Chilean Ministry of Education (MINEDUC,2016) when it comes to the development of writing skills in the Chilean context, the emphasis is placed on “developing these abilities in simple and contextualized communicative situations that are personally relevant and have clear purposes” (p.48).

The process of writing in English is structured, starting with guided writing, following a model, and gradually advancing towards more imaginative expression. At this stage, students gain greater autonomy and creativity in their writing, employing graphic organizers, and models to organize their ideas. In other words, the writing skill enables students to express their ideas and communicate messages that are relevant to them. In the Chilean higher educational setting, students are expected to write a diverse range of texts that may include stories, emails, brochures, rhymes, descriptions, biographies, instructions, articles, letters, summaries, personal journals, and poems or songs. These different kinds of texts are expected to be written following the steps of the writing process: organizing ideas, drafting, revising, editing, and publishing.

### **2.4 Students' engagement in the classroom**

Discovering effective strategies to compel students to learn is frequently insufficient or even detrimental in fostering engagement and satisfaction (Hiver, Al-Hoorie, & Mercer, 2021). This could be the reason why there's an increased attention towards the concept of students' engagement in educational research (Lee et al. 2021).

Student engagement significantly contributes to foster learners positive attitudes and behaviours among students, as well as enhancing their academic success and increasing a sense of ownership over their learning process (Oliveira, 2012). According to Abubakar et al. (2017) the level of students' engagement is commonly regarded as one of the most accurate indicators of learning and personal development. This means that acknowledging and fostering student's engagement is crucial for facilitating ideal learning experiences, fostering personal growth, and preparing students for future success in different areas of their lives. Similarly, Astin (1999) states that the theory of student involvement emphasizes that the greater the student's engagement in college is, the greater will be the amount of student learning and personal development. In alternative terms, when students actively participate in various aspects of college life, such as academic activities, extracurricular involvement, and social interactions, they are more likely to experience significant growth in both their academic knowledge and their personal development.

Based on Astin (1999) “student engagement refers to the amount of physical and psychological energy that the student devotes to the academic experience“ (p.518), which could be associated with the high quality in learning outcomes. (krause & Coates, 2008). This implies that students need to see the learning process of a language intrinsically motivating. Consequently, learners need to undergo some joys and satisfactions in the activity itself. At the same time they discover the utility, purpose, and significance within the learning process (Hiver et al., 2021). Additionally, students’ engagement could be seen as a dynamic connection between the students and different various elements of the educational setting. In this regard, Martin and Torres (n.d.) state that students’ engagement refers to a significant involvement in the learning environment including a substantial connection between the student and different components of the educational context such as the school, teachers, peers, instruction and curriculum. Gunuc & Kuzu (2015) also define the concept of student’s engagement as “the quality and quantity of students’ psychological, cognitive, emotional and behavioural reactions to the learning process, as well as to in-class/out-of-class academic and social activities, to achieve successful learning outcomes“ (p.588).

According to Delfino (2019) educators should incorporate teaching approaches that prioritize the needs and interests of students. These student-centered teaching strategies should offer opportunities for students to enhance their engagement in the teaching and learning process.

Based on the information previously discussed regarding the main aspects of student engagement, it could be said that it is essential to promote positive attitudes, behaviours and academic success, considering the growing need for intrinsic motivation and meaningful connections within the learning environment.

#### **2.4.1 Students’ engagement in writing**

In today’s educational context, the notion of writing engagement has gained relevant attention for teachers who make a great effort to enhance and develop their students’ writing abilities and foster their involvement in writing activities.

Ives et al. (2020) present writing engagement as a multidimensional construct including affective, behavioral, cognitive, and social components with the potential to support students at all stages of the writing process in equitable and culturally responsive ways. Additionally, this multidimensional construct influences one’s intentional and thoughtful involvement in writing-related activity (Finn & Zimmer, 2012). In other words, by recognizing writing engagement as a multidimensional construct, it is possible to obtain a deeper understanding of the complex factors that influence an individual’s active, meaningful and purposeful involvement in writing-related activities that would eventually result in enhanced writing experiences and outcomes.

In the light of these four components that form the construct of writing engagement Fredricks and McColskey (2012) as well as Reschly and Christenson (2012) define affective writing engagement as the dimension related to interest and enjoyment in the writing activity. In other words, it refers to the affective dimension of an individual's involvement in writing activities reflecting the positive emotional connection that individuals experience when they find writing engaging and personally meaningful. Behavioral writing engagement is defined as participation, effort, and persistence. To clarify this, it encompasses the student's active involvement in the tasks or activities at hand, investing effort and energy into completing them, and demonstrating a willingness to persist in the face of challenges or obstacles. According to Fredricks and McColskey (2012) cognitive writing engagement refers to student's self-regulation and learning strategies. Additionally, it is defined as student's level of investment in learning. It includes being thoughtful, strategic, and willing to exert the necessary effort for comprehension of complex ideas or mastery of difficult skills (Fredricks and McColskey, 2004). Social engagement is presented as the degree to which students collaborate and interact with others (Ivey & Johnston, 2013, 2015). It involves engaging in meaningful social interactions, such as sharing ideas, and participating in collaborative writing activities. As a way of concluding, Ives et al. (2022) state that student's writing engagement reflects how students experience writing in and beyond classrooms. Writing is a complex skill and its mastery requires ongoing participation in the writing process - participation that is active and strategic.

## **2.5 The role of Technology in the EFL classroom and its benefits**

Since technology evolves rapidly and constantly, technology integration in education should not be postponed in this modernized 21 century. The modern teacher faces new challenges and responsibilities in the evolving era. The introduction of technology has significantly transformed the traditional approaches of English teaching. Technological advancements offer plenty of possibilities to make teaching engaging and to enhance its productivity in terms of improvements. On this ground, it is fundamental to adapt to these changes and include the available technology in the teaching practices to develop a real, meaningful and authentic context for learning. As Ruggiero and Mong (2015) mention, teachers seemed to appreciate that technology is available to them as a means of enhancing education and making it more authentic for the students. Additionally, "the tools can go beyond simply helping lessons become more efficient, they can also enhance instruction, but using tools in such a way requires depth and understanding as well as practice with these tools" (Sanders & Isbell, 2018, p. 255).

Integrating the use of technology in the teaching and learning process appears to have some relevant benefits for the students. For instance, the use of technology in the classroom appears to increase students' motivation and enthusiasm regarding the subject being taught. According to Sanders and Isbell (2018) the use of digital technologies in the classroom is becoming increasingly common and frequent.

Students' involvement and motivation have increased with the implementation of digital tools and technology platforms. In this context, it seems crucial to incorporate the use of modern and accessible technologies in instructional methods.

Technology plays a key role in promoting students' independence since it empowers learners to take control of their language learning due to the fact that it raises an autonomous learning space that reduces the power structure between the teacher and students so that they can show their ability to independently navigate their learning process (Ardi, 2017). In other words, this is achieved through the creation of an autonomous learning environment where the students have the freedom to explore, experiment, and guide their learning process independently. What's more, Ardi (2017) points out that the arrival of Web 2.0 and mobile 2.0 technologies have placed a significant focus on fostering learner's autonomy in English language learning since these technologies offer students more opportunities to assume control over their English learning.

According to Prasetyawati and Ardi (2020) using technology in the classroom promotes a student-centered approach, which is considered as an effective means of engaging students. Thus, combining technology and a student-centered approach in the classroom originates a dynamic learning environment where students actively participate and engage in the learning activities. In other words, using technology in the classroom, has a positive impact on promoting a student-centered approach to learning by means of creating an environment that prioritizes students' needs, interests and active participation.

### **2.5.1 The use of technology to increase students' engagement in writing**

Undeniably, we are living in a globalized era, in the age of technology and social media. Therefore, different areas of life have been receiving the impact of these more modern and digitalized times. In English language learning, social media plays a crucial role since it provides opportunities to the English language learners to enhance their writing, reading, and in the same way to read new texts and phrases to improve their vocabulary (Khan et al., 2016). In the study carried out by the aforementioned authors, the conclusive findings show that social media role is dominant in vocabulary development of English language at university level. The findings of their study regarding the way students perceived the use of social media, revealed that English language learners were willing to use social media tools for long periods of time without any hesitation or boredom. Furthermore, due to its practicality, social media can provide online tools that may help students develop and improve their language skills as well as engage learners in a more motivating and collaborative work in the target language.

Nowadays, one of the technologies that is predominantly used in language learning contexts is social media. ICT's and especially social media seem to have taken an important role in today's world and in people's lives. Due to their increasing

popularity, social media platforms can serve as appropriate educational resources to actively involve students in the process of learning a language (Prasetyawati and Ardi, 2020). Similarly, language teachers have been drawn in using social media platforms for language learning purposes to motivate students to become more actively engaged in the learning process. (Junco et al., 2011).

According to Prasetyawati and Ardi (2020) the widespread use of social media among students can foster engagement outside the classroom since students are more familiar with this technology. Furthermore, teachers can connect with students in the virtual space where they are already actively engaged (Al-Bahrani et al., 2015). Hence, incorporating social media can greatly foster students' involvement in the learning process. Handayani et al. (2018) define social media as "web-based and mobile technologies which are employed for the purpose of communication. This Web 2.0 e-platform comprises several activities including socializing and online networking through various forms" (p.113). Beyond question, social media allows people to communicate fast and easily by means of chatting, sharing pictures, videos, and updating status. In addition, social media allows users to express ideas, thoughts, and opinions in different contexts.

Maulina (2018) argues that social media, as a way of communicating, can be used not only to share information, but also for self-expression and personal branding. Thus, in the teaching and learning context, students can communicate and express themselves in a written format. The same author states that "writing in social media is an update status that is informative and inspiring" (p.8). More importantly, social media also helps to foster the use of the English language since users want their captions to be read locally or internationally, and a foremost way to do so is through the use of the English language because it is a worldwide spoken language (Maulina, 2018). In other words, this implies that social media could be brought into the language teaching context and that it may motivate students to write virtually enhancing their writing ability. Shazali et al. (2019) mention that "social media is a place for students to share photos and videos with a little caption about them. Indirectly, students are able to learn new vocabulary, the correct sentence structure and grammatical items through social media" (p.90). These authors conclude in their action research study on the topic of using Instagram, that this social networking site "helps in developing students' writing ability in terms of new vocabulary and it boosts their motivation too" (p.96). Furthermore, writing captions on Instagram "helps students to express their opinions, feelings and even motivate others to write well" (p.96). These positive attitudes towards Instagram are due to the fact that "it provides a meaningful and fun learning environment for the students as they are comfortable using Instagram in completing school tasks" (p.97).

Prasetyawati and Ardi (2020) state that Instagram promotes students' engagement in five ways. That is to say, "allowing the students to be more involved in the writing processes, creating a new learning environment, providing greater target readers, ensuring the collaboration and interaction among the students, and allowing the students to choose their own learning style" (p.40). To express it differently, the use of Instagram in writing classes provides students with the opportunity to fully engage

in the complete writing process. They could go through the various stages of writing, such as brainstorming, outlining, drafting, revising, editing, publishing, and sharing their work with others within the platform. This integration of Instagram enriched their overall writing experiences, providing a dynamic and interactive environment for students to develop their writing skills and engage in them.

The aforementioned authors state that writing tasks inside the classroom often lack connection with real-life activities that are relevant to students. On the other hand, engaging in writing activities beyond the classroom can foster students' engagement, as they can address specific target audiences and establish a meaningful link between their writing and their own experiences. Accordingly, Kelly (2015) states that Instagram emerges as a technological tool with the potential to enhance students' writing engagement in English as a Foreign Language (EFL), as it offers a platform for students to actively participate and connect their writing to the broader world. Hence, Instagram offers students opportunities and support to refine and develop their writing skills.

As a way of concluding, the integration of technology in language learning has a positive impact on students' learning due to the fact that technology encourages students to be more engaged in the learning process (Costley, 2014). Therefore, since the use of technological tools in the language teaching and learning process boosts students' engagement, which is one of the important aspects of language learning (Prasetyawati and Ardi, 2020), teachers need to find ways to promote this engagement and to do this, a meaningful way that could help students develop a high level of engagement might be through the use of the social network Instagram. By using this platform, teachers can access its full potential to enhance students' writing skills and create a more interactive and engaging learning environment.

## **2.6 Social network Instagram as a valuable pedagogical tool**

Mastering the English language confidently and competently requires the development of language strategies and skills such as reading, listening, speaking, and writing. As it was previously mentioned it has been found that "writing skill is required in many contexts throughout life. However, it is occasionally left behind because of its complexity" (Hidayati, 2018, p.1). Fareed et al. (2016) state that some of the major problems undergraduate learners face in writing are insufficient linguistic proficiency (including grammar, syntax and vocabulary), writing anxiety, lack of ideas, reliance on L1, and weak structure organization. It is beyond doubt that there is a need for help in this perspective which leaves room for social media, more specifically Instagram, to be used as an additional resource in teaching.

In these new more modernized and digitalized times, many aspects of the learning and teaching processes have been shaped based on the input from this globalized era. New technologies, activities, and ways to communicate have emerged and have been implemented in the classroom to create a more engaging learning

environment. In this regard, the social network Instagram has proved to be a new form of communication by means of using videos and pictures. Its many features are found to be motivating for users since they can create filters, upload photos, add descriptions and share live videos with friends (Hu et al., 2014). Moreover, Instagram is a social networking tool that offers accessibility to a wide range of users. Therefore, it may be effectively integrated into language learning activities (Prasetyawati & Ardi, 2020).

Instagram is one of the most popular social networks used nowadays with an average of 2 billion monthly active users worldwide (“Instagram: active users”, 2022). “The term Instagram is the combination of two words. *Insta* refers to instant camera and *gram* to telegram” (Shazali et al., 2019 p.91). As a matter of fact, Instagram is a modern way to communicate effectively through videos and pictures.

### **2.6.1 Literature reviewed about the use of Instagram**

A study carried out by Sirait & Marlina (2018) clearly states that Instagram is a convenient and easy to use and access tool. Similarly, Khalitova (2016) argues that Instagram serves as a tool that is readily accessible to students in a quick and convenient manner, primarily through its mobile application. On this ground, students can easily engage with Instagram as a language learning resource. Thus, they can effortlessly access and interact with educational content on the platform. Additionally, using Instagram motivates students to write and review other students’ pieces of writing. Instagram could be considered an effective instructional tool for writing. This statement is supported by Nurdiansyah and Abdulrahman (2020) in a study whose aim was to find out whether or not the use of Instagram was effective in teaching writing. It was stated that Instagram can help students improve their writing skills in a variety of ways. As an example, it allowed students to be more creative when selecting pictures to publish later. Instagram also creates a meaningful and fun learning environment for the students since they are comfortable using the social media to complete school tasks.

According to Prasetyawati and Ardi (2020) writing tasks within the classroom are disconnected from those activities that students experience outside the classroom, which are more closely aligned with their real-life situations. On this ground, Kelly (2015) claims that writing captions on Instagram helps the students feel greater authenticity and purpose than in the traditional writing assignments. Besides, this author states that these traditional assignments can only be seen by the teacher. In this context, Instagram can help the students to enhance their readers’ awareness. As a result, students become more conscious of their language use since their posts are visible to a wider audience. Consequently, students encourage themselves to make an effort in writing to produce a well-structured written work (Muwafiqi, 2017).

In general terms, Instagram can be an excellent pedagogical tool in the process of teaching the English language, especially in engaging students in writing if used and

supervised appropriately (Shazali et al., 2019, p.97). Last, but not least, Instagram can assist certain students who struggle to express themselves in typical circumstances and do not have an active position in their class. As a result, Instagram helps individuals gain confidence and inspires them to find their voice and engage (Zárate & Cisterna, 2017).

## **Chapter III: Methodology**

### **3. 1 Type of research**

The current investigation corresponds to an action research study since it is a self-reflective, critical, and systematic approach to exploring our own teaching contexts as defined by Burns (2010). This author also argues that an action research is greatly advantageous for language teachers in view of the fact that it promotes reflective practices along with a subsequent change. An action research aims to problematize an issue which means to question, clarify, understand and give meaning to a present situation. Crewswell (2012) states that educators aim to improve the practice of education by studying issues or problems they face. Educators reflect about these problems, collect and analyze data, and implement changes based on their findings. In the following study a problem was identified by the researcher in his educational context, where a group of students from the intermediate English course he was teaching demonstrated a reluctant attitude in class towards the development of the writing skill, which was reflected in a low academic achievement in the assigned written tasks.

This action research is exploratory in nature since its main purpose was to inquire about the level of engagement students had at the time of developing writing tasks. After identifying the current educational issue, a solution was proposed based on the contribution of Instagram to increase higher education students's writing engagement for writing captions and later an analysis was made about their own perceptions regarding the experience.

Additionally, this action research followed a quantitative and qualitative approach due to the nature of the data gathered and the subsequent analysis as it provided a clear explanation and description of the information collected. As stated by Creswell (2014) "the process of qualitative research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data" (Chapter 1, para.4).

### **3.2 Research problem**

Despite the fact that these students from the regular Intermediate English course seemed to be highly motivated to learn the language, they showed a reluctant attitude towards writing tasks, which was noticed in their low academic performance in terms of lack of vocabulary and range of grammar structures. Throughout the classes, it was observed that this group of students developed their writing activities with difficulty since they found those assignments intimidating, which caused them a feeling of frustration that limited an appropriate development of their writing skill. In this context of higher education, teachers must follow a strict course syllabus which aims at developing the four language skills. However, the lack of exposure students have to written tasks makes it challenging for educators to efficiently focus on the long process writing implies. Consequently, little time is devoted to the

learners' improvement and reinforcement of this skill.

To deal with these learners' reluctant attitude and low academic achievement in the writing assignments, this study aims at exploring the contribution of the social network Instagram to increase third-year higher education students' writing engagement for writing captions.

### **3.3 Research question and objectives**

#### **3.3.1 Research question:**

To what extent does the use of the social network Instagram help third-year higher education students to increase their writing engagement when writing captions?

#### **3.3.2 General Objective**

To examine the contribution of Instagram as a valuable teaching resource to increase third-year higher education students' writing engagement when writing captions.

#### **3.3.3 Specific Objectives**

SO1: To describe students' engagement in writing when using the social network Instagram for uploading posts.

SO2: To analyze students' perceptions of their writing engagement when using Instagram for uploading posts.

### **3.4 Participants**

This study was conducted with a sample made up of 8 participants, with ages ranging from 20 to 25 years old, all from a higher educational institution in Chile. Two participants were male, six females, and all of them were speakers of Spanish as a first language. Considering the participants' English language level, they were expected to write short texts related to everyday life activities in social and professional contexts using present simple, present continuous, past simple, and perfect tenses under an A2-B1 levels on the Common European Framework of Reference (Council of Europe 2001). This was the fourth semester students had been exposed to the English language at this institution, with English classes four times a week in sessions of one hour and twenty minutes each. The main purpose for students to learn the language, as outlined by the institution curriculum for the different programs, has to do with reaching academic proficiency in English, which should be highlighted in their successful completion of the TOEIC Bridge exam. Regarding participants' attitude towards learning English, they all seemed to be

highly motivated to learn the language. However, they have a reluctant attitude towards writing skills, which leads them to achieve poorly in their assignments. Participants are very enthusiastic when it comes to the use of technology in the classroom, and they make use of technological gadgets to take notes and work in every class.

The sample corresponds to a homogeneous sampling in terms of age, location, and English language proficiency. The students started from the basic level and progressing systematically through various language proficiency stages until the Intermediate, which is their current level. Additionally, the sample corresponds to a convenience sampling. Based on Taherdoost (2016) a convenience sampling is selecting participants because they are often readily and easily available (p.22). From this perspective, participants were chosen since they were attending classes at the researcher's workplace, they were readily available to be recruited and monitored during the different stages of the intervention.

### 3.5 Stages of the Action Research Plan

The intervention comprised in all six 80-minute sessions and the sessions were scheduled separately from the regular classes. Each session served specific objectives, employing diverse activities, and using different data collection instruments. Detailed information is presented in Table 1.

Table 1: Action Plan Design

Session	Learning objective	Activities	Assessment	Data collection instrument
Pre intervention session	Setting a baseline of participants' writing engagement	<ul style="list-style-type: none"> <li>- Introducing participants to the main aspects of this study,</li> <li>- Completing the pre-intervention test and a writing engagement Likert scale.</li> </ul>	Pre-intervention test	<ul style="list-style-type: none"> <li>- Analytic rubric</li> <li>- Writing engagement Likert scale</li> </ul>
1	Students will be able to identify the elements of an Instagram caption on examples provided by the teacher	<ul style="list-style-type: none"> <li>- Introducing participants to the concept of writing engagement and the usefulness of Instagram as a teaching resource tool.</li> <li>- Introducing participants to the elements of an Instagram caption and identifying them on examples provided by the teacher.</li> <li>- Identifying the elements of a caption from a post the students have created themselves</li> <li>- Summarizing in a Jamboard link the key points discussed throughout the lesson.</li> </ul>	Formative assessment: students will review a post they created themselves in the past and will use it to identify the Instagram caption elements they have been instructed on. This process will be carried out by using a printed checklist.	

2	Students will be able to describe an image and write a caption on the social networking site Instagram.	<ul style="list-style-type: none"> <li>- Accessing students' prior knowledge regarding the first session content and writing engagement using the Mentimeter app</li> <li>- Exploring captions through images based on posts provided by the teacher.</li> <li>- Writing an Instagram caption based on a students' image and the topic given by the teacher. This is done on a template provided by the teacher.</li> <li>- Posting their work on the social networking site Instagram.</li> <li>- Reflecting on the process of writing captions on Instagram to develop students' writing engagement.</li> </ul>	Formative assessment: Students will write a caption which will be based on an image and posted online and it will be checked and assessed by the teacher following an analytic rubric.	
3	Students will be able to describe an image to write a caption on the social networking site Instagram.	<ul style="list-style-type: none"> <li>- Accessing students' prior knowledge regarding writing engagement and the contribution of Instagram to its development. This is done using the mentimeter app.</li> <li>- Reflecting on a classmate's Instagram post created during the previous session to identify the elements they included in their captions and be prepared to develop the next written task.</li> <li>- Writing an Instagram caption based on a students' image and the topic given by the teacher. This is done on a template provided by the teacher.</li> <li>- Posting their work on the social networking site Instagram.</li> <li>- Reflecting on the process of writing captions on Instagram to develop students' writing engagement.</li> </ul>	Formative assessment: Students will write a caption which will be based on an image and posted online, and it will be checked and assessed by the teacher following an analytic rubric.	
4	Students will be able to describe an image to write a caption on the social networking site Instagram	<ul style="list-style-type: none"> <li>- Discussing orally the usefulness of Instagram to develop their writing engagement.</li> <li>- Reflecting on a classmate's Instagram post created during the previous session and identify the elements they included in their captions and get prepared to develop the next written task.</li> <li>- Writing an Instagram caption based on a students' image and the topic given by the teacher. This is done on a template provided by the</li> </ul>	Formative assessment: Students will write a caption which will be based on an image and posted online, and it will be checked and assessed by the teacher following an analytic rubric.	Writing engagement Likert scale.

		teacher. - Posting their work on the social networking site Instagram. - Completing a writing engagement Likert scale. - Reflecting on the process of writing captions on Instagram to develop students' writing engagement.		
Post intervention session	- Assess participants' writing engagement	- The last written activity, which was first written on the template and later posted Instagram was also used as the post intervention test.  - Focus group	- Post-intervention test  - Focus group	- Analytic rubric  - Focus group

**Note: Self elaboration**

### 3.6 Data collection techniques

This action research combines quantitative and qualitative techniques. As defined by Creswell (2009) quantitative data collection seeks to establish the overall tendency of responses and its variation among people. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In order to achieve the objectives defined for this present study, quantitative and qualitative data collection instruments were used. A pre and post intervention tests to achieve SO N°1, which considered a written task and an analytic rubric, and to achieve SO 2, two Likert scale surveys, and a focus group were used.

#### 3.6.1 Pre intervention test

Prior to using Instagram to post students' writing tasks throughout the intervention, a pre intervention test was administered to the participants. This test was a 60-word writing task that required the participants to describe an image in hard copy based on a topic provided by the teacher. The topic was "my favorite school memory". This task aimed at setting a baseline of participants' writing performance at the beginning of the study, prior to the intervention using the social network Instagram. The tests were corrected and graded by the researcher using an analytic rubric adapted from the educational institution where the teacher researcher worked and where this study was applied. This instrument was aligned with the Specific Objective N° 1 "To describe students' engagement in writing when using the social network Instagram for uploading posts".

#### 3.6.2 Post intervention test

This test consisted of developing a 60-word writing task using Instagram. The teacher presented a set of topics, and the students actively engaged in the selection process by voting for the one they wished to develop in this writing task. Additionally, the participants had the chance to find a picture they considered

meaningful for them to carry out this activity. As in the pre intervention test, this writing task was corrected and graded by the teacher researcher using an analytic rubric. Both the pre and post intervention tests were written on hard copy. However, this post intervention test was then posted on the social network Instagram as it was also considered to be the third writing activity developed throughout the intervention. The post intervention test aimed at identifying the students' writing improvement and engagement through the contribution of the social network Instagram for writing captions which corresponded to the specific objective N°1.

### 3.6.3 Analytic Rubric

An analytic rubric was used to assess the students' pre and post intervention tests. Meier and Knoester (2017) clearly state that analytic rubrics appear to be an exceptional technique to let students comprehend what the teachers expect from their writing. This is one of the reasons why this data collection instrument was selected to achieve the first specific objective.

The analytic rubric was adapted from the educational institution where the teacher researcher worked and where this study was conducted. The rubric was written in Spanish, for the purpose of this action research. This instrument had been already validated since it had been used in the institution throughout the country for more than 5 years. The rubric considered 4 criteria and there was a score and percentage for each descriptor. The descriptors ranged from *not achieved* to *totally achieved* as described in the following table.

Table 2: Analytic rubric criteria and descriptors

Descriptors Criteria	not achieved (0) / 100%	needs improvement (0,6) / 80%	partially achieved (1,2) / 60%	achieved (1,6) / 30%	totally achieved (2) / less than 30%
Student expresses ideas according to the level					
Student uses vocabulary according to the level					
Student follows instructions to write the text according to the level					
Student writes an original text according to the level.					

Source: Adapted from Duoc UC's rubric for assessing writing tasks

Regarding the objectives, this instrument was aligned with the SO1 as it provided quantitative data to identify the students' engagement in writing when creating a post using the social network Instagram. For students to have a better understanding of what was expected from them in the pre and post intervention tests, the analytic rubric was shown and explained to the participants during the pre-intervention session. Although students were already familiar with this rubric, having been assessed with it in the different pieces of writing produced during the English

courses they had taken.

### **3.6.4 Likert scale survey**

A Likert scale survey, a quantitative data collection instrument, was considered to accomplish SO2: “To analyze students’ perceptions of their writing engagement when using Instagram for uploading posts”. According to Sampieri (2014) “a Likert scale consists of a set of items presented in the form of statements or judgments, to which participants are asked to react” (p.238). The Likert scale survey was applied two times to obtain insight into participants’ perceptions of their writing engagement all along the intervention. It was applied at the beginning in the pre-intervention session, and in session n<sup>o</sup>4 after using Instagram. Thus, participants were required to answer according to a predefined scale ranging from a very positive answer “agree” to a very negative answer “disagree.”

This Likert scale survey had eleven statements which were categorized into four dimensions: D1-affective writing engagement, D2-behavioral writing engagement, D3-cognitive writing engagement, and D4-social writing engagement. The statements for the four dimensions were adapted from Rogers, et al., (2022, p.268). The items in this scale were organized into four level Likert scale descriptors, which ranged from strongly agree (4), agree (3), disagree (2), and strongly disagree (1). This data collection instrument was previously piloted and validated with other participants to find any ambiguities in the instrument (Dawson, 2009).

### **3.6.5 A Focus group**

A focus group was used in this study to collect qualitative data. Krueger and Casey (2015) define focus groups as a carefully planned series of discussions designed to obtain perceptions on a defined area of interest in a permissive, nonthreatening environment. Hence, using this instrument in the current action research project made it possible to gather and analyze information on students’ perceptions of their writing engagement when using Instagram for uploading posts. Under this perspective, the participants had to answer 7 open questions that covered the four dimensions of the writing engagement, namely affective, behavioral, cognitive, and social writing engagement based on the specific objective previously stated.

### **3.6.6 Expert validation of instruments.**

Before piloting the instruments, they were validated by asking experts to provide feedback. Two in-service teachers and two University professors were the experts in charge of revising the instruments and making sure they were built consistently according to the research objectives. The validation format specified the kind of instrument, the specific objective connected to, and a grid for the experts to provide

suggestions or observations. These instruments were sent via email.

### **3.7 Data analysis techniques**

Due to the nature and the variety of instruments used in this action research project, the data was analyzed as follows.

The pre and post intervention tests involved a writing task which was graded using an analytic rubric. To know whether there was a significant difference among the students' pre and post intervention test scores, data was analyzed by using descriptive statistics. Shafer and Zhang (2012) define it as "the branch of statistics that involves organizing displaying and describing data" (p.13). In this regard, the common description of data included mean, median, mode, and standard deviation (Chanoknath & Louangrath, 2015, p.22). Therefore, the means and the standard deviations of both sets of scores (pre test and post test) were analyzed to describe any tendencies on students' writing engagement when using the social network Instagram for uploading posts (SO1).

The data gathered from the Likert scale instrument was analyzed through measures of dispersion. Burns (2010) states that these measures tell you how numbers are spread, scattered, or dispersed across the data set (p.126). Standard deviation (SD) was used to analyze the quantitative data gathered from the Likert scale since "the SD tells you how each score deviates on average from the mean. Because the SD averages things in this way, it shows more accurately how scores are spread out" (Burns, 2010, p.128).

For the purpose of this study a thematic analysis (TA) was used for the analysis of qualitative data. According to Braun and Clarke (2006) a thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data (p.79). Additionally, TA provides accessible and systematic procedures for generating codes and themes from qualitative data (Braun and Clarke, 2016, p.297). To answer SO2: the data gathered from the answers provided by students in the focus group was analyzed through the selection of the most relevant dimensions that emerged. Later, the subcategories were specified to obtain detailed content to develop a deeper critical understanding of the issue being studied. It was very important for this type of analysis to consider a consistent transcription method to guarantee a reliable analysis of the data.

## **Chapter IV: Findings**

In this chapter, the data collected throughout the intervention was analyzed according to the specific research objectives defined for the study.

#### **4.1 Specific Objective 1: To describe students' engagement in writing when using the social network Instagram for uploading posts.**

In order to measure students' engagement in the writing skill across the intervention, they were asked to develop a writing task for both the pre and post intervention tests, which consisted of writing a 60-word description of an image. The results achieved allowed the teacher-researcher to compare the students' performance before and after using Instagram for posting their writings and examine any changes or tendencies based on the measures of central tendency: mean scores, mean differences, and standard deviation in both the pre and post-intervention tests.

The pre - intervention test aimed at establishing a baseline of students's writing performance at the beginning of the intervention without using Instagram for posting their writings. Considering the results gathered, Table 1 shows each participant's final score based on the results from the analytic rubric and whose criteria were based on A2-B1 levels. At these proficiency levels, students are expected to write texts in standard language related to various topics of personal and general interest in social and/or work contexts according to the Common European Framework of Reference for Languages (CEFR). The rubric considered 5 criteria which are "student expresses ideas according to the level", "student uses vocabulary according to the level", "student follows instructions to write the text according to the level", "student writes an original text according to the level". The maximum score in the analytic rubric was 8 points. The descriptors and scores ranged from **not achieved** (0), **needs improvement** (0.6), **partially achieved** (1.2), **achieved** (1.6), and **totally achieved** (2)".

The post-intervention test aimed at identifying the students 'writing improvement attributed to higher levels of engagement in writing after the intervention through the contribution of the social network Instagram for writing captions. As in the pre intervention test, this writing task was corrected and graded by the teacher researcher using an analytic rubric.

##### **4.1.1 Pre and post intervention test results**

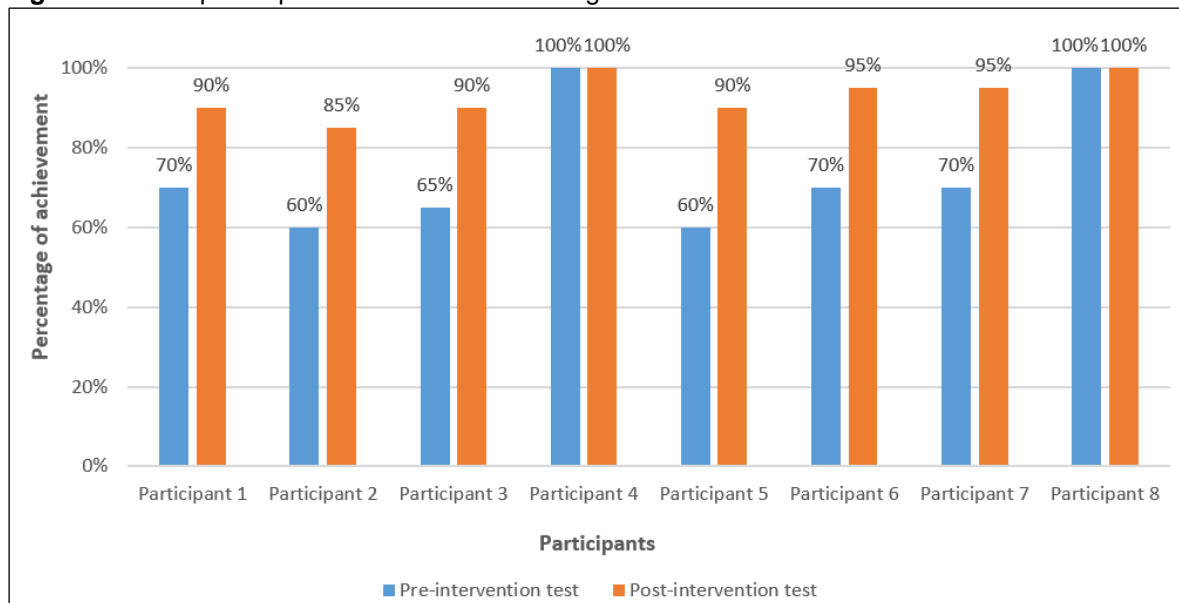
Considering the results gathered, Table 3 shows each participant's final score in both the pre test and the post test.

**Table 3** Comparison of participants' global scores between the pre and post intervention tests.

PARTICIPANTS	Pre-intervention test		Post-intervention test	
	Score: 8 points	Percentage of achievement	Score: 8 points	Percentage of achievement
Participant 1	5.60	70%	7.20	90%
Participant 2	4.80	60%	6.80	85%
Participant 3	5.20	65%	7.20	90%
Participant 4	8.00	100%	8.00	100%
Participant 5	4.80	60%	7.20	90%
Participant 6	5.60	70%	7.60	95%
Participant 7	5.60	70%	7.60	95%
Participant 8	8.00	100%	8.00	100%
<b>Mean score</b>	<b>5.95</b>	<b>74%</b>	<b>7.45</b>	<b>93%</b>
<b>Standard deviation</b>	<b>1.31</b>		<b>0.42</b>	

Source: Self-elaboration.

The following Figure 1 shows a comparison between each students' percentage of achievement between the pre and post intervention tests.

**Figure 1:** Participants' performance in their writing tests before and after the intervention.

Source: Self-elaboration.

Upon examining the data presented in Figure 1, a noticeable trend emerged when comparing the participants' outcomes of the pre- and post-intervention tests. Specifically, it became evident that six (75%) out of the eight participants demonstrated an increase in their results, while the remaining two participants (25%) kept the same results. The improvement observed among the six participants could be attributed to a higher level of engagement in writing, potentially resulting from the use of the social network Instagram which allows students to communicate fast and easily by means of chatting, sharing pictures, videos, and updating status. It motivates students since it develops a real, meaningful and authentic context for learning. Furthermore, participants can express ideas, thoughts, and opinions in different situations, as well as connecting with teachers and peers in the virtual space where they are already actively engaged.

Regarding the mean scores and standard deviations obtained in both tests, Table 4 provides a quantitative summary of the data, following a descriptive analysis aimed at gaining a comprehensive understanding of the results.

**Table 4:** Overall comparison of pre- and post-intervention test results.

Task	N	Minimum	Maximum	Mean Score (M)	Standard Deviation (SD)
Pre intervention test	8	4.8	8	5.95	1.31
Post intervention test	8	6.80	8	7.45	0.42

**Source:** Self-elaboration.

As it can be seen in Table 4, in the pre-intervention test, the participants achieved a mean score of 5.95 which corresponds to an average percentage of achievement equivalent to 74% while in the post-intervention test, the participants obtained a mean score of 7.45 resulting in an average percentage of achievement of 93%. Based on the provided results it can be observed that there was an increase of 1.5 points in the participants' mean score after using the social network Instagram. This corresponds to a 25.7% increase which may indicate a higher level of engagement due to the use of Instagram throughout the intervention, which could also be supported by the fact that in the post-intervention test, the minimum score 4.80 increased to 6.80, while the maximum score remained the same at 8 points.

Regarding the standard deviation, the results indicated that there was a lower standard deviation in the post-intervention test (0.42) compared to the pre-intervention test (1.31). The lower standard deviation in the post-intervention test suggested a reduction in data variability or dispersion. It indicates a more uniform or homogeneous score distribution across the evaluated criteria and implies that the students' scores in the post intervention test were more tightly clustered around the mean score compared to the pre-intervention test. With reduced variability, the mean score became a more reliable indicator of the students' achievement in writing, as there was less influence from extreme or outlier scores.

As a way of concluding, these results exposed in Table 2 may indicate a potentially positive influence of the intervention sessions in terms of the participants' engagement in writing when using the social network Instagram.

#### **4.2 Specific Objective 2: To analyze students' perceptions of their writing engagement when using Instagram for uploading posts.**

In order to measure students' perceptions of their engagement in writing across the intervention, two instruments were administered. First, participants were asked to complete a four-level Likert scale survey in two different instances; at the beginning, and at the end of the intervention sessions. Second, a focus group with 7 questions which covered four dimensions of the writing engagement was conducted at the end of the intervention. The data collected from the Likert scale surveys allowed the teacher-researcher to compare - before, and after - the students' perceptions about their engagement in writing when using Instagram for posting their writings and examine any changes or tendencies based on the measures of central tendency used: mean scores, mean differences, and standard deviation. Additionally, the data provided in the focus group allowed the teacher-researcher to identify, analyze, and interpret the patterns and themes that emerged by means of a thematic analysis.

##### **4.2.1 Likert scale result analysis**

A four-level Likert scale with eleven statements was applied to gather students' perceptions of their writing engagement along the intervention: at the beginning, and at the end of the implementation of this study. The Likert scale employed a scoring system where respondents assigned values to their level of agreement or disagreement regarding some statements. The scale ranged from 1 to 4, with "strongly disagree" assigned the lowest value of 1 point and "strongly agree" assigned the highest value of 4 points. The statements of this Likert scale were divided into four main dimensions: affective, behavioral, cognitive and social writing engagement.

###### **4.2.1.1 Likert scale 1 results**

Table 5 provides a comprehensive overview of the participants' writing engagement scores in the Likert scale survey 1 across the 4 dimensions assessed: affective, behavioral, cognitive, and social writing engagement.

**Table 5:** Summary of participants' writing engagement scores by dimension in Likert scale 1

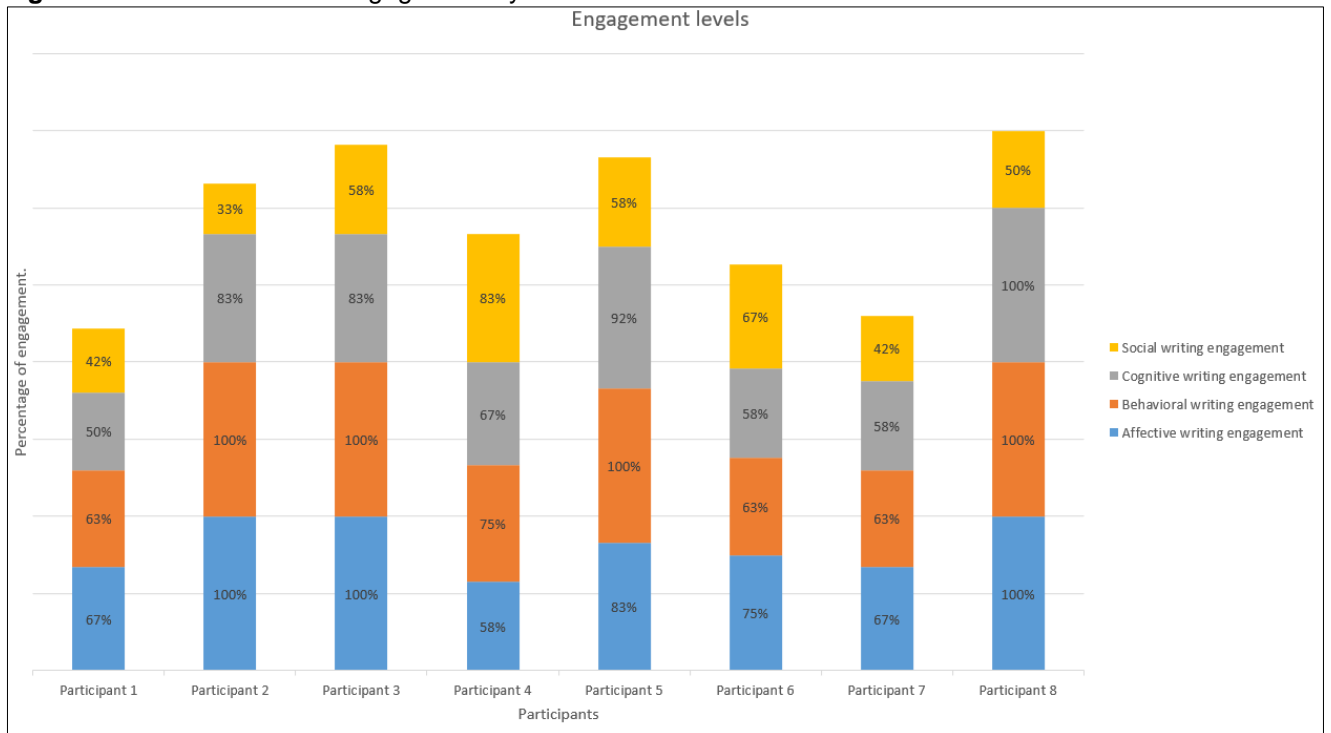
Respondent	Affective writing engagement ∑ Statements 1- 2 -3		Behavioral writing engagement ∑ Statements 4-5		Cognitive writing engagement ∑ Statements 6- 7 -8		Social writing engagement ∑ Statements 9- 10 -11	
	Out of 12	%	Out of 8	%	Out of 12	%	Out of 12	%
	R1	8	67%	5	63%	6	50%	5
R2	12	100%	8	100%	10	83%	4	33%
R3	12	100%	8	100%	10	83%	7	58%
R4	7	58%	6	75%	8	67%	10	83%
R5	10	83%	8	100%	11	92%	7	58%
R6	9	75%	5	63%	7	58%	8	67%
R7	8	67%	5	63%	7	58%	5	42%
R8	12	100%	8	100%	12	100%	6	50%
Global score	78		53		71		52	
<b>Mean value</b>	<b>9.75</b>	<b>81%</b>	<b>6.63</b>	<b>83%</b>	<b>8.88</b>	<b>74%</b>	<b>6.50</b>	<b>54%</b>
SD	2.05		1.51		2.17		1.93	

**Source:** self elaboration.

In Table 5, the mean scores and percentages indicated that students displayed the highest levels of engagement in the affective and behavioral dimensions, scoring 81% and 83% respectively. Additionally, the cognitive and social dimensions of writing engagement scored the lowest levels, 74% and 54% respectively. These results were observed at the outset of the intervention.

Despite the reported scores of 81% for affective writing engagement and 74% for cognitive writing engagement, these two dimensions also had the highest standard deviation values of 2.05 and 2.17, respectively and mean scores of 9.75 and 8.88 accordingly. Therefore, the high standard deviation values suggested that there was some variability in how participants responded to the affective and cognitive writing engagement items. In other words, there was a noticeable diversity or range of scores within these dimensions, indicating that participants' responses varied more widely compared to the behavioral and social writing engagement dimensions.

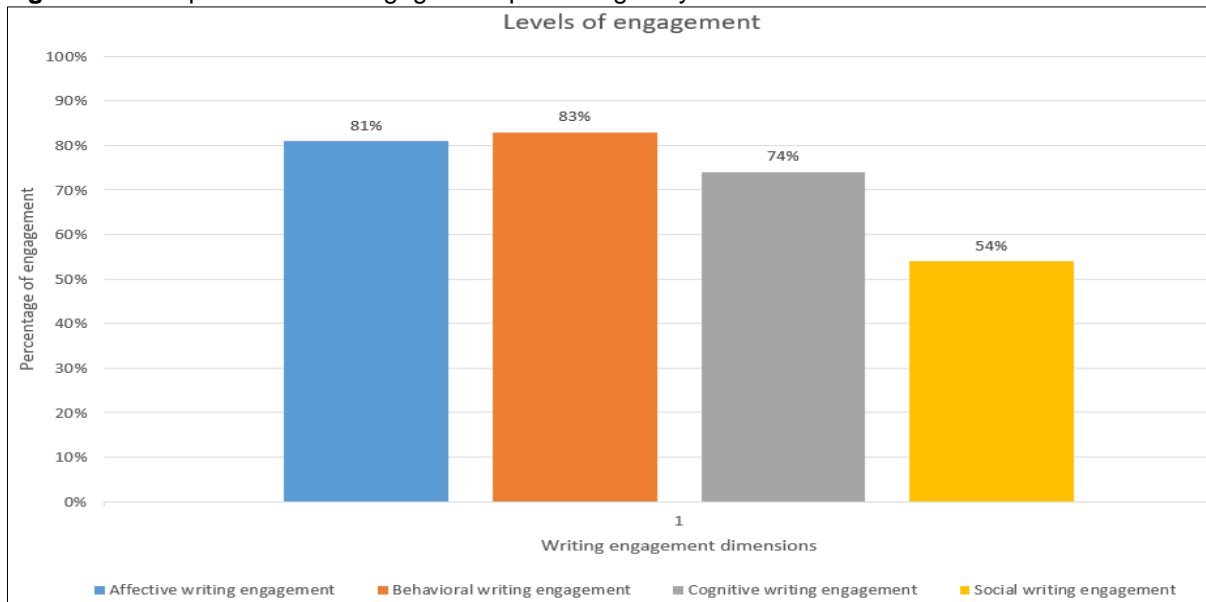
Figure 2 represents the individual students' writing engagement levels across the four dimensions: affective, cognitive, behavioral, and social writing engagement. Each bar in the graph corresponds to a student and displays the percentages of engagement for each dimension.

**Figure 2:** Individual student engagement by dimensions Likert scale 1

**Source:** Self-elaboration.

The percentages in Figure 2 emphasize the individual variations in how students engaged with each dimension considering high levels over 70% and outstanding levels over 85%. There was only one participant with 83% who demonstrated a high level of social writing engagement, and no participants showed an outstanding percentage in the same dimension. In terms of the cognitive dimension, there were four participants who displayed a high level of engagement and two of them demonstrated levels over 85%. The behavioral writing engagement had 5 participants with a high level of engagement and 4 of them achieved an outstanding level with 100%. Finally, there were 5 participants who reached a high level of engagement in the affective writing engagement and 3 of them demonstrated a notable performance with 100%.

Additionally, Figure 3 presents the global percentages, including the maximum and minimum values, offering an overview of the range of engagement levels observed across all participants.

**Figure 3** Participants' overall engagement percentages by dimension Likert scale 1.

**Source:** Self-elaboration

It can be observed that the behavioral writing engagement was the highest dimension with 83%, followed by the affective dimension (81%), and the social dimension was the one with the lowest percentage 54%. This finding suggests that participants in this context exhibited some emphasis on behavioral aspects, such as participation, effort, and persistence in their writing engagement. However, the low percentage in the social dimension points to challenges faced by participants in terms of collaboration, interaction, and engagement in social activities related to writing, such as sharing ideas and participating collaboratively in writing tasks.

Table 6 provides a comprehensive summary of the responses provided in Likert scale 1 about the global writing engagement score and percentage obtained by each respondent. The highest score a participant could get was 44 points. Participants' scores ranged from 24 to 38 points which correspond to 55% and 86% respectively. These percentages represent the respondents' global level of engagement in writing.

**Table 6:** Summary of writing engagement global score Likert scale 1

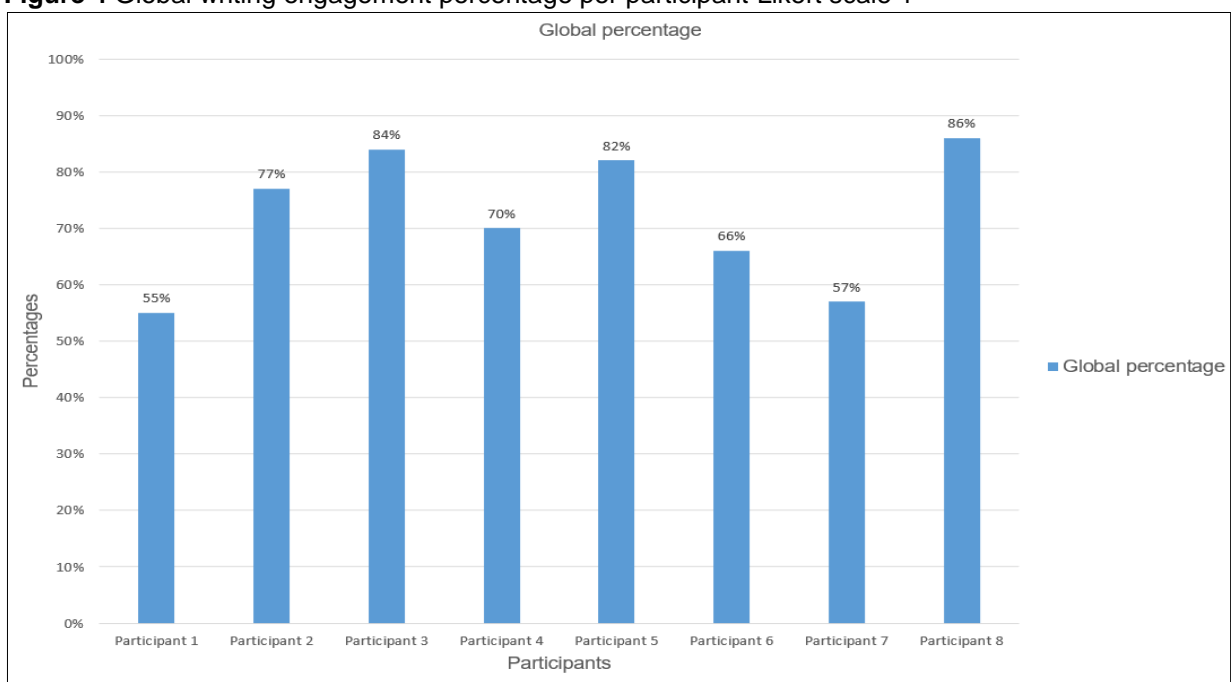
Respondent	Global score Likert scale	Global percentage Likert scale
R1	24	55%
R2	34	77%
R3	37	84%
R4	31	70%
R5	36	82%
R6	29	66%
R7	25	57%
R8	38	86%
Global score	254	
Mean value	31.75	72%
SD	5.39	

**Source:** self elaboration.

These results suggest that respondents generally showed a moderate level of engagement, which is evidenced by the mean score of 31.75 corresponding to a percentage of 72%. However, there was some variability in the individual responses as perceived from the standard deviation value of 5.39. This implies that individual levels of engagement differed, as reflected in the range of scores (from 24 to 38) and percentages (from 55% to 86%).

Figure 4 indicates the overall level of engagement across the multiple dimensions, cognitive, behavioral, affective and social which were measured in the Likert scale survey before the intervention. It represents the holistic writing engagement of each participant in their writing activities.

**Figure 4** Global writing engagement percentage per participant Likert scale 1



**Source:** Self-elaboration.

It can be observed that participants 3 and 8 exhibited the highest levels of engagement 84% and 86% respectively, while participant 1 demonstrated the lowest level with 55%. The participants' engagement levels varied significantly, ranging from 55% to 86%. This wide range of percentages indicates diverse levels of engagement among participants in the writing tasks. These results are depicted before the use of the social network Instagram.

#### 4.2.1.2 Likert scale 2 results

Table 7 provides a detailed overview and comprehensive summary of the participants' writing engagement scores across the four dimensions presented in

Likert scale survey 2, which were the affective, behavioral, cognitive, and social writing engagement. This information allows for a thorough understanding of the participants' engagement across the different dimensions of their writing engagement.

**Table 7:** Summary of writing engagement scores by dimension in Likert scale 2

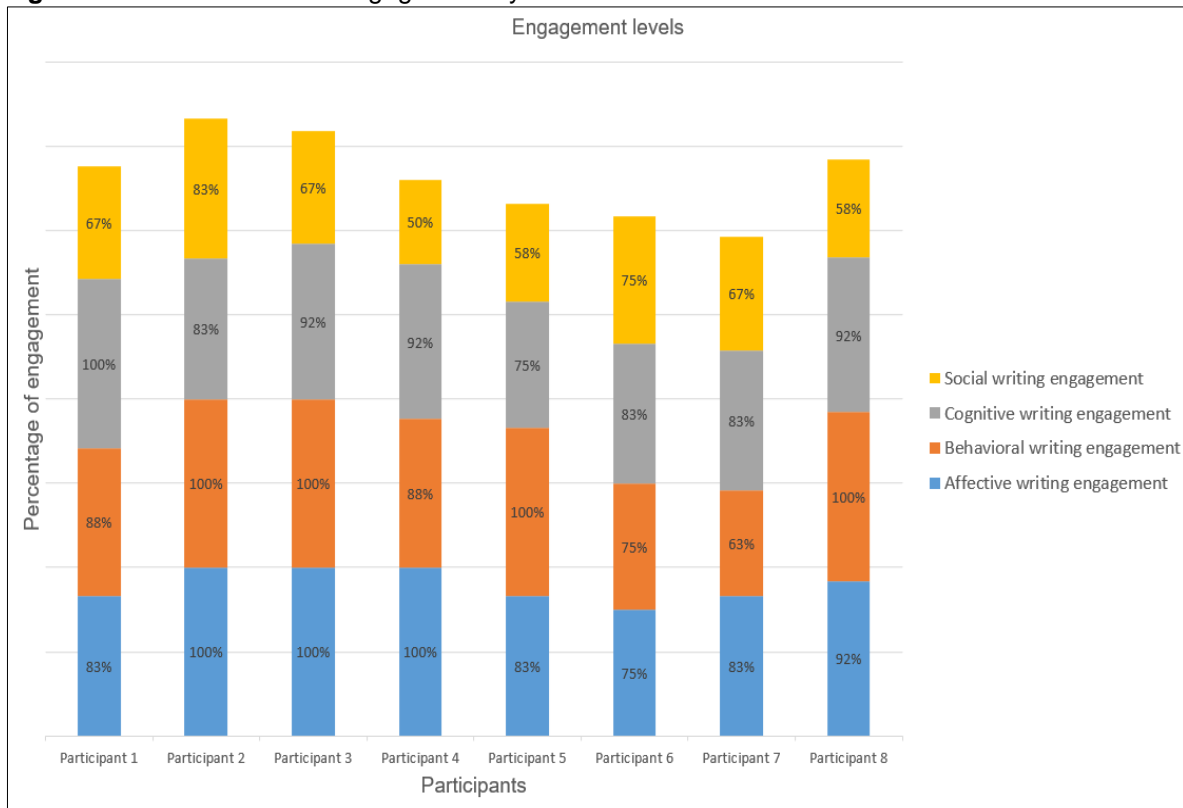
Respondent	Affective writing engagement ∑ Statements 1- 2 -3		Behavioral writing engagement ∑ Statements 4-5		Cognitive writing engagement ∑ Statements 6- 7 -8		Social writing engagement ∑ Statements 9- 10 -11	
	Out of 12	%	Out of 8	%	Out of 12	%	Out of 12	%
	R1	10	83%	7	88%	12	100%	8
R2	12	100%	8	100%	10	83%	10	83%
R3	12	100%	8	100%	11	92%	8	67%
R4	12	100%	7	88%	11	92%	6	50%
R5	10	83%	8	100%	9	75%	7	58%
R6	9	75%	6	75%	10	83%	9	75%
R7	10	83%	5	63%	10	83%	8	67%
R8	11	92%	8	100%	11	92%	7	58%
Global score	86		57		84		63	
<b>Mean value</b>	<b>10.75</b>	<b>90%</b>	<b>7.13</b>	<b>89%</b>	<b>10.50</b>	<b>88%</b>	<b>7.88</b>	<b>66%</b>
SD	1.16		1,13		0,93		1,25	

**Source:** self elaboration.

The results revealed that students exhibited noticeably higher levels of engagement in the affective, behavioral, and cognitive dimensions, scoring 90%, 89%, and 88% respectively, compared to scores in the Likert scale 1. These high mean percentages might be explained due to the use of the social network Instagram. The social dimension displayed a moderate level of engagement at 66%. However, this percentage shows an important increase of 22.3% compared to Likert scale 1 result.

By examining the standard deviation values across the four dimensions, it is evident that these values were low, being the dimension of cognitive writing engagement the one with the lowest standard deviation (0,93). In this regard, the standard deviation values provided a range from 0.93 to 1.25, suggesting a moderate level of scores variability, which implies that they were more tightly clustered around the mean value, indicating a greater level of consistency and reliability in the participants' responses within the four dimensions of engagement in writing.

Figure 5 visually depicts the individual students' engagement levels across the four dimensions of writing engagement: affective, cognitive, behavioral, and social. This graphical representation offers a clear visual understanding of how each student's engagement varied across the different dimensions being measured.

**Figure 5:** Individual student engagement by dimension Likert scale 2

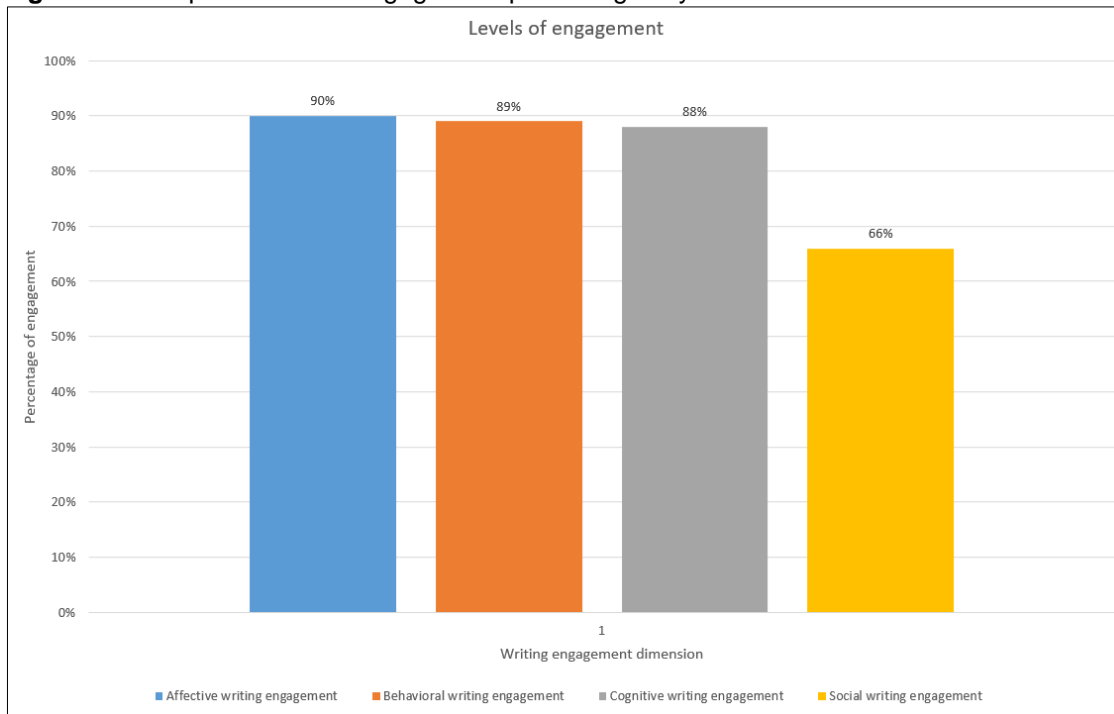
**Source:** Self-elaboration

These percentages emphasize the individual variations in how students engaged with each dimension considering high levels over 70% and outstanding levels over 85%.

There were two participants who demonstrated a high level of social writing engagement, and no participants showed an outstanding percentage in this dimension. In terms of the cognitive dimension, all participants displayed a high level of engagement and four of them exhibited levels over 85%. The behavioral writing engagement had 7 participants showing a high level of engagement and 6 of them achieved an outstanding level over 85%. Additionally, four of these reached the maximum percentage. Finally, all participants showed a high level of engagement in the affective writing engagement and 4 of them demonstrated an outstanding performance. Furthermore, 3 of these participants reached a noticeable performance with 100%.

Figure 6 provides an overview of the global percentages per dimension, including the maximum and minimum values. This additional figure offers valuable insights into the range of engagement levels observed across all participants.

**Figure 6** Participants' overall engagement percentages by dimension Likert scale 2.



**Source:** Self-elaboration

It can be observed that the percentages for the affective, behavioral, and cognitive writing engagement dimensions were tightly clustered, with high levels of engagement at 90%, 89%, and 88% respectively. This may indicate a consistent and strong level of engagement in writing among the participants in these three dimensions at the end of the intervention which were due to the use of Instagram for uploading posts. In other words, this could be attributed to the idea that Instagram enables students to relate their writing tasks to real-life experiences. Therefore, using the social network Instagram may have helped students experience a higher sense of authenticity and meaningful purpose when they wrote their captions rather than when doing traditional writing activities, which can only be seen by the teacher.

The social dimension displayed a lower level of engagement of 66% compared to the other dimensions. Although slightly lower, it is important to note that this engagement level is still higher than what it was observed in the previous Likert scale survey 1 applied at the onset of the intervention. In other words, this could be explained since Instagram app provided the opportunity of counting with a broader audience, and this could help students boost their motivation to write. Consequently, this might lead to the usage of Instagram features for enhanced interaction and the creation of more meaningful learning experiences.

Table 8 presents a detailed overview of the participants' global writing engagement scores and percentages obtained by each respondent in Likert scale 2,

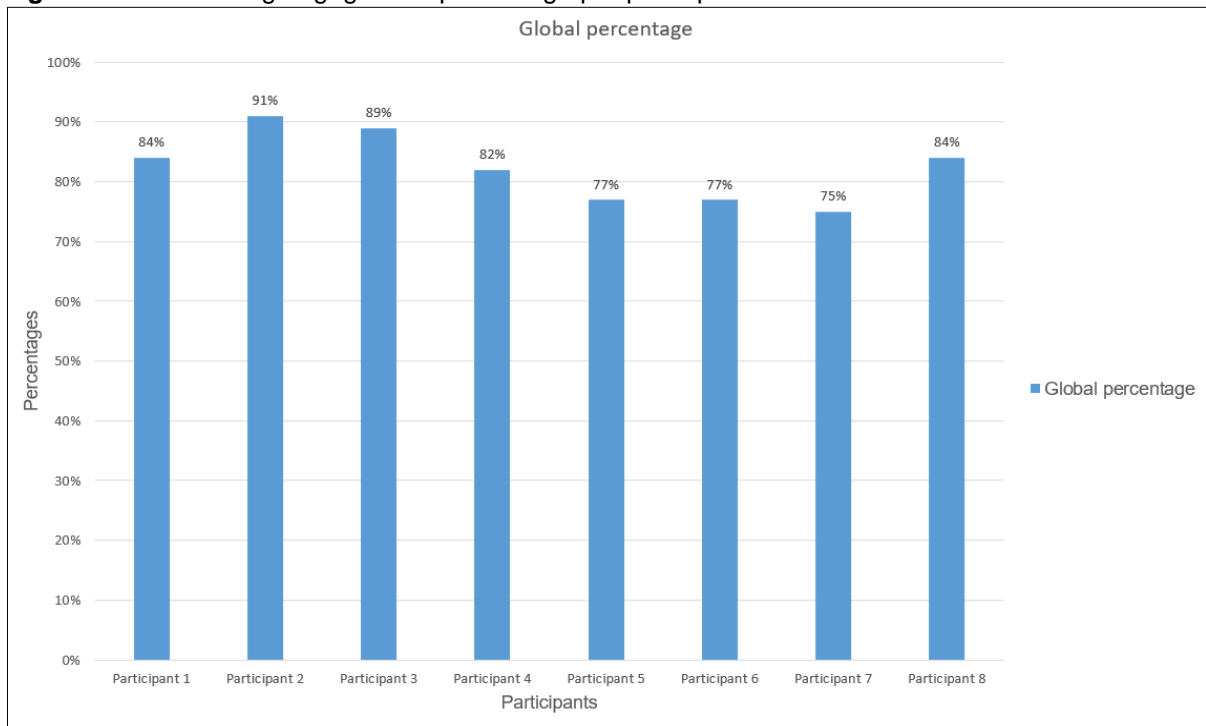
**Table 8:** Summary of writing engagement global score Likert scale 2

Respondent	Global score Likert scale	Global percentage Likert scale
R1	37	84%
R2	40	91%
R3	39	89%
R4	36	82%
R5	34	77%
R6	34	77%
R7	33	75%
R8	37	84%
Global score	290	
Mean value	36.25	82%
SD	2.49	

**Source:** self elaboration.

These results suggest that respondents generally showed a relatively high overall level of engagement as indicated by the mean score of 36.25 corresponding to a percentage of 82%. Since the standard deviation value of 2.49 is low, it suggests more uniform and homogeneous scores as well as more tightly clustered scores around the mean value, which became a more reliable indicator of the participants' answers.

Figure 7 provides a comprehensive representation of the participants' overall engagement levels across the multiple dimensions measured in the Likert scale survey at the end of the intervention. It represents the holistic level of writing engagement of each participant in their writing activities.

**Figure 7** Global writing engagement percentage per participant Likert scale 2.

**Source:** Self-elaboration.

It can be observed that participant 2 exhibited the highest level of engagement with 91% indicating a strong involvement in the measured statements. Participants 1, 3 and 8 achieved percentages of 84%, 89% and 84% respectively, suggesting a high level of engagement as well. Participants 4, 5, 6 and 7 exhibited slightly lower engagement levels with percentages ranging from 75% to 82%. While their engagement levels are somewhat lower compared to the other participants, they still indicated a moderate level of engagement in writing.

#### 4.2.1.3 Comparison between the two Likert scale survey results.

Table 9 shows the mean scores and standard deviations for the writing engagement Likert scales across two measurement points: beginning, and end of the intervention. The table provides insights into the participants' overall writing engagement levels within the four dimensions: affective writing engagement (AWE), behavioral writing engagement (BWE), cognitive writing engagement (CWE), and social writing engagement (SWE).

**Table 9:** Mean scores and standard deviation of writing engagement Likert scales.

ENGAGEMENT	Likert scale 1		Likert scale 2			
	Mean	SD	Mean	SD		
AWE	9,75	81%	2.05	10,75	90%	1.16
BWE	6,63	83%	1.51	7,13	89%	1.13
CWE	8,88	74%	2.17	10,5	88%	0.93
SWE	6,50	54%	1.93	7,88	66%	1.25
Global scores in the Likert scales	31,75	72%	5,39	36,25	82%	2,49

**Source:** self elaboration

Table 9 presents the mean values for affective writing engagement, which consistently increased from Likert Scale 1 to Likert Scale 2, with values of 81% and 90% respectively. This indicates a rise in students' AWE levels over the course of the intervention. The standard deviations remained relatively low decreasing from Likert scale 1 to Likert scale 2, ranging from 2,05 to 1,16 respectively. As a conclusion, the increase in the mean AWE score indicates an improvement in average engagement, and the decrease in standard deviation suggests that this improvement was consistent among the participants, with less variability in their individual engagement levels as the intervention continued.

For behavioral writing engagement, the mean percentages showed a slight increase from Likert scale 1 to Likert Scale 2, with values of 83%, and 89% respectively. The standard deviations were generally low in the two Likert scales, ranging from 1.51 to 1.13, indicating more homogeneous scores and a reliable measure of participants' responses.

Regarding the cognitive writing engagement, the mean scores demonstrated a gradual increase from Likert scale 1 to Likert scale 2. The 19% increase indicated a

progressive rise in this writing engagement dimension. The standard deviations decreased considerably from the first to the second Likert scale with values of 2.17 to 0.93 respectively. This indicates that at the end of the intervention, the scores were more homogeneous and tightly clustered around the mean providing a more reliable indicator of the respondents' answers.

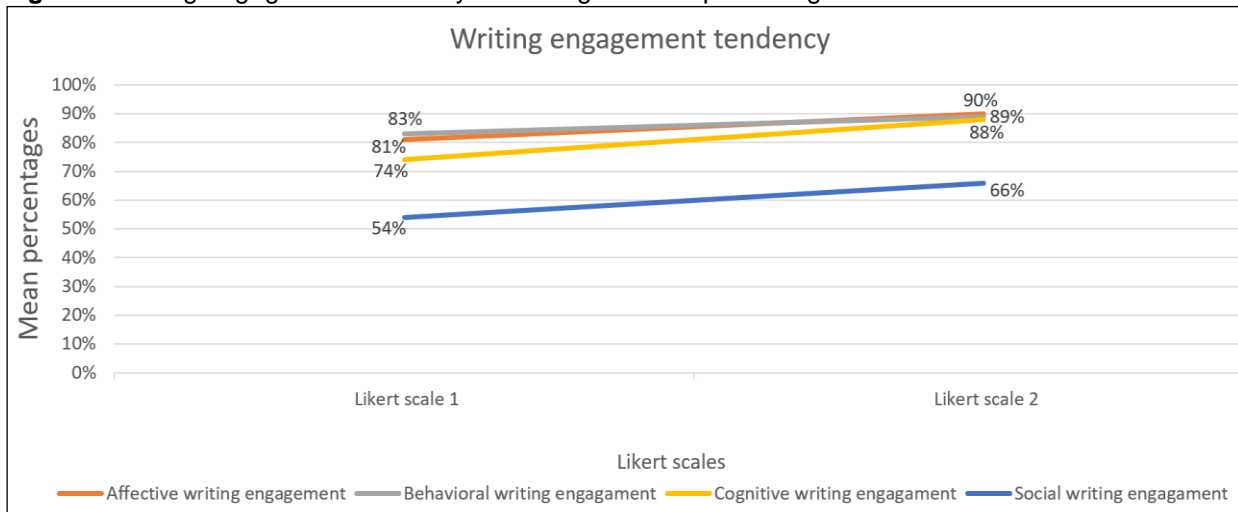
In terms of the social writing engagement, the mean scores indicated moderate levels of engagement, ranging from 54% to 66%. However, these mean percentages showed a significant increase of 22.3% from the initial value of 54% showing a higher level of SWE since the beginning of the intervention, possibly due to the use of the social network Instagram for uploading posts. The standard deviation values appeared to be relatively low in the two Likert scales, with values of 1.93, and 1.25 respectively. This suggests more homogeneous scores, and since they were more tightly clustered around the mean, it indicates a more reliable measure of participants' responses.

Additionally, table 9 includes global scores for each Likert scale, representing the participants' overall engagement across all dimensions. The global mean percentages showed a general increase from the beginning to the end of the intervention with values of 72% in the first Likert scale and 82% in the second Likert scale. This suggests an overall rise in the writing engagement levels among the participants. The standard deviations showed a significant decrease from the first to the second Likert scale with values ranging from 5.39 to 2.49 indicating a lower level of variability in the scores at the end of the intervention. These scores appeared to be more homogeneous and clustered around the mean at the end of the intervention showing a more consistent indicator of participants answers.

In summary, table 9 reveals patterns and changes in the participants' writing engagement levels within each dimension and across the Likert scales throughout the intervention. The findings suggest varying degrees of improvement and consistency demonstrated by the percentage levels in different dimensions of writing engagement over time, which could be potentially attributed to the use of the social network Instagram to upload posts.

Figure 8 provides a visual representation of the tendencies observed in the four dimensions of writing engagement across the two Likert scales. It offers a clear visualization of the trends discussed in Table 9, allowing for a comprehensive understanding of the progression in each writing engagement dimension over time.

**Figure 8** Writing engagement tendency according to mean percentages.

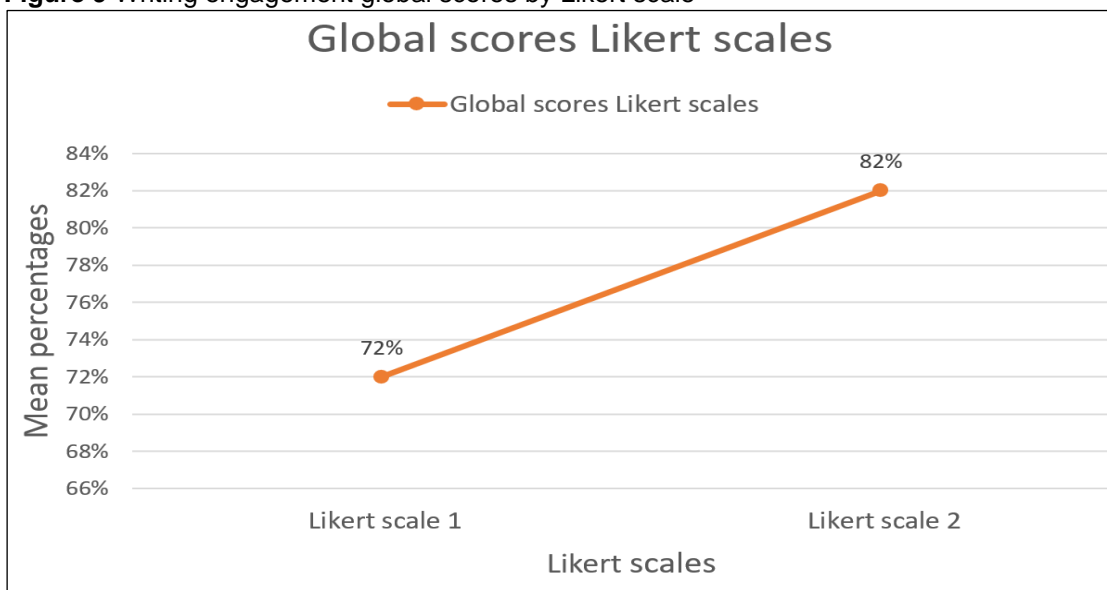


**Source:** self elaboration

Figure 8 presents a clear upward tendency from Likert scale 1 to Likert scale 2 indicating a positive trend of increase of the four writing engagement dimensions throughout the two Likert scales applied. However, **affective, behavioral and cognitive writing engagement** consistently demonstrated increasing trends in 11.2%, 7.3%, and 19% respectively from the first to the second Likert scale, while **in the social engagement** the percentages are not as high as in the other dimensions, this showed a positive trend, indicating a 22.3% rise in the levels of engagement, which is the highest percentage increase compared to the other dimensions.

Figure 9 provides a visual representation of the tendencies observed in the writing engagement among the two Likert scales.

**Figure 9** Writing engagement global scores by Likert scale



**Source:** self elaboration

The global scores for the two Likert scales showed a consistent increase in the engagement levels throughout the Likert scale surveys from 72% to 82%. This indicates an increase of 13.9% from the first to the second Likert scale. This suggests an overall progression in writing engagement over the course of the intervention which could be influenced by using the social network Instagram to upload posts.

#### 4.2.2 Focus group analysis

The participants were asked to answer a seven-question focus group about their perceptions on their writing engagement when using Instagram. The information is presented based on a thematic analysis: a theme, subtheme and examples. After, some graphs represent the percentage of students' level of engagement in the four dimensions.

**Table 10:** Students' perceptions of their writing engagement when using Instagram.

<b>DIMENSION 1: Affective writing engagement</b>			
<b>Theme</b>	<b>Subtheme</b>	<b>frequency</b>	<b>Examples</b>
Emotional satisfaction and self-expression through writing and sharing posts on Instagram	<i>Instagram as a platform for self-expression.</i>	8	<p><b>Participant 2:</b> "Al principio ansiosa porque no sabíamos, por lo menos yo no sabía a lo que nos enfrentábamos [...] pero luego se fue dando que ya uno puede ir soltando la mano y ya no había tanta ansiedad, sino que uno se sintió después a gusto con el, con la escritura"</p> <p><b>Participant 3:</b> "A mí me pareció interesante el tema de la escritura también [...] después, con el transcurso del tiempo nos dimos cuenta de que igual era fácil y, y por lo menos a mí me gustó"</p> <p><b>Participant 7:</b> "Me sentí más tranquilo que con los writing de los exámenes, siendo que este lo ve más gente. Sentí que se me hizo más fácil hacerlo ahí que en los writing de clases"</p> <p><b>Participant 6:</b> "Al principio sí, no sabía cómo iba a ser muy bien este tema de seguir en Instagram [...] pero ya después no como que le tome el gusto, y se me hizo fácil al final"</p> <p><b>Participant 5:</b> "Al principio estaba súper insegura [...] pero ahora me siento un poco más segura a la hora de escribir"</p> <p><b>Participant 1:</b> "Yo no me gusta escribir en inglés, pero le fui agarrando el gusto [...] eso fue soltando más la mano y como ir tomando más vocabulario"</p> <p><b>Participant 4:</b> "Al principio me dio mucha ansiedad saber que se tenía que subir a Instagram porque todo el mundo lo iba a ver [...] pero con el paso de las sesiones, como que esa ansiedad se va bajando y una se va sintiendo más cómodo al escribir y dar como más confianza"</p> <p><b>Participant 8:</b> "Nunca lo compartía con nadie, entonces [...] eso me provocó un poco de curiosidad, cómo iba a reaccionar el resto más que como yo me iba a sentir"</p>
	<i>Enjoyment in sharing personal stories and experiences with a wider audience</i>	20	<p><b>Participant 2:</b> "yo creo que al principio ansiosa porque no sabíamos... pero luego se fue dando que ya uno puede ir soltando la mano y ya no había tanta ansiedad, sino que uno se sintió después a gusto con el, con la escritura, y los temas que abordamos también..."</p>

			<p><b>Participant 3:</b> "No a mí me pareció interesante el tema de la escritura también... y por lo menos a mí me gustó."</p> <p><b>Participant 7:</b> "me sentí más tranquilo que con los writing de los exámenes... me hizo pensar más, así como buscarme yo la mejor manera de hacerlo para... para la gente que lo veía."</p> <p><b>Participant 6:</b> "Al principio sí, no sabía cómo iba a ser muy bien este tema de seguir en Instagram... pero ya después no como que le tome el gusto, y se me hizo fácil al final."</p> <p><b>Participant 5:</b> "Al principio estaba súper insegura... pero ahora me siento un poco más segura a la hora de escribir."</p> <p><b>Participant 1:</b> "uno trata de hacerlo mejor y se nota... fui agarrando confianza porque usted nos corregía, nos ayudaba."</p> <p><b>Participant 4:</b> "Me sentí bien durante un taller que estaba pasando... como que esa ansiedad se va bajando y una se va sintiendo más cómodo al escribir y dar como más confianza entonces uno se le va soltando la mano y como que se siente mucho más a gusto escribiendo."</p> <p><b>Participant 8:</b> "Yo en general sí me gusta escribir, pero nunca lo comparto con nadie... eso me provocó un poco de curiosidad, cómo iba a reaccionar el resto."</p> <p><b>Participant 7:</b> "me sentí más tranquilo que con los writings de los exámenes, siendo que este lo ve más gente... me hizo pensar más, así como buscarme yo la mejor manera de hacerlo para la gente que lo veía."</p> <p><b>Participant 6:</b> "Al principio no, porque lo escribía y no se lo mostraba a nadie... pero después no como que le tome el gusto, y se me hizo fácil al final."</p> <p><b>Participant 2:</b> "uno se siente como más segura de poder subir una foto de... hablando, quizás de algún tema personal, algo que quizás nunca lo ha contado ni a sus más cercano y ocupa la red social como Instagram como para desahogarse."</p> <p><b>Participant 4:</b> "no estaba cómoda y porque mucha gente siento que juzga... eso me pone muy incómoda de compartirlo."</p> <p><b>Participant 7:</b> "cuando uno empieza a postear más a tener un... o hacerlo más seguido como que no se hace tan tedioso."</p> <p><b>Participant 1:</b> "si me daba vergüenza... pero después fui agarrando confianza."</p> <p><b>Participant 8:</b> "como muy pasada pa' la punta, así como no sé, patético... pero después, ya como todos lo hacían ya em pude tener más confianza con lo que posteaba."</p> <p><b>Participant 4:</b> "Eh bueno, yo me sentí bien durante un taller que estaba pasando... eso."</p> <p><b>Participant 5:</b> "me costó bastante escribir, mucho, y ahora fue como con el tiempo fue más fácil... después lo leía y ahí iba arreglando lo que yo podría tener malo."</p> <p><b>Participant 1:</b> "uno tenía que explayarse más... uno tenía que emplear como más dedicación en tratar de expresar de la forma correcta lo que uno quería."</p> <p><b>Participant 3:</b> "igual sí, porque uno nunca sabe cuando le puede llegar a una persona un texto y puede ser de ayuda igual."</p> <p><b>Participant 6:</b> "porque como decía anteriormente, lo va a ver mucha más gente... yo creo que aumentó mucho más mi compromiso."</p>
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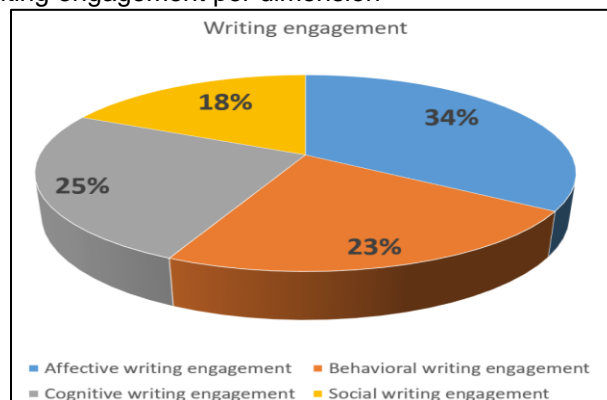
<b>DIMENSION 2: Behavioral writing engagement</b>			
Investing effort and dedication into writing tasks	<i>Demonstrating commitment and putting in extra effort</i>	15	<p><b>Participant 2:</b> "Al principio ansiosa porque no sabíamos... luego se fue dando que ya uno puede ir soltando la mano... uno se sintió después a gusto con la escritura."</p> <p><b>Participant 7:</b> " se me hizo más fácil hacerlo ahí que en los writing de clases... uno trata de hacerlo mejor y se nota."</p> <p><b>Participant 6:</b> "Hice borradores y hasta que yo decía, ya está bien y tiene coherencia... preocupación por la ortografía y la coherencia del texto."</p> <p><b>Participant 2:</b> "Me fallaban un poco los conectores... me quería esforzar para que saliera un texto bonito y que la gente lo pudiera entender."</p> <p><b>Participant 1:</b> "Más dedicación... buscar las palabras, que todo tuviera relación... emplear más dedicación en tratar de expresar de la forma correcta lo que uno quería."</p> <p><b>Participant 3:</b> "Le puse harto esfuerzo porque por ejemplo a mí igual me cuesta, no solo escribir, sino que me cuesta entender el inglés... le puse harta dedicación."</p> <p><b>Participant 7:</b> "Preocupación del texto en sí y los conectores... todo tenía que tener sentido y coherencia."</p> <p><b>Participant 4:</b> "La preocupación que uno le pone al texto eso también es bastante importante... preocupación por concordancia, hashtags, y que la foto resonara con el texto."</p> <p><b>Participant 8:</b> " intenté esforzarme más y escribir más para que sea más completo"</p> <p><b>Participant 8:</b> "Me hizo pensar más, así como buscarme yo la mejor manera de hacerlo para la gente que lo veía."</p> <p><b>Participant 1:</b> "Yo creo que uno igual le pone más dedicación a esto... buscar las palabras, que todo tuviera relación."</p> <p><b>Participant 6:</b> "Yo creo que aumentó mucho más mi compromiso... lo va a ver mucha más gente, entonces uno se comprometía más de hacerlo bien."</p> <p><b>Participant 2:</b> "Yo creo que siempre uno va mejorando en los posts... uno fue mejorando."</p> <p><b>Participant 4:</b> "Yo creo que si aumenta el compromiso... uno sí o sí tiene que ponerle más interés sobre lo que está hablando."</p> <p><b>Participant 7:</b> "Sí, pero como lo habíamos conversado la otra vez que cuando uno no sabe que lo va a ver otra persona o más más público en sí, uno trata de hacerlo mejor y se nota."</p>
	<i>Emphasizing the value of dedication and patience</i>	4	<p><b>Participant 6:</b> "al principio si se me hizo difícil, pero ya después no como que le tome el gusto, y se me hizo fácil al final, eso."</p> <p><b>Participant 5:</b> "Yo... estaba acostumbrada a hacerlo en español y después ir palabra por palabra en inglés, y ahora me siento un poco más segura."</p> <p><b>Participant 1:</b> " a mí no me gusta escribir en inglés, pero le fui agarrando el gusto porque uno escribió lo de lo que le llamaba la atención"</p> <p><b>Participant 7:</b> "Al principio igual... pensé que me iban a decir que se cree, que anda escribiendo en inglés, ...pero cuando uno empieza a postear más a tener un... o hacerlo más seguido como que no se hace tan tedioso."</p>
<b>DIMENSION3: Cognitive writing engagement</b>			
			<p><b>Participant 7:</b> "Me hizo pensar más, así como buscarme yo la mejor manera de hacerlo para la gente que lo veía."</p>

Cultivating Self-Regulation and Strategic Growth	<i>Using strategies like revising, proofreading, and making drafts</i>	11	<p><b>Participant 5:</b> "Me hago preguntas, lo leo, hago un borrador."  <b>Participant 2:</b> "Hago un borrador y explicar también el por qué de la foto quizás o el por qué quise hablar de tal tema."  <b>Participant 8:</b> "Hice el primero que se me vino a la mente y después hice otro más sobre pensado que es el que hice después que subí a Instagram."  <b>Participant 5:</b> "Eh yo siempre hacía un borrador, pero ahora la agregué el releer y hacerme preguntas mientras lo voy leyendo..."  <b>Participant 6:</b> "...los volví a leer e hice borradores y más borradores y hasta que yo decía, ya está bien y tiene coherencia y como que se entiende lo que yo quiero expresar."  <b>Participant 6:</b> "Yo me hago preguntas, lo leo, hago un borrador, pero lo hago en inglés, entonces, para mí ahora me siento más segura a la hora de."  <b>Participant 2:</b> "Hacerse preguntas para ir respondiéndolas en el texto igual fue una buena estrategia porque aparte que el tema que elegíamos en las sesiones yo igual iba haciéndome pregunta y la iba respondiendo igual que hacer un borrador."  <b>Participant 4:</b> "Siempre releía los textos intentando buscar nuevas palabras o si tenía que cambiar de frases, pero nunca me hacía preguntas y con el paso de las sesiones me empecé a hacer más preguntas para que mi texto tuviera más profundidad, más argumentos y da un súper buen resultado."  <b>Participant 7:</b> "Releer el texto siempre me ha funcionado, pero algo que hice en el último post que no lo había hecho nunca es hacer otro texto aparte."  <b>Participant 8:</b> "Releo muchas veces el texto para ver si puedo encontrar una palabra que calce mejor o si tiene coherencia con el texto, y hago un borrador."</p>
	<i>Asking yourselves questions throughout the writing process.</i>	10	<p><b>Participant 1:</b> "Me hago preguntas para poder ir explicando lo que yo quería interpretando las fotos."  <b>Participant 2:</b> "yo igual iba como haciéndome pregunta y la iba respondiendo igual que hacer un borrador"  <b>Participant 1:</b> "...e ir haciéndome preguntas para poder ir explicando lo que yo quería interpretando las fotos."  <b>Participant 5:</b> "pero ahora la agregué el releer y hacerme pregunta mientras lo voy leyendo"  <b>Participant 6:</b> en los últimos escritos me hice preguntas y los volví a leer e hice borradores  <b>Participant 3:</b> a mí lo que me ayudó en la estrategia es como hacerme pregunta cuando iba escribiendo  <b>Participant 7:</b> a mí releer el texto, siempre me ha funcionado  <b>Participant 2:</b> Yo creo que igual el hacerse preguntas para ir como respondiéndolas en el texto igual fue una buena estrategia  <b>Participant 4:</b> con el paso de las sesiones me empecé a hacer más preguntas para que mi texto tuviera como más profundidad.  <b>Participant 5:</b> porque me hago preguntas, lo Leo, hago un borrador, pero lo hago en inglés.</p>
<b>DIMENSION 4: Social writing engagement.</b>			
			<b>Participant 8:</b> A mí en general sí me gusta escribir, pero nunca lo comparto con nadie, entonces y tampoco subo nada a

<b>Overcoming judgments and building community</b>	<i>Developing a sense of community through shared writing experiences</i>	6	<p>Instagram así en publicación. Entonces, eso me provocó un poco de curiosidad</p> <p><b>Participant 5:</b> yo no lo quería compartir porque me daba cosita escribirlo mal, ...ahora no sé, encuentro que puedo llegar igual a hartas personas que están pasando por alguna situación</p> <p><b>Participant 2:</b> ya después uno se siente como más segura de poder subir una foto de... hablando</p> <p><b>Participant 1:</b> pero acá cada uno se tenía que explayar más para también dar a conocer bien al punto de vista que uno quería compartir</p> <p><b>Participant 3:</b> Por lo menos yo sí comparto mis textos</p> <p><b>Participant 1:</b> usar Instagram yo creo que, sí nos ayudó, fue como más fácil compartir todo</p>
	<i>Overcoming the fear of judgments from others.</i>	9	<p><b>Participant 2:</b> "Al principio, me daba ansiedad saber que se tenía que subir a Instagram porque todo el mundo lo iba a ver."</p> <p><b>Participant 3:</b> "Al principio igual era como que nos causaba intriga porque no sabíamos bien lo que íbamos a postear."</p> <p><b>Participant 7:</b> "Me sentí más tranquilo que con los writing de los exámenes, siendo que este lo ve más gente."</p> <p><b>Participant 6:</b> "Me dio mucha ansiedad saber que se tenía que subir a Instagram porque todo el mundo lo iba a ver."</p> <p><b>Participant 5:</b> "Me daba cosita escribirlo mal, no sé, la inseguridad como dije al principio."</p> <p><b>Participant 1:</b> "Al principio sí me daba vergüenza, más que nada cuando uno lee a personas que escriben en inglés y uno sabe que hablan español."</p> <p><b>Participant 4:</b> "No estaba cómoda porque mucha gente siento que juzga, entonces podían pensar algo negativo al verlo en una red social."</p> <p><b>Participant 7:</b> "Al principio igual me pasaba lo mismo que al participant 1. Pensé que me iban a decir que se cree, que anda escribiendo en inglés."</p> <p><b>Participant 6:</b> "Nunca me dio vergüenza subirlo a Instagram, pero sí me cuestioné qué pensaba la gente al ver el texto."</p> <p><b>Participant 2:</b> "Yo creo que sí aumenta el compromiso al momento de usar Instagram porque lo va a ver mucha más gente."</p>

**Source:** self elaboration

Figure 10: Students' writing engagement per dimension



**Source:** self elaboration

Figure 10 shows the percentages that represent the times students made a reference to the four dimensions of affective, behavioral, cognitive and social writing engagement in the focus group. Consequently, It can be observed that the affective writing engagement achieved the highest percentage which meant that participants found emotional satisfaction in using Instagram as a platform for self-expression as well as for enjoyment in sharing personal stories and experiences with a wider audience; the social writing engagement dimension got the lowest score. Although this dimension had consistently been regarded as the one that achieved the lowest levels compared to the others, the results throughout the intervention revealed a significant improvement among the participants, which can be attributed to the use of the social network Instagram.

The thematic analysis results align seamlessly with the findings derived from the Likert scale 2 responses which were obtained following the implementation of the social network Instagram. In essence, this alignment underscores a coherence in the participants' engagement patterns, as identified through these two data collection instruments. On this ground, on the one hand these instruments indicated that the affective dimension of writing engagement achieved the highest scores since it allowed students to connect their writing tasks to the real-world experiences, reflecting the positive emotional connection that they went through when they found writing engaging and personally meaningful. On the other hand, there were evident signs of progress in the social writing engagement dimensions, even though it remained the least emphasized among participants. This social dimension displayed the lowest engagement percentage at 66% compared to the other dimensions, all of which surpassed 88% in the second Likert scale. However, it's crucial to highlight that this engagement level is still 12 percentage points higher than what was observed in the Likert scale 1. This indicated a noticeable improvement in participants' engagement with the social dimension over time suggesting the potential for further improvements.

## **Chapter V: Discussion**

The purpose of this chapter is to delve into the analysis of results in the light of the research question and the research objectives stated in the context of the subsequent study. The main findings that emerged were supported by a review of relevant literature. Furthermore, this chapter explored the research limitations and discussed the implications of using Instagram as a teaching resource tool to increase students' writing engagement when writing captions.

After conducting the following action research and a thorough analysis of its main findings, it is necessary to shed some light on the research question guiding this study, which was the following:

- To what extent does the use of the social network Instagram help third-year higher education students to increase their writing engagement when writing captions?

This question was addressed using quantitative and qualitative techniques to analyze the data as a response to the specific objectives.

**5.1 Specific objective 1:** To describe students' engagement in writing when using the social network Instagram for uploading posts.

The comparison of the participants' outcomes in the pre- and post-intervention tests provided valuable insights into the impact of using the social network Instagram as an essential pedagogical tool to enhance writing engagement among participants. In other words, it can be mentioned that the participants showed some improvements in using vocabulary, writing an original text, following instructions, expressing ideas, which could be attributed to their higher level of writing engagement they exhibited after using the social network Instagram. The increase in the participants' writing scores in the post intervention test indicated that the use of this social network can be a powerful motivator for students to improve their engagement in writing. As suggested by Senel (2018) when students and teachers are highly motivated to write, the writing lessons become more pleasurable as a result improving academic achievements

The mean score comparison between the pre and post intervention tests revealed that participants improved their writing tasks in 1.5 points (25%) after using the social network Instagram. When comparing the participants' performance before and after the intervention, it was evident that six out of eight participants displayed an improvement in their results, while the remaining two participants maintained their previous performance levels with the maximum score of 8 which corresponds to a 100%. The mean values of 5.95 and 7.45 in the pre and post intervention tests respectively may suggest that this increased writing engagement through the use of Instagram during the intervention may have played a pivotal role in motivating students by creating a genuine, meaningful, and authentic learning environment. Additionally, this platform enabled participants to express ideas, thoughts, and opinions in various contexts, fostering connections with both the teacher and peers within an actively engaged virtual space, and therefore mitigating negative factors

such as reluctance to write. This is complemented with what Abubakar et al. (2017) stated in a study on students' engagement in relation to students' performance in which it is claimed that students' engagement is often seen as a key factor in promoting personal development and achieving better results, which could be the case of the participants of this study regarding the post intervention test results achieved. This increased writing engagement is further supported by the post-intervention test results, where the minimum score increased from 4.80 to 6.80, while the maximum score remained the same at 8 points.

**5.2 Specific objective 2:** To analyze students' perceptions of their writing engagement when using Instagram for uploading posts.

In the Chilean educational system, students are expected to achieve proficiency in English including the writing skills, emphasizing the development of these abilities in simple and contextualized communicative situations that are personally relevant and have clear purposes. The findings of this study are in line with the Chilean EFL context expectations since the Instagram features, such as photo descriptions and captions encouraged students to apply their writing skills in real-life contexts that were personally significant for them. Consequently, this study indicated that Instagram may serve as a valuable tool to increase students' writing engagement. The integration of the social network Instagram has shown to have an impact on the different dimensions of the multidimensional construct of writing engagement: affective, behavioral, cognitive and social. Moreover, the participants seemed to present a clear upward tendency in the scores achieved in Likert scale 2 compared to results achieved in Likert scale 1 indicating a positive trend in the four writing engagement dimensions assessed. Additionally, there was an increase in the participants' global scores rising from 72% in the Likert scale 1 to 82% in the Likert scale 2. In other words, this 13.9% increase might suggest an overall progression in writing engagement over the course of the intervention. Furthermore, the results of the thematic analysis were consistent with the outcomes of the Likert scales showing a higher level of engagement in writing which could be influenced by using the social network Instagram to upload posts.

### **5.2.1 Affective writing engagement**

Instagram seemed to have improved the students' affective writing engagement which could have been promoted by students' high interest in working on their written tasks and how they felt working on them. This was represented by an 11.2% increase in the mean values from the first to the second Likert scale. In other words, the findings revealed that the integration of the social network Instagram in EFL writing allowed the participants to experience a positive emotional connection in the writing activities. As stated by Prasetyawati and Ardi (2020) in a similar study "the students showed their interest in writing on Instagram because of its interesting features, namely Instagram story and photo's caption" (p.50)

Additionally, Instagram allowed participants to express themselves, enjoy writing, and share their written captions. The findings suggested that Instagram could serve

as spaces for self-expression and personal satisfaction in writing, contributing to the participants' emotional fulfillment. To clarify this, the following shows what participants said in the focus group:

**Participant 3:** *"A mí me pareció interesante el tema de la escritura también [...] después, con el transcurso del tiempo nos dimos cuenta de que igual era fácil y, y por lo menos a mí me gustó"*

**Participant 1:** *"Yo, no me gusta escribir en inglés, pero le fui agarrando el gusto [...] eso fue soltando más la mano y como ir tomando más vocabulario"*

**Participant 2:** *"uno se siente como más segura de poder subir una foto de... hablando, quizás de algún tema personal, algo que quizás nunca lo ha contado ni a sus más cercano y ocupa la red social como Instagram como para desahogarse."*

**Participant 8:** *"Nunca lo compartía con nadie, entonces [...] eso me provocó un poco de curiosidad, cómo iba a reaccionar el resto más que como yo me iba a sentir"*

Hence, Instagram appeared to be a useful pedagogical tool for students allowing them to engage in authentic language learning experiences in a learning environment that emphasizes students' needs and interests. As stated by Kurniawan and Kastuhandani (2016) utilizing Instagram for writing enables students to generate ideas for their writing tasks with more authentic content fostering engagement and motivation in their learning process. Additionally, Junco et al. (2011) clearly states that language teachers have been drawn in using social media platforms for language learning purposes to motivate students to become more actively engaged in the learning process. Despite the fact that some participants expressed feelings of anxiety at the beginning of the intervention due to the fear of judgment from a wider audience, their anxiety levels diminished as they continued to write on Instagram and they started to find comfort and motivation in the platform as the study progressed. As stated by Ives et al. (2022), affective writing engagement can impact student's willingness to engage in the writing process as well as develop a positive attitude towards writing and increase their overall writing performance.

### 5.2.2 Behavioral writing engagement

Regarding the behavioral writing engagement, it could be highlighted that participants showed a general positive tendency from the first to the second Likert scale. Notably, the first Likert scale displayed a mean score value of 83%, while the second Likert scale demonstrated a higher mean score value of 89%, indicating a notable increase in participants' engagement levels over the course of the study. This increase of 7.3% leads us to conclude that participants invested effort and demonstrated commitment in producing their written captions on Instagram. This is also supported by the students' perceptions provided in the focus group where they emphasized to have demonstrated extra effort and commitment since their captions were publicly seen by everyone. As mentioned by Maulina (2018) incorporating social media into the language learning context may motivate participants to use the English language to write their captions online, which could be read locally or internationally enhancing their writing ability. Likewise, Shazali et al. (2019) also

stated the idea that Instagram helped in developing students' writing ability in terms of new vocabulary and in boosting their motivation too.

The fact that the participants approached the idea of writing on Instagram with the desire to improve their writing skills emphasized the notion that using this social media for writing captions was seen more than just a casual activity. That is to say, when students perceive writing tasks as meaningful and relevant, they are more likely to engage deeply in the writing process. As stated by Prasetyawati and Ardi (2020) the integration of Instagram enhances the overall writing experience creating an interactive environment for students to develop their writing skills and engage in them.

### **5.2.3 Cognitive writing engagement**

In terms of the cognitive writing engagement dimension, the findings presented a 19% improvement from the first to the second Likert scale. This suggests that students showed an enhancement in self-regulation and strategic growth in the study.

When the participants were involved in writing, they experienced a sense of enjoyment showing a high level of commitment to the task. As stated by Ives et al. (2000), this active involvement fostered strategic growth contributing to the enhancement of their writing skills by promoting a positive mindset, fostering consistent practice, and facilitating thoughtful reflection and improvement. This is supported by the participants' perceptions in the focus group regarding the strategies used such as revising, proofreading and making drafts while developing the writing tasks on Instagram. That is to say, the participants were able to reread, think carefully about the word usage, and ask themselves questions to ensure coherence and clarity in their writing tasks. Thus, these findings imply that the participants recognized the importance of these strategies and actively used them allowing for increased engagement in their written tasks and resulting in improvements in the writing activities. In this context, Prasetyawati and Ardi (2020) state that the quality of academic work produced by students reflects cognitive engagement, even though cognition is challenging to directly observe. As a conclusion, the alignment between the strategies used and the enhanced students' written tasks undercores the idea that cognitive writing engagement significantly influences the quality of writing works produced by students.

### **5.2.4 Social writing engagement**

There was a positive trend indicating a rise in the levels of the participants' social writing engagement from the first to the second Likert scale. Thus, the mean scores indicated increased levels of engagement, ranging from 54% (Likert scale 1) to 66% (Likert scale 2). This 22.3% increase may be attributed to the use of Instagram for uploading posts.

While there was evidence of growth in this dimension, it was the dimension least emphasized with the lowest engagement percentage of 66% among the participants, compared to the other dimensions which were over 88% in the second Likert scale. However, it is important to note that this engagement level was still 12 percentage points higher than what it was observed in the Likert scale 1. This suggests a noticeable improvement in the participants' engagement with the social dimension over time and implies there is room for further enhancement compared to the other dimensions. Prasetyawati and Ardi (2020) state the idea that social writing engagement is promoted by using Instagram in EFL writing classes through the students' collaboration and interaction with each other. This boosts connectivity and results in a dynamic exchange of ideas and insights among students. On this ground, the use of Instagram not only facilitated communication in this intervention, but also created a learning environment that developed a sense of community through shared writing experiences that fostered the social writing engagement. Astin (1999) supports the previous ideas claiming that when students actively participate in social interactions, they are more likely to experience significant growth in both their academic knowledge and their personal development.

Regarding the participants' perceptions in the focus group, students shared their experiences of overcoming the fear of judgment from others and developing a sense of community through shared writing experiences. Moreover, it is important to note that some participants initially experienced anxiety, but this was limited to the first stages of their writing tasks. Interestingly, this anxiety was mitigated by the constant use of Instagram. This social network developed writing engagement among students, which helped them reduce their anxiety levels. This observation mirrors the findings of Senel (2018), who suggested that high levels of engagement in writing can serve as a powerful tool to mitigate negative factors such as anxiety, fear of failure, and reluctance to write. This reluctance to write stands out as a crucial element in the research problem, as students consistently demonstrated this reluctance towards the writing tasks. In this context, the use of Instagram has been a useful pedagogical tool to help students enhance their writing engagement and consequently, their academic writing achievement.

As a conclusion, these insights from the focus group clarified the different aspects of students' experiences regarding the social writing engagement. That means, they not only showed the development of a sense of community and the overcoming of the fears of being judged by others, but they also highlighted how developing the writing tasks on Instagram had helped them in dealing with initial anxiety which could be a barrier to writing engagement development.

### **5.3 Implications and limitations**

In these new modernized times, technology has transformed the traditional approaches of English teaching. In this regard, the social network Instagram is considered to be a tremendous pedagogical resource tool for enhancing writing engagement. Therefore, educators need to consider incorporating this social

network into their teaching strategies to create more enjoyable and relevant tasks that enhance their level of engagement in more contextualized communicative situations and are relevant for the students. On this ground, the findings which emerged from the following study indicate that Instagram aligns properly with the expectations of the Chilean educational system. The Chilean educational system places emphasis on the development of writing skills, particularly in simple and contextualized communicative situations that are personally relevant and have clear purposes. Instagram, as a social network, offers a platform that seamlessly integrates into these expectations. The process of writing in English, as structured in the Chilean context, involves progressing from guided writing to more imaginative expression, with an emphasis on autonomy and creativity. Instagram allows this progression and enhances the writing engagement. Moreover, Instagram's role in facilitating peer-to-peer communication and providing a platform for sharing written content creates a learning environment where students can interact with each other's posts, and engage in the writing tasks fostering an environment that contributes to a more collaborative learning.

In addition, the findings from various studies, including those by Sirait & Marlina (2018), Khalitova (2016), Nurdiansyah and Abdulrahman (2020), support the notion that Instagram can effectively serve as an instructional tool for writing, contributing to its potential as a valuable resource in increasing students' writing engagement. Therefore, teachers could easily integrate Instagram as a pedagogical tool in the EFL classroom to meet the curriculum objectives effectively.

This action research showed that students experienced cognitive growth and self-regulation through the use of Instagram. That is to say, students developed effective goal-setting, strategic planning, and consistent monitoring of their progress. Therefore, educators should encourage students to continue using the strategies, such as revising, proofreading and making drafts, that work best for them to persist improving their engagement in writing.

Researchers could explore the long-term effects of using Instagram for developing writing engagement, comparing the effectiveness of different social networking sites, and investigating strategies to further enhance social writing engagement to foster a sense of community and reduce anxiety connected to writing tasks, creating a more supportive learning environment for the students.

In this action research, it is important to consider certain limitations that showed up while conducting the intervention. In the first place, the relatively small sample size may limit the generalizability of the findings. The analysis would have been much stronger with a wider sample. Therefore, future research could aim at including a larger group of participants to enhance external validity of the results. In the second place, the duration of the intervention could be extended, which might have allowed for more in-depth exploration of the use of Instagram as a strategy to increase writing engagement, providing a more comprehensive understanding of its effectiveness. Therefore, the improvements in writing engagement may not be seen to be influenced by short term enthusiasm rather than the effect of Instagram as a pedagogical resource tool. Consequently, a longer intervention could help to

understand if these enhancements last over time. In the third place, this study focused on the social network Instagram as a pedagogical resource tool. While the results appeared to have a positive impact on the development of the writing engagement, it would be worth considering the effectiveness of Instagram as a pedagogical tool and how it could help to develop other English language skills.

Finally, while there is some research on students' engagement, there is little research on writing engagement which leaves little room to fully understand and address its nuances.

## **Chapter VI: Conclusions**

## 6.1 Summary of the main findings

The present study was designed to examine the contribution of Instagram as a teaching resource tool to increase third-year higher education students' writing engagement when writing captions. To carry out the intervention, various methods of data collection and analysis were carried out, and they finally showed that the participants enhanced their writing engagement by means of using the social network Instagram.

Regarding SO1, "to describe students' engagement in writing when using the social network Instagram for uploading posts", the pre - and post – intervention writing test results showed that the integration of Instagram as a pedagogical tool had a beneficial effect on the participants' writing engagement. This was evidenced by the 6 out of the 8 (75%) participants who demonstrated an increase in their scores from the pre to the post intervention test. Additionally, 2 participants maintained the highest achievable score, indicating a consistent high performance. Finally, based on these outcomes, it can be concluded that writing in engaging and meaningful contexts such as on social media platforms like Instagram, allows students to improve their writing language skills. In other words, a higher engagement in writing activities has the potential to enhance academic performance by creating a genuine, meaningful, and authentic learning environment.

In reference to SO2, "to analyze students' perceptions of their writing engagement when using Instagram for uploading posts". This was assessed with two Likert scales administered at the beginning without the use of Instagram, and at the end of the intervention after having used the social network. In addition to assessing participants' perception, a thematic analysis was conducted using a focus group session. This session, held after the Likert scales, enabled students to deeply reflect on both the intervention and their learning process. In general terms, the comparison of the two scale results, and the information gathered in the focus group, depicted an increase in the participants' overall writing engagement levels within four dimensions: affective writing engagement (AWE), behavioral writing engagement (BWE), cognitive writing engagement (CWE), and social writing engagement (SWE).

In the **affective writing engagement** dimension, students demonstrated a genuine interest towards their writing activities performed on Instagram based on the 11.2% increase in the Likert scale survey results. This social network provided a platform for students to freely express themselves, enjoy writing and share their written captions. According to the students' thoughts in the focus group, Instagram functioned as a space for self-expression and personal satisfaction in writing contributing to participants' emotional fulfillment. In other words, participants not only found the written tasks engaging but also experienced a sense of satisfaction while completing them. Despite the fact that certain participants initially experienced anxiety about potential judgment from a larger audience at the start of the intervention, their anxiety levels gradually faded as they continued writing on Instagram and began to feel more at ease on the platform as the study progressed.

As a consequence, these positive emotional experiences enhanced a strong connection between the students and the writing activities performed on the social network developing their engagement in writing.

Regarding the **behavioral writing engagement**, participants' answers gathered from the the Likert scale surveys results demonstrated that they showed strong dedication and hard work in their writing tasks while using Instagram. As a consequence, their effort and commitment invested in producing their written captions on Instagram were clearly visible and enabled them to produce improved texts. Furthermore, during the focus group session, the participants emphasized their dedication to enhancing the quality of their written captions in the light of the fact that their work was accesible to everyone on Instagram, and not just the teacher researcher. Their dedication and commitment were not only a response to this wider visibility, but also a proof of this social network characteristic to develop a real, meaningful and authentic context for learning. By investing effort and commitment in producing a written caption that resonated with their experiences and interests, participants fostered a deep connection with the task. As a conclusion, Instagram transformed the writing tasks into meaningful experiences, where participants were not simply completing their works, but they were actively shaping their learning environment enhancing their overall writing engagement.

On the subject of **cognitive writing engagement**, most of the respondents (6 out of 8) exhibited self-regulation and strategic growth through conscious practices after the use of the social network Instagram according to the results derived from the Likert scales analysis which showed a 19% improvement from the first to the second Likert scale. On this ground, the participants used strategies such as revising, proofreading, and making drafts to maintain coherence and clarity in their written tasks. This students' active involvement made them experience a sense of enjoyment showing a high level of commitment to the task enhancing their writing skills by promoting a positive attitude, and enabling reflective thinking and improvement. This was supported by the participants' perceptions in the focus group regarding the strategies used while developing the writing tasks on Instagram. Participants clearly stated to have focused on rereading, thinking carefully about the word usage, and asking themselves questions to ensure coherence and clarity in their writing tasks throughout the intervention. Consequently, participants not only acknowledged the value of these strategies, but they also actively applied them. As a result, students recognized the significance of these strategies, empowering them to engage more deeply in writing.

It is important to note that although two participants experienced a slight decrease in this dimension in the second Likert scale compared to the first, they reported in the focus group using strategies such as revising, proofreading, and making drafts. Therefore, the minor decrease in these participants' second Likert scale results might have occurred due to temporary factors such as mood, fatigue, or time constraints rather than a reflection of their overall perception.

In terms of the **social writing engagement**, the participants showed an increase from the first to the second application of the Likert scale after having used the social network Instagram. Although there was an evident growth in this dimension, it received comparatively less emphasis, with the lowest engagement rate among participants in the second Likert scale. Nonetheless, it is noteworthy that this engagement level showed a 22.3% increase from Likert scale 1 to Likert scale 2. This indicated a significant improvement in discussions with peers about their work, and their eagerness to share their written captions on Instagram. In the focus group session, participants stated to have initially experienced anxiety, but this was limited to the first stages of their writing tasks. Interestingly, this anxiety was mitigated by the constant use of Instagram and helped them overcome the fear of judgment from others and develop a sense of community through shared writing experiences. Consequently, these focus group insights clarified various aspects of students' experiences in social writing engagement. That means, they not only showed the development of a sense of community and the overcoming of the fears of being judged by others, but they also highlighted how developing the writing tasks on Instagram had helped them in dealing with initial anxiety which could be a barrier to writing engagement development.

## **6.2 Personal reflections**

Conducting the present action research has been a meaningful experience as a teacher researcher. Throughout the process of this study, I was deeply interested in understanding the participants' reluctant attitude when it came to writing. Witnessing the students' fear of failure and their reluctant attitude towards writing tasks made me reflect on a strategy that could be effective to help them enhance their engagement in writing.

During the research process, I found myself inspired by the creative idea of integrating Instagram into the classroom. At the beginning I was skeptical about social media as an educational tool. However, this initial skepticism was replaced by a sense of amazement at students' willingness to use this platform for their writing tasks. It was such a powerful reminder of how technology, and more specifically social media space such as Instagram, could be turned into a meaningful learning environment.

The data collection and analysis processes were both challenging and rewarding. In the analysis of the pre and post intervention test results, I felt proud and pleased noticing the participants' improvement. The students' attitude throughout the intervention, as well as the increase in their scores, shed some light on the positive impact of the social network Instagram to develop a higher level of engagement in writing, which, as a consequence, enhanced their academic performance. The integration of Instagram as a pedagogical tool reinforced my belief in the potential that the use of technology has as a valuable pedagogical tool to be used in the classroom to support teaching methods and improve or transform students' learning experiences.

Regarding the focus group session, it provided insight into the value of Instagram as a useful pedagogical resource to develop the participants' engagement in writing. Listening to their answers and witnessing their experiences especially in overcoming some degree of anxiety, as well as building a sense of community, was incredibly moving. In this regard, it made me realize the importance of the teachers' role, not only for teaching, but also for enhancing students' confidence and emotional well-being.

In conclusion, this study has been a very significant and meaningful learning experience for me as an educator. Having carried out this action research project challenged my personal teaching practices and beliefs. It made me question my approaches to teaching EFL and consequently encouraged me to explore more student-centered and innovative methods. Witnessing the participants' development in writing engagement through the use of Instagram has not only validated the research objectives of this study, but it has also inspired me to delve into exploring new approaches to teaching and learning.

On this ground, this study has revealed the importance of considering technology, such as the integration of Instagram as a pedagogical tool, in the teaching and learning process to create the right environment to provide active learning practices. This fosters a real, meaningful and authentic context focusing on enriching students' knowledge through a supportive teaching and a confident learning environment which makes students feel comfortable to enjoy the learning process.

Finally, this action research has left me with a sense of fulfillment, knowing that even small changes in teaching methods can have a significant impact on the students' learning outcomes such as the development of the writing engagement.

### **6.3 Recommendations:**

This action research study not only contributed to enriching the existing literature on writing engagement through technology integration in the learning environment, but it also offered practical implications for educators who are searching for innovative methods to enhance students' engagement in their writing experiences. On this ground, the use of Instagram aims to create a relevant, and authentic writing task in educational environments that promote the development of engagement in writing.

I truly believe that this study not only shed light on the positive contribution of using Instagram to develop engagement in writing, but also opened opportunities for future research. Exploring different strategies to further enhance the four dimensions of writing engagement and investigating the long term effects of such strategies could be useful areas of study. On this ground, throughout the intervention and in general terms, students were observed having a tendency to write longer texts as they used Instagram in their writing tasks. In other words, this showed the potential of Instagram to encourage extended writing. On this matter, future research projects should explore the contribution of Instagram not only in the students' engagement in

writing, but also in enhancing their writing fluency. The importance of understanding how students develop writing fluency through the integration of Instagram may provide useful data in how social media could shape the communicative competence by fostering writing skills.

Finally, this study includes a small size affecting the findings' generalizability. Therefore, a larger group of participants is recommended to strengthen the analysis. Moreover, extending the duration of this project may ensure that improvements in the writing engagement are not a consequence of short-term enthusiasm, but a significant impact of using Instagram in the long term as a pedagogical tool.

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## **APPENDICES**

**APPENDIX A****Pre intervention test****Instruction:**

Look at the following image called “My favourite school memory” and describe YOUR favourite school memory. Use at least 60 words. Make use of verbs in simple past and vocabulary about school life.

**MY FAVOURITE SCHOOL MEMORY**

Taken from: [www.playmeo.com](http://www.playmeo.com)

**APPENDIX B****Post intervention test****Writing an Instagram caption**

Based on the image you have, get ready to write your Instagram caption. The topic is “*Self-reflection, the power of selfies*”. Make use of vocabulary connected to your topic. Remember that your caption needs to have at least 60 words

Here you have a template that considers the main elements that an Instagram caption should have

**Opening line:** think of a phrase to engage your readers

**The text:** share your thoughts, emotions, tell a story, write a description

**Call-to-action:** A phrase or statements to ask your readers to take a specific action (react, comment, like, go to your bio, etc)

**Hashtags:** create your clickable words or phrases.

**Tags and mentions:** people you want to share your caption with.

**Emojis:** Check your text and see if you can replace some words for emojis

## APPENDIX C

## Analytic rubric

RÚBRICA DE EVALUACIONES PARCIALES PRODUCCIÓN ESCRITA PARA TODOS LOS NIVELES					
CRITERIO	NIVEL DE LOGRO				
	Totalmente logrado (2pts.) 100%	Logrado (1,6 pts.) 80%	Parcialmente logrado (1,2 pts.) 60%	Insuficientemente logrado (0,6 pts.) 30%	No logrado (0 pto.) Menos de 30%
Expresa ideas escritas de acuerdo al nivel respectivo	Expresa ideas totalmente completas de manera clara, con comentarios lógicos y extendidos de acuerdo al tema y nivel respectivo.	Expresa la mayoría de las ideas de manera clara con comentarios lógicos y extendidos, de acuerdo al nivel respectivo.	Expresa solo algunas ideas de manera clara con comentarios lógicos y extendidos, de acuerdo al nivel respectivo.	Expresa muy pocas ideas de manera clara, no dando evidencia de comentarios lógicos y extendidos de acuerdo al nivel respectivo.	No responde a la actividad.
Utiliza vocabulario de acuerdo al nivel respectivo	Utiliza todo el vocabulario y expresiones de acuerdo al tema y al nivel respectivo.	Utiliza en forma correcta la mayoría del vocabulario y expresiones de acuerdo al nivel respectivo.	Utiliza en forma correcta parte del vocabulario y expresiones de acuerdo al nivel respectivo.	Utiliza muy poco vocabulario y pocas expresiones del nivel respectivo,	No responde o utiliza vocabulario y expresiones erradas del nivel respectivo.
Sigue los lineamientos establecidos para la elaboración del texto del nivel respectivo	Respeto totalmente los lineamientos sobre tema y extensión del texto.	Respeto la mayoría de los lineamientos sobre tema y extensión del texto.	Respeto en forma parcial los lineamientos sobre tema y extensión del texto.	No respeta los lineamientos sobre tema o extensión del texto, haciendo omisiones o cambios no contemplados en las instrucciones y alterando el producto casi en su totalidad.	No respeta ningún lineamiento, alterando el producto en su totalidad / No participa en la discusión.
Produce un texto original de acuerdo al nivel respectivo	El texto escrito da evidencia de ser totalmente original del estudiante, conteniendo ideas propias y elaboradas utilizando los contenidos temáticos, léxicos del tema tratado.	El texto escrito da mayoritariamente evidencia de ser original del estudiante, conteniendo mayoría de ideas propias y elaboradas utilizando la mayoría de los contenidos temáticos, léxicos del tema tratado.	El texto escrito da evidencia parcial de ser original del estudiante, conteniendo mayoría de ideas propias y elaboradas utilizando parte de los contenidos temáticos, léxicos del tema tratado.	El texto escrito da evidencia insuficiente de ser original del estudiante, conteniendo muy pocas ideas propias y elaboradas utilizando escasamente los contenidos temáticos y léxicos del tema tratado.	El texto no evidencia originalidad y/o usa estructuras, vocabulario y contenidos ajenos al tema tratado.

## APPENDIX D

### Likert scale survey

The following statements are about your perceptions of writing engagement. Mark with an "X" the option that most closely represents your opinion regarding the task carried out today.

Las siguientes afirmaciones son sobre tus percepciones del compromiso en la escritura. Marca con una "X" la opción que más represente tu opinión en relación a la actividad realizada hoy.

Statements: <i>Perceptions of writing engagement</i> Afirmaciones: <i>Percepciones del compromiso en la escritura.</i>	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
<b>Dimension 1: Affective writing engagement.</b> <b>Dimensión 1: Compromiso emocional en la escritura.</b>				
1. When working on my writing task(s), I am interested in what I am writing. 1. Al realizar mi(s) tarea(s) escrita(s), me intereso por lo que estoy escribiendo.				
2. Working on my writing task(s) is interesting. 2. Trabajar en mi(s) tarea(s) escrita(s) es interesante.				
3. When working on my writing tasks, I feel good. 3. Al trabajar en mi(s) tarea(s) escrita(s), me siento bien.				
<b>Dimension 2: Behavioral writing engagement</b> <b>Dimensión 2: Compromiso conductual en la escritura.</b>				
4. I try hard to do well on my writing tasks. 4. Me esfuerzo por lograr un buen desempeño en mi(s) tarea(s) escrita(s).				
5. I work as hard as I can on my writing tasks. 5. Me esfuerzo lo que más pueda en realizar mi(s) tarea(s) escrita(s).				
<b>Dimension 3: Cognitive writing engagement.</b> <b>Dimensión 3: Compromiso cognitivo en la escritura.</b>				
6. When working on my writing task(s), I reread to see if I can make it better. 6. Al realizar mi(s) tarea(s) escrita(s), la(s) vuelvo a leer para ver si puedo mejorarla(s).				
7. When working on my writing task(s), I think carefully about the words I use. 7. Al realizar mi(s) tarea(s) escrita(s), pienso cuidadosamente en las palabras que uso.				
8. I ask myself questions as I am writing to make sure my writing makes sense. 8. Mientras escribo me formulo preguntas para asegurarme de que lo que escribo tenga sentido.				
<b>Dimension 4: Social writing engagement.</b> <b>Dimensión 4: Compromiso social en la escritura.</b>				
9. When working on my writing tasks, I talk with other students about my writings. 9. Al realizar mi(s) tarea(s) de escritura, hablo con otros/as estudiantes acerca de mi(s) escrito(s).				
10. When I am finished with my writing tasks, I want to share them with others. 10. Cuando termino mi(s) tarea(s) de escritura, quiero compartirlas con los demás.				
11. I can think of at least one person who would want to read my writings. 11. Puedo pensar en al menos una person que quisiera leer mi(s) escrito(s).				

## APPENDIX E

### Focus group

1. ¿Cómo te sentiste al desarrollar tareas escritas usando la red social Instagram? Por qué?  
1. How did you feel about the writing tasks you had to develop using the social network Instagram? Why?
2. ¿Querías compartir tus tareas de escritura con otras personas al terminarlas?  
2. Did you want to share your writing tasks with others when you were finished with them?
3. ¿Qué acciones realizas para demostrar tu compromiso con las tareas de escritura? ¿y al usar Instagram?  
3. What do you do to stay engaged in writing? And while using Instagram?
4. ¿Qué técnicas o estrategias utilizas para involucrarte en tus tareas de escritura? ¿y al usar Instagram?  
4. What techniques or strategies do you use to be engaged in your writing tasks? And while using Instagram?
5. ¿Con qué frecuencia comentas tus tareas de escritura con otras personas, por ejemplo, con tus pares? ¿y cuando usaste Instagram?  
5. How often do you discuss your writing tasks with others, for example your peers? And while using Instagram?
6. Did you experience any impact on your writing engagement when using Instagram to develop your writing tasks? What impact or effect?  
6. ¿Experimentaste algún impacto/efecto en tu compromiso con la escritura al utilizar Instagram para realizar tus tareas de escritura? ¿En qué?
7. ¿Crees que tu compromiso con las tareas de escritura aumenta al usar la red social Instagram para escribir textos? por qué?  
7. Do you think your writing engagement increases when using Instagram for writing captions? Why?

## APPENDIX F



## CONSENTIMIENTO INFORMADO

Yo, \_\_\_\_\_ expreso mi acuerdo para participar en el proyecto de investigación-acción denominado **“Enhancing Writing Engagement in the EFL Context: Social Media Intervention Using Instagram”**. cuyo investigador responsable es el señor Geneser Lagos Monsalve, profesor de Inglés y tesista de magíster de la Facultad de Educación, Universidad de Concepción, bajo la supervisión de la profesora Cecilia Cisterna Zenteno, académica de la Universidad de Concepción, Facultad de Educación.

Este proyecto corresponde al programa Magíster en Innovación de la Enseñanza, Aprendizaje y Evaluación del Inglés de la Facultad de Educación de la Universidad de Concepción.

El objetivo general de este estudio es: Examinar la contribución de Instagram como un recurso educativo valioso para aumentar el engagement en la escritura de estudiantes de tercer año de educación superior al escribir posts. To examine the contribution of Instagram as a valuable teaching resource to increase third-year higher education students' writing engagement when writing posts.

Los objetivos específicos de este estudio son:

- 1-. Describir el engagement de los estudiantes en la escritura al utilizar la red social Instagram para subir posteos. *To describe students' engagement in writing when using the social network Instagram for uploading posts.*
- 2-. Analizar las percepciones de los estudiantes sobre el engagement en la escritura al utilizar Instagram para subir posteos. *To analyze students' perceptions of their writing engagement when using Instagram for uploading posts.*

Se prevé que los componentes de este estudio de investigación-acción en el que usted da su consentimiento para participar, duren un máximo de 5 sesiones (con una duración máxima de 80 minutos cada una), y estos componentes constan de elementos previos, durante y posteriores a una intervención.

Los datos para este estudio se recopilarán de las sesiones previas, durante y posteriores a la intervención. Los instrumentos de recopilación de datos para este estudio son un pre y post test de intervención, un focus group grabado, una escala Likert que contiene una open-ended question y posteos a escribir en su red social Instagram.

El uso de cualquier actividad a realizar durante este proyecto de investigación-acción se limita estrictamente a la ejecución y análisis de los datos de este estudio. Al aceptar participar en este proyecto de investigación-acción, acepta el uso de estos instrumentos de recopilación de datos y da su autorización para ser grabado (sólo voz), y acepta a participar con estos instrumentos.

Entiendo que mi participación es voluntaria y anónima y me puedo retirar o rechazar mi participación en cualquier momento sin razón alguna y consecuencias de ningún tipo.

La información recogida a través de este proyecto podría aparecer en artículos de revistas académicas y/o en un libro, tanto como en presentaciones públicas de los resultados de investigación. En tales circunstancias, mi nombre podrá ser señalado sólo si autorizo expresamente al investigador responsable para ello. De lo contrario, toda mi información es confidencial.

Los datos recopilados serán guardados por el investigador responsable Geneser Lagos Monsalve en formato virtual y almacenados en carpetas con claves secretas, manejadas sólo por el investigador responsable. Los datos serán utilizados exclusivamente en la presente investigación.

Si se desea conocer los resultados y/o procedimientos de la investigación comunicarse, directamente con Geneser lagos Monsalve. Esta investigación no conlleva ningún tipo de riesgo o costo para las participantes, resguardando los aspectos de confidencialidad acordados.

Entiendo que, por mi firma en este formulario, señalo la aceptación.

Conuerdo con participar en el proyecto de investigación-acción:

Sí \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_  
Nombre de participante

\_\_\_\_\_  
Firma

\_\_\_\_\_  
Fecha

Fono: \_\_\_\_\_

Dirección: \_\_\_\_\_

Se solicita firmar dos copias de este formulario, una copia para el investigador responsable y otra para su archivo personal.

**Investigador Responsable**

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