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Universitat Autònoma de Barcelona

The Bright Side of Social Media:
The Use of Instagram as a Learning Tool in the English
Classroom in the Catalan Secondary School Context.

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Master's Dissertation

**Official Master's Degree in Teaching in Secondary Schools,
Vocational Training and Language Centres**

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Abstract

This Master's dissertation aims to explore the use of a social networking site such as Instagram as a learning tool in the English classroom, specifically in the Catalan secondary school context. In order to conduct the research, the implementation of a nine-session teaching unit (in a 4th of ESO class) was analyzed. The unit, titled "The Bright Side of Social Media," had as its final product the creation of a class Instagram account. The study is focused on three main aspects: how using Instagram reflects on the students' learning progress, how it affects their motivation to learn and use the language, and how this motivation is boosted by the fact that English is the predominant lingua franca online and in turn by their exposure to cultural awareness.

Keywords:

Social Networking Sites (SNSs), Instagram, Cultural Awareness, English as Lingua Franca, Transmedia Literacy, Transmedia Skills.

Resúm

Aquest treball de fi de Màster té com a objectiu explorar l'ús d'una xarxa social com l'Instagram com a eina d'aprenentatge a l'aula d'anglès; concretament en el context d'un Institut d'Educació Secundària a Catalunya. Per tal d'executar la recerca, s'ha analitzat la implementació d'una unitat didàctica de 9 sessions en una classe de 4t d'ESO. La unitat, titulada "The Bright Side of Social Media", té com a producte final la creació d'un compte Instagram per a la classe. L'estudi ha estat enfocat en tres aspectes principals: de quina forma utilitzar Instagram es veu reflexat en el progress de l'alumnat, com afecta en la seva motivació per aprendre i utilitzar la llengua, i si aquesta motivació es fomenta gràcies al fet que l'anglès sigui la llengua franca predominant a internet i per tant a la seva exposició a la consciència cultural.

Paraules clau:

Xarxes Socials, Instagram, Consciència Cultural, l'Anglès com a Llengua Franca, Alfabetisme Transmedia, Competències Transmedia.

Resúmen

Este trabajo de fin de Máster tiene como objetivo explorar el uso de una red social como es Instagram como herramienta de aprendizaje en el aula de inglés; concretamente en el contexto de un Instituto de Educación Secundaria en Cataluña. Para llevar a cabo la investigación, se ha analizado la implementación de una unidad didáctica de 9 sesiones en una clase de 4º de ESO. La unidad, titulada "The Bright Side of Social Media", tiene como producto final la creación de una cuenta de Instagram para la clase. El estudio se ha enfocado en tres aspectos principales: de qué manera utilizar Instagram se refleja el progreso de los alumnos, de qué manera afecta en su motivación para aprender y utilizar la lengua, y si esta motivación se fomenta gracias al hecho de que el inglés sea la lengua franca predominante en internet y por tanto a su exposición a la conciencia cultural.

Palabras clave:

Redes Sociales, Instagram, Alfabetismo Transmedia, Competencias Transmedia, Conciencia Cultural, Inglés como Lengua Franca.

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1. Introduction

This document is the final dissertation for the *Official Master's Degree in Teaching in Secondary Schools, Vocational Training and Language Centres* offered by Universitat Autònoma de Barcelona (Barcelona, Catalonia), on the topic "The Use of Instagram as a Learning Tool in the English Classroom in the Catalan Secondary School Context," presented during the year 2019/2020.

This dissertation is the result of combining my professional interest as an English teacher for exploring new tools for motivating teenage students to learn the language and to use it beyond the classroom, together with my personal interest in social networking. I have always been drawn to how social networking sites (SNSs) provide such easy access to speakers, content, and culture of many languages, and even more so of English since it is one of the predominant lingua francas online. Therefore, this paper aims to pursue my professional development as an English teacher and to explore the use of a SNSs (in particular, Instagram) as a learning tool, specifically in the context of secondary education in Catalonia. In order to conduct this research, I analyzed the implementation (in a 4th of ESO class) of a nine-session teaching unit titled "The Bright Side of Social Media," which had as its final product the creation of a class Instagram account.

Over the past decade, SNSs have become a big constant in our everyday lives, and staying connected through these platforms in the mediatic world we live is a routine for many. Our teenagers in secondary school years are no less to these practices and often dedicate a lot of their free time to them. In fact, the age range that concentrates the major internet users in Spain is that of 16 to 24, with a 99,2% (ONTSI, 2019). It is a current debate on whether students should be allowed to bring their personal mobile devices with access to these platforms during school time. However, just like information and communications technologies (ICTs) have made their way into our teaching practices, it would also be interesting to explore how recognizing this new reality could be beneficial in the classroom. Integrating something that is already part of both teachers' and students' everyday lives in our teaching could be useful to create that connection between education and "real-life" that shows students the purpose of what they are learning.

For English teachers, in particular, it is often a challenge to find ways of keeping up the students' motivation to continue improving their skills and even more so to encourage them to use the language beyond the classroom. Social networking sites (such

as Twitter, Instagram, Youtube, TikTok, etc.) can provide English students with popular culture content related to their interest and hobbies that could motivate them to learn the target language in order to understand it and consume it. This does not only fulfill several competencies in the Catalan foreign languages curriculum but also contributes to the development of many 21st Century skills (which will be delved into further on in this paper).

1.1 Research Questions

Considering the ideas laid out above, the two questions this research seeks to answer are the following:

RQ 1: How does the use of Instagram as a learning tool in the English classroom reflect on the students' learning progress?

RQ 2: How does it reflect on their motivation to learn and use the language? RQ 2.1: Does the fact that English is the predominant lingua franca online, and in turn, their exposure to cultural awareness boost this motivation?

To be able to answer these questions, the primary strategy used will be to observe how the use of Instagram reflected on the students' skills after having finished the unit (specifically on their writing skills, since they will be using the platform to publish different posts written by them.) The second strategy will be to analyze if using it affected made them more motivated to learn the language and to want to use it online on their own. Finally, the last strategy will be to study to what extent this motivation could be related to the fact that they will be exposed to the language's culture thanks to the fact that English is the Internet's lingua franca. The expectations for this research were established on some success indicators based on previous observation done in the target group (which will be further described in the context section). The leading success indicator will be if the majority of the students are motivated to participate in the unit since the tool used is something that all of them have confirmed to use all the time. A second success indicator will be if by the end of the unit, most of them make some progress in their learning (especially on their writing skills.) Another success indicator will be if, after being introduced and exposed to new content through Instagram, they are more motivated to engage with the language, and perhaps want to discover and follow new accounts that publish content in English. The last success indicator will be if at least some of them are more encouraged to write and share content in English on their own SNSs.

2. Literature Review

Before diving further into the particularities of this study, it is crucial to present a review of some existing literature related to the topic, with the objective of better understanding the principal notions that concern it. The following section is divided into the three main groups of issues that frame the research: how media has evolved in the field of education and especially in the context of language learning, the concept of social networking sites and more specifically of Instagram, and finally, on English as a lingua franca online and cultural awareness.

2.1 From Media Literacy to Transmedia Literacy

In contemporary society, digital technology has been the promoter of social change since the expansion of personal computers (PCs) back in the 80s, the World Wide Web (WWW) soon after in the 90s, and finally, the appearance of SNSs and smartphones in the late 2000s. When extrapolated to the field of education, these societal changes have slowly shifted our more traditional classroom practices into new ways of teaching to include ICT resources. However, the truth is that students are "immersed in ICT related activities in their homes and with their friends" (Sefton-Green, 2006) much more than in the classroom. Informal learning is human nature long before the establishment of the formal educational system, but the impact of digital technologies has allowed opportunities for learning new kinds of skills and new ways of acquiring more traditional ones.

To be able to explore these ideas focusing on secondary education students, it is essential to delve into the European study about Transmedia Literacy led by Carlos Alberto Scolari with the participation of up to 50 researchers. The project titled "Teens, media and collaborative cultures: exploiting teens' transmedia skills in the classroom" was published in 2018 and involved students between 12 to 18 years of age from eight different countries (Spain, Finland, Colombia, Uruguay, Portugal, Italy, United Kingdom, and Australia). They completed a thirty-six months field study of questionnaires, interviews, and workshops to analyze the habits of the secondary school students from the eight countries previously mentioned. The data was used to create a map of a complete

taxonomy of transmedia skills and informal learning strategies identified during the research.

As seen below in *Figure 1*, it is organized into nine dimensions (production, risk prevention, performance, social/individual/content management, media and technology, ideology and ethics, narrative and aesthetics), each divided into 44 main skills, which in turn include 190 more specific skills:

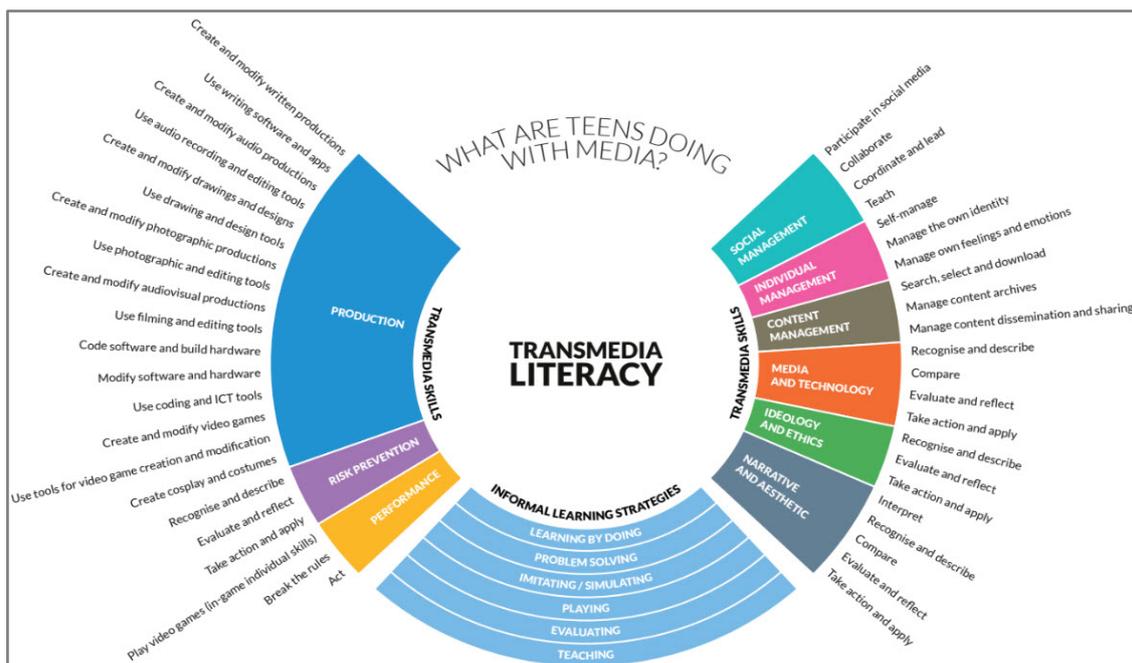


Figure 1: Map of Transmedia Skills and Informal Learning Strategies

The students in the research showed how young people are swiftly acquiring these transmedia skills in informal learning settings, and the research explains that in part, this is because traditional media consumers are nowadays considered "prosumers" (producers of media as well as consumers). Teenagers are able to produce, share, and consume media contents of all types and levels of complexity and interact between them in the participatory cultures they have created. Nonetheless, it also claims that these informal learning strategies are often "invisible or directly rejected by (adult) researchers and teachers." Thus why their goal was to help overcome the prejudices and acknowledge the activities where they develop them like "video gaming, writing fan fiction, doing cosplay or sharing memes as an important part of teenagers' cultural life." (Scolari, Ed., 2018).

With the emergence of these new ways to produce, share and consume media, educators and researchers have been challenged: the way media used to be taught can no

longer be limited to critical analysis or acquiring technical skills in the formal education system: media literacy has evolved into Transmedia Literacy. While traditional literacy was more centered on books and media literacy was more centered on movies or television, Transmedia Literacy is multimodal and is centered on digital networking and interactive media experiences. Then, Transmedia Literacy can be described as a set of "skills, practices, values, priorities, sensibilities, and learning/sharing strategies developed and applied in the context of the new participatory cultures" (Scolari, Ed., 2018).

This is especially interesting in the context of the present paper since many of the competencies needed to acquire these skills are connected to those in the "Competències bàsiques de l'àmbit digital" [Core competencies in the digital field] (Marquès, et al., 2015), which is a transversal field, as well as in the "Competències bàsiques de l'àmbit lingüístic" [Core competences in the linguistic field] (Escobar Urmeneta et al., 2015.) The skills the researchers found range from "problem-solving processes in videogames to content production and sharing in web platforms and social media; the creation, production, sharing, and critical consumption of narrative content (fanfiction, fanvids, etc.)."

In the context of language learning, traditional skills such as writing, reading, speaking, and listening were focused on more individual language learning. In contrast, the new collaborative transliteracies like inter-comprehension between people who speak different languages and plurilingual skills are related to cultural awareness (which will be further discussed later in this section), interaction, and the development of social competences (like debating, mediating, coaching, coding, and decoding). This is why the journey from media to transmedia in education, "requires changing teaching attitudes and adopting specific approaches, techniques, and tools to generate much more interactive activities, integrated tasks, and integrative projects" (Lorenzo Galés, 2019).

When thinking about integrating Transmedia Literacy into the English classroom, the teacher has to become a mediator between the educational institution (the school/formal education) and the external media inputs and outputs that the students consume and create (outside school/informal learning). Along with that, when planning lessons and activities, it is important to acknowledge the type of skills that our students

are learning in these informal settings to be able to strengthen them and make the most out of them during the language learning process.

2.2 On Social Network Sites and Instagram

After looking into the Transmedia Literacy project, it is clear that teens are acquiring these useful 21st Century skills from the way they consume, produce, and interact with different types of media. The project found that in general, smartphones, tablets, laptops/computers, and more particularly, video gaming and online platforms are the principal sources where the youth learns these skills, but it is evident that social networking sites are the focal point.

As opposed to the more general concept that is Social Media (as in the title of the Teaching Unit) that can also be used to talk specifically about the "content that you upload—whether that's a blog, video, slideshow, podcast, newsletter or an eBook." Social networking sites can be defined as "web-based services that allow individuals to:

1. construct a public or semi-public profile within a bounded system,
2. articulate a list of other users with whom they share a connection, and
3. view and traverse their list of connections and those made by others within the system" (Boyd & Ellison, 2010).

SNSs are more connected to the idea of "engagement—creating relationships, communicating with your readers, building your following and connecting with your online audience" (Burke, 2013). Nowadays, these two concepts are often used interchangeably, but the latter has been chosen throughout this paper for referring specifically to the platforms where the students are connecting with others through the consumption or production of the media itself.

To focus on the one being studied in this research, it is no coincidence that in the year 2019, Instagram was, according to the annual SNSs study by IAB (Biblioteca de Investigación y Estándares), the one that most increased its number of users since the previous year. In addition to that, up to 70% of SNSs users ranging from 16 to 24 y.o. claim to have used it or regularly use it. The platform in question was launched on October 6, 2010, and describes itself as "a free photo and video sharing app [...] [where] people can upload photos or videos to our service and share them with their followers or with a select group of friends. They can also view, comment, and like posts shared by their

friends [...]. Anyone 13 and older can create an account by registering an e-mail address and selecting a username" (Instagram Inc., 2020).

The profiles that Instagram allows users to create, serve teenagers as platforms to stay connected with friends, family, and even strangers. For the Spanish internet-user youth, in particular, socializing seems to most usual activity in this platform: they use their profiles as a kind of virtual base for personal relationships. Not only it is one of their primary ways to interact with the people they already know, some even use it as a way of meeting new people, sometimes building up an online "friend" or "follower" network, among which there might even be people they have never met in person. Second to socializing, it is also the place where they can find many of their hobbies: their teenage idols, brands they like, fashion, music, or cinema" (Marcelino Mercedes, 2015). It could then be said that, as it is slowly becoming one of the most popular SNSs, Instagram could be one of the major platforms where Spanish teenagers in secondary school years are acquiring many of the Transmedia Skills discussed.

As teachers, it is interesting to explore which exactly are the spaces our students are in contact with in order to understand better where, how, and what they are learning in them. Findings of studies related to SNSs and secondary school students indicate that most teenagers depend on them both in and out of school (Mao, 2014) but it is often incidental and informal since their use for educational purposes is still sporadic (although slowly becoming more present). Other researchers such as Murphy and Lebars (2008) explain that when incorporating these tools in secondary school classrooms, students have shown to become more engaged with the content of the subject as well as producing better assignments and having a greater sense of responsibility for their learning.

2.3 On English as a Lingua Franca Online and Cultural Awareness

In order to focus the ideas laid out until now on the present research's interest, it is necessary to consider the role that English as a second language plays in these informal learning spaces and in the acquisition of these new skills. Although with the increase of globalization and the accessibility to media worldwide, the languages found online are almost as diverse as they are offline, it is evident that since the expansion of SNSs the lingua franca (or vehicular language) most used on the Internet has been that of English. The need for a common way of communicating between the users of the web, all with

different cultures and languages, led to the use of the language that was also the most influential for international communication offline (Jimma, 2017).

Hence, why it is even more relevant to consider these tools for educational purposes in the English classroom, as it has been previously mentioned they provide the possibility of connecting directly to the real world. The media found on SNSs allows for an exploration of more cultural, social, and even literary content since in traditional teaching and formal educational settings there are few opportunities to connect what is learned in class to the outside world. This can allow students to experience a more immersive language learning process more similar to that of non-formal education.

In the language classroom, linguistic accuracy is often one of the main goals to be able to learn to communicate effectively, but when the language "is used in contexts of communication, it is bound up with culture in multiple and complex ways" (Kramsch, 1998). Indeed, language and culture are closely linked, and the window that SNSs open up to a range of content can be used to develop cultural awareness. Being culturally aware can be defined as "engaging in discovering and understanding other cultures to our own as well as recognizing the similarities and the differences of these." Researchers such as Kramsch (1998), have explored the importance of cultural awareness for foreign language teaching and claim that to be a fully competent speaker in the foreign language it is indispensable to be aware of its culture and that it is a key aspect that influences the motivation of the learning process.

Going back to the Transmedia Literacy project (Scolari et al., 2018), the research found out that amongst the type of content that teenagers are consuming on SNSs that can help develop this said cultural awareness, are: fan pages (where they share their hobbies, their favorite music bands, singers, actors/actresses, films, videogames), Youtube videos (where they can listen to different types of accents, get used to colloquial everyday speaking, found out about the customs and lifestyle of native speakers, and give their opinions in the comment section) and sites to write or read stories like Wattpad (called "fanfiction", often written in English, with characters/settings from an original work, which can be shared and commented). As has already mentioned, these pages allow for teens to build a 'collaborative culture' where they can express themselves.

Yet, the most relevant aspect that the project mentions about this is that a common thing among these sites is the use of "Spanglish" to communicate between them. This

allows them to interact with each other by mixing words/expressions in English that all international internet users say, together with their mother tongue for metaphors/puns that are more difficult to understand in a foreign language. Besides, it also highlights that there is commonly shared 'Internet slang' that involves English and uses "neologisms, colloquial terms, abbreviations or a combination of numbers and letters to express a word or an idea," such as '2' as "too" and four means "for."

Traditionally, language learning in formal education has been 'decontextualized' and hardly resembled real communication scenarios. Although, ICTs allow us to bring into the classroom real texts and videos closer to real intercultural communication, SNSs can go a step further and instantaneously connect classrooms directly to the outside world (Chen & Yang, 2014.) The text/speech in the new type of media that students consume in their free time (memes, short videos, tweets, photo captions, etc.) through these platforms has also impacted the way the new generation's language is evolving by incorporating words/expressions in English into their first language (L1).

These are "unit(s) of information (idea, concept or belief), which replicates by passing on via Internet (e-mail, chat, forum, social networks, etc.) in the shape of a hyper-link, video, image, or phrase." (Castaño Díaz, 2013). Memes are individual productions when they are created, but when they are part of the collaborative cultures discussed, and they can develop to be a community thing. They can be shared exactly as they originated or evolve by changing in meaning/form by chance, addition, or parody as they travel through SNSs. For adolescents, they are often for humor/entertainment purposes, but they can also transmit significant messages (societal aspects, current issues, etc.). As they are a virally spread, these are often in English or involve words in English from the 'Internet slang' mentioned above. Because of this, teenage students do not only learn to create/edit them on their own and, by doing so, practice some of the transmedia skills mentioned, but also learn the culture/language that accompanies them.

3. Context

After having delved into some of the literature on the ideas that frame this paper, it is then important to consider its particularities due to its small scale research nature. As mentioned in the introduction, all evidence used for this research was gathered during the Master's required internship period. The following section will first introduce the relevant aspects of the school, such as the roles of ICTs and English as a foreign language. Secondly, it will provide a more in-depth description of the specific target group that participated in the study.

3.1 The School

The school where the internship took place is a public center of compulsory and post-compulsory secondary education in Sant Boi de Llobregat (Barcelona). According to the city council's demography study, the neighborhood where it is located is the second largest in town (Open Data Sant Boi, 2019a), but it also has the second-lowest percentage of population under 16-years-old with a 15,9% (Open Data Sant Boi, 2019b).

However, it has up to three groups (as well as a fourth smaller group that offers special attention to diversity) for each of the four years of compulsory education (ESO) and two groups (the Scientific-Technological and the Humanistic-Social modalities) in each of the two years of post-obligatory education (Batxillerat). Therefore, it could not be said that it is small in terms of the number of students, but the overall familiar atmosphere between all the members of the school community is that of a smaller school, and the truth is that there are many opportunities for the students to work in small groups during split class lessons.

The significant aspect concerning the topic of the research at hand, is that the school's educational project (Projecte Educatiu de Centre, 2018) has as one of its main objectives to "improve the educational results in the linguistic competences" and it is oriented to achieve this by incorporating ICTs to the learning process. In fact, the school's ICT program (Pla TAC, 2018) establishes clear guidelines about the digital competence, digital inclusion, and methodological innovation that it aims to develop. Some of the aspects mentioned are the access to internet connection throughout the whole school facilities, that all classrooms are equipped with a projector and a computer and that there are three computer laboratories.

Moreover, the school's language program (Pla Lingüístic de Centre, 2018-2019) determines that all year groups have at least one of their weekly English lessons in split classes that take place in the computer labs. It also adds that these are not seen as regular classes, but as an opportunity for more significant interaction between the students to benefit the language learning progress as well as working on attaining the necessary competences through the technological resources that it offers.

3.2 The Participants

As mentioned in the introduction, the participants in this study are the students in the class chosen for the implementation of the internship's teaching unit. It is one of the three ordinary groups in the 4th year of compulsory secondary education at the school but with the particularity that there are not many students enrolled in this year level in general. Therefore, the target group (4th of ESO C) is quite a small class of only 15 students (ages 15 to 16). There were seven boys and eight girls in the group; however, their gender has not been distinguished or specified throughout the data since it has not been one of the considered factors analyzed.

It must be mentioned that it is a very chatty and positive group, although most of the class' level of English is, in general, lower for its year—low B1 for the majority and some B1/low B2, according to CEFR (Common European Framework of Reference for Languages). In fact, this is one of the reasons why this particular class was chosen for the implementation. Not only are there few students, which allows for greater opportunity for participation and individual attention to each, but it is also a group that had been together since the first year of secondary school.

This made it so that, even though there were quite the opposite personalities in the class (extroverted/talkative ones and more shy/quiet ones) the group cohesion was very favorable. Even so, this also meant although they were very motivated to participate in interactive/communicative activities, they were not so driven to engage in writing/reading ones.

3.3 Ethical Requirements

Bearing in mind the ethical nature of the research, an authorization signed by the headmaster and secretary of the school was obtained at the start of the internship period

to have permission to record and collect data. All students were aware that they were participating in a study for their inter teachers' Master's dissertation, and for privacy reasons their names and the name of the school have not been directly mentioned throughout this paper. For the same reasons, the information extracted from the official school documents, has been referenced but without including the school's name or providing a direct link to the files.

As regards to the use of a public SNS (Instagram) by minor students, it was discussed with both the internship mentor and the students that they all had permission from parents/guardians and already did so for non-school purposes. After the completion of this research, the account was no longer in use and has been deleted so as to remove the information it contained.

4. Methodology

4.1 Methodological Approach

Considering that the main objective of the research at hand is to examine the use of a specific tool in the classroom, the methodology used has been based on a classroom action research approach. As it will be further explained later on in this section, the research consists of both qualitative and quantitative data due to the use of different types of tools for collecting it.

According to Nussbaum (2017), "if one wishes to innovate by implementing actions in an educational situation, it is necessary to systematically observe [...] and interpret these phenomena in view of all the circumstances that make up life in the classroom." On this premise, both the creation of the material used to collect the data and its analysis has been done based on previous and posterior observations of the target group. The graphic below (Figure 2) shows an overview of the process carried out to execute this action research process:

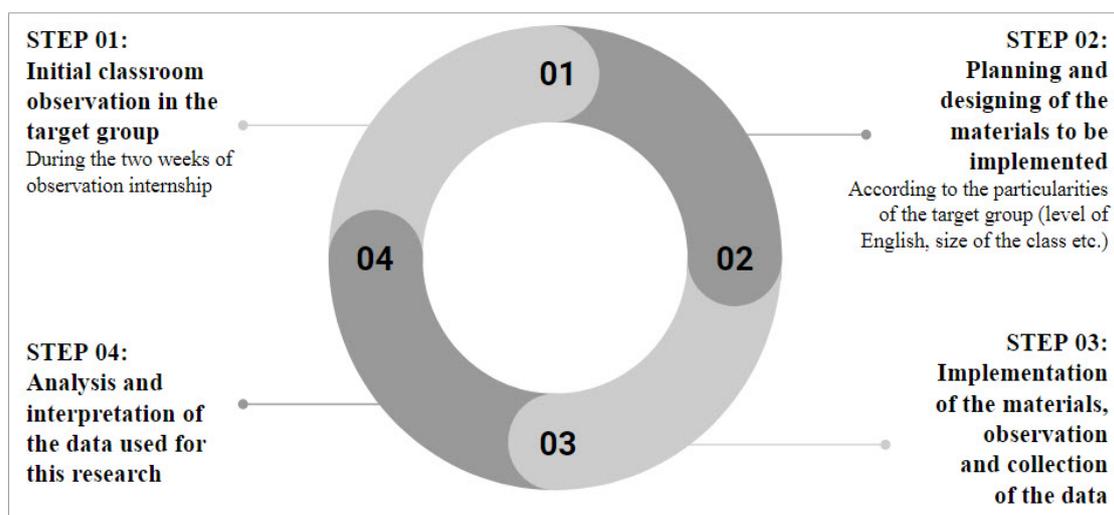


Figure 2: Research Process Overview.

4.2 The Teaching Unit

As already been mentioned, this study is the result of the implementation of a nine-session teaching unit throughout the month of March 2020, titled "The Bright Side of Social Media" (see Appendix A for Teaching Unit Materials). It was designed and implemented in the target group by three Master's intern teachers as a requirement for the Master's internship period.

Although creating it and executing it was a requirement, as it is already being stated too, there was a particular interest in exploring new tools and methodologies for motivating the students in the classroom. It was then decided that the project would be something that involved "the school community" and that the students could relate to their personal interests. Thus, the aim of having as the final product the creation of an Instagram account for the class was to use a public platform that everyone could access and that the students could take on the responsibility of creating/managing themselves.

In addition to this, it was decided that given that the tool used was a social networking site, it would be ideal for the topic of the unit to be how to use social media in a positive way. The premise for doing this was watching an episode of the Netflix show "Black Mirror." The episode called "Nosedive" deals with a society where life revolves around a type of SNSs (kind of similar to Instagram) used to 'rate' each other, which impacts in their socioeconomic status. The protagonist becomes obsessed with using it in order to obtain a better rating, which eventually leads her to feel bad all the time and puts her in great trouble. Therefore, the sessions were centered around the protagonist (Lacie), since the students were asked to imagine what would happen if a student at their school was in her situation.

The objective was for them to find out how they could 'help Lacie' and, in turn, help the school community by writing and sharing three posts in the class's Instagram account. Throughout the unit, they dealt with different aspects used for the posts such as: how to practice better habits on social media (avoiding addiction, cyberbullying, fake identities, etc.), how using it makes us feel, the concept of 'posing'/faking, and looking into positive online influences. To do this, the 15 students in the class were divided into three teams of five to complete tasks collaboratively (like the writing of the posts.)

4.3 Data Collection Methods

Then, taking into account that the unit was centered around using Instagram, the whole process of implementing it has been considered as 'data' for this research. However, only specific tasks have been selected to be analyzed in-depth and complemented by the classroom observation done during all sessions.

First of all, the first and final Instagram posts written by each team were chosen to be able to answer RQ 1 (How does the use of Instagram as a learning tool in the English

classroom reflect on the students' language learning progress?). It must be noted that due to the unit being only nine-session long (three sessions a week), there were only two weeks in between the creation of the first one (4th session) and the last one (8th session). Besides, they were not given any length restrictions or compulsory instructions to follow for the creation of the posts. They were given flexibility and freedom to decide every aspect of them. However, they were provided with a "Before posting to Instagram Checklist" (see Appendix B) with guidelines to follow for creating better posts. They were also encouraged to address the audience that would read them and to give their personal opinions not only the information they could research for them

Secondly, an initial and a final questionnaire were also conducted to help answer RQ 1 but mainly for both RQ 2 (How does it reflect on their motivation to learn and use the language?) and RQ 2.1 (Does the fact that English is the predominant lingua franca online, and in turn, their exposure to cultural awareness boost this motivation?). At the start of the unit, the 15 participants were asked to individually take a first questionnaire before they had done any tasks or even been presented the topic they would be working on. Likewise, at the very end of the unit, they were asked to take the same questionnaire (with some additional questions) after having finished all sessions and tasks. The questionnaires were carried out using the quiz tool at Socrative.com. It is an educational platform that allows teachers to easily create quizzes and later download forms with the data collected.

As previously mentioned, given that these tasks are different in nature, quantitative data was extracted from close-ended questions in the questionnaires, and qualitative data from open-ended questions, from the Instagram posts, and from the complementary field notes mentioned.

4.4 Research Limitations

Before introducing and analyzing the data, it is indispensable to mention that there were some significant research limitations during the collection process. The internship period that was meant to be on-site and last five weeks long had to be reduced to only three face-to-face weeks and two online ones. This change was due to the closing of schools in mid-March 2020 because of the impact of the COVID-19 global pandemic.

As it has been mentioned, the unit was nine sessions long, but only one through five were done at the school. Sessions six through nine had to be adapted to an online format so students could continue participating from home. It was decided by the three intern teachers that it was best to adapt the four remaining sessions by using Google Classroom (GC) since it allowed to create all the tasks and post them each day at the time that the students would typically have class and give them time to complete them until the next session. Besides, GC allows creating Google Doc/Google Slides files for the students to work at the same time collaboratively.

Fortunately, it was not as hard to adapt as it would have been if the primary tool used had not been Instagram. However, one of the difficulties faced was that many of the complementary tasks were originally very dynamic games. Even though the main focus for the unit was Instagram, when designing it, it was made sure that there was a balance between providing input by the teachers (content), the tasks related to Instagram (writing) and activities that involved more face-to-face interaction between the students (dynamic). As can be observed by comparing the final implemented Unit Overview (see *Appendix C*) and the original on-site Unit Overview (see *Appendix D*), the latter had many more dynamic tasks than the final implemented one. This type of tasks had to be entirely reinvented to be able to be done online, and although some were still labeled as 'games' in Google Classroom, students had to leave written comments in all of them in order to be able to show that they had completed the task. This was also a significant limitation since, as previously commented, the students in the target group usually participated better during more dynamic tasks. During the face-to-face sessions, the games in which they could express their opinion out loud helped to foster cooperation and teamwork. On the other hand, outside the class, promoting teamwork, equal participation, and encouraging motivation was not as easy.

Nonetheless, it is again important to mention that the situation of online school during the COVID-19 pandemic was very particular and was taken into account when analyzing the overall outcome of the unit and the obtained results since they come from very particular circumstances.

5. Data and analysis

The following section presents and analyzes the data collected during this research. It will first present the first and final Instagram posts written by the students, and secondly, their answers to the initial and final questionnaires taken at the start and at the end of the unit. Further on, the following section will draw comparisons between the before and after results of each item of data.

5.1 Instagram Posts

The first items of data to be analyzed are the Instagram posts that the students created and published in the class's Instagram account. For this research, only the first and final posts of each team have been included to compare them and evaluate the progress done from one to the other in the discussion.

To be able to maintain the students' anonymity, the screenshots of the post shown in the following pages have been labeled with the invented names that they came up for each of their teams: Team A (The Baldangers), Team B (The Pineapple Hair), and Team C (The Pulevations), and the usernames/hashtags that contain information about their school have been blurred. Besides that, for comprehension purposes, the analysis of all posts have been condensed into tables considering three different aspects: language appropriacy (lexis, semantics, syntax, spelling), content appropriacy (vocabulary/expressions, topic, cohesion, communicative purpose), and esthetics (visual aid, punctuation, structure). The criteria have been based on a rubric (see *Appendix E*) created by the whole class during the first sessions of the unit. However, the aspects related to teamwork have not been analyzed as they were not features considered for this research.

First of all, for the first post, the prompt was practicing better habits on social media. As the images in the following page show, Team A (Figure 1) chose to publish about social media and children, Team B (Figure 2) about making your Instagram account more secure, and Team C (Figure 2) about healthier social media habits in general. Secondly, for the final post, the aim was to recommend accounts that they considered published positive content and where positive influences. In this case, Team A (Figure x) chose to recommend the Instagram comedian [*@celestebarber*](#), Team B (Figure x) the twitter writer [*@Srtabebi*](#), and Team C (Figure x) the international athlete [*@desivila98*](#).

5.1.1 First Instagram Posts

	Language morphosyntax, semantics, spelling	Content vocabulary/expressions, topic, target reader	Aesthetics punctuation, structure, visual aid
TEAM A (see Figure 4)	<ul style="list-style-type: none"> Some syntactic/spelling mistakes, but do not notably impede communication (<i>underlined in blue.</i>) Proper use of the imperative (<i>underlined in blue.</i>) 	<ul style="list-style-type: none"> Introduces the topic but does not address the target reader. Lacks personal opinion/advice on the topic. Lacks more specific vocabulary. 	<ul style="list-style-type: none"> Edited photo with eye catching text. Tidy presentation with bullet points. Good use of emoji
TEAM B (see Figure 5)	<ul style="list-style-type: none"> Few syntactic/spelling mistakes that might impede understanding of meaning at times (<i>underlined in blue.</i>) Proper use of the imperative (<i>underlined in orange.</i>) 	<ul style="list-style-type: none"> Introduces the topic and addresses the target reader at the start but not at the end. Lacks personal opinion/advice on the topic. Good range of specific vocabulary(<i>underlined in purple</i>) 	<ul style="list-style-type: none"> Eye-catching photo but not precisely related to the topic. Tidy presentation with bullet points and eye catching punctuation.
TEAM C (see Figure 6)	<ul style="list-style-type: none"> Some semantic/spelling mistakes that might impede understanding of the meaning (<i>underlined in blue.</i>) Proper use of the imperative (<i>underlined in orange.</i>) 	<ul style="list-style-type: none"> Introduces the topic but does not address the target reader. Expresses more complex ideas (<i>underlined in purple</i>) but still lack a little more personal opinion. 	<ul style="list-style-type: none"> Very appropriate photo for the topic, although not self-edited. Tidy presentation with bullet points.

Figure 3: First Posts Analysis Table.



Figure 4: Team A's first Instagram Post.

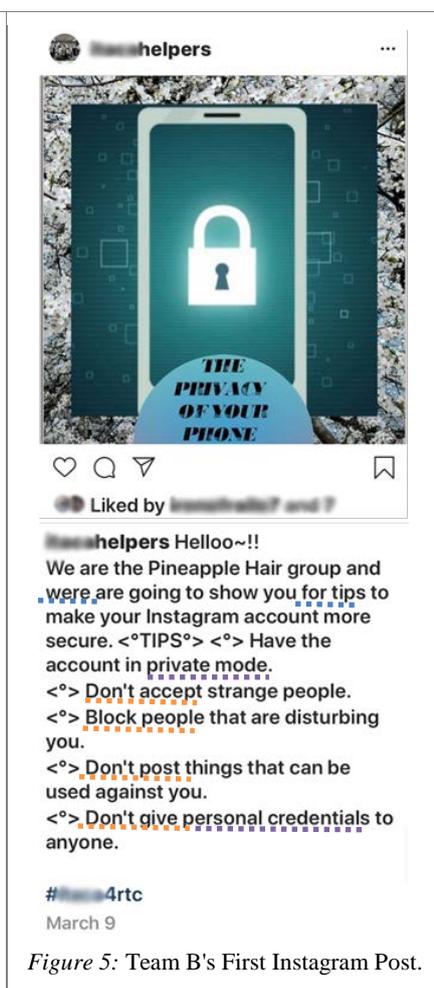


Figure 5: Team B's First Instagram Post.

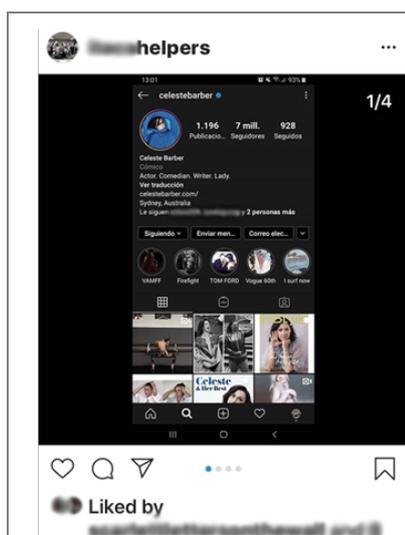


Figure 6: Team C's First Instagram post.

5.1.2 Final Instagram Posts

	<u>Language</u> semantics, syntax, spelling	<u>Content</u> vocabulary/expressions, topic, target reader	<u>Aesthetics</u> visual aid, punctuation, structure
TEAM A (see Figure 8)	<ul style="list-style-type: none"> Few syntactic mistakes that do not impede communication (underlined in blue). 	<ul style="list-style-type: none"> Introduces the topic but does not address the target reader. Proper use of expressions to give personal opinion (underlined in purple) 	<ul style="list-style-type: none"> Tidy presentation with bullet points. Good use of emoji Lacks more punctuation as sentences are too long.
TEAM B (see Figure 9)	<ul style="list-style-type: none"> There are no significant language related mistakes. Use of linking words and more complex structures (subordinated clauses) (underlined in orange) 	<ul style="list-style-type: none"> Introduces the topic and addresses the target reader at the start but not at the end. Excellent use of expressions to give personal opinion (underlined in purple) 	<ul style="list-style-type: none"> Tidy presentation Introduction and body divided into two paragraphs.
TEAM C (see Figure 10)	<ul style="list-style-type: none"> Very few syntactic mistakes that do not impede communication (underlined in blue). 	<ul style="list-style-type: none"> Introduces the topic but does not address the target reader. Proper use of expressions to give personal opinion (underlined in purple) 	<ul style="list-style-type: none"> Tidy presentation divided into three different paragraphs.

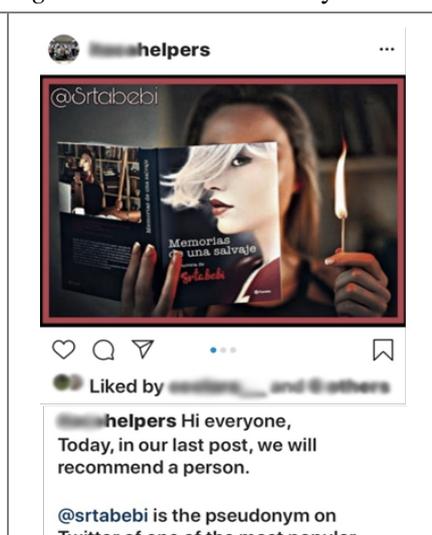
Figure 7: Final Posts Analysis Chart.



helpers Hello! We are going to do our final post. 🙌 In this post, we are going talk about an instagrammer @celestabarber: her contents is comical. What she do is take pictures of celebrities and imitate them in a comical way. 📸 We believe that it is an example of you taking life with humor and accepting yourself as you are and not being influenced by fashions. It's an original and funny account. 😊

The Baldengers.
#thebaldengers #helpers
March 25

Figure 8: Team A's Final Instagram Post.



helpers Hi everyone, Today, in our last post, we will recommend a person.

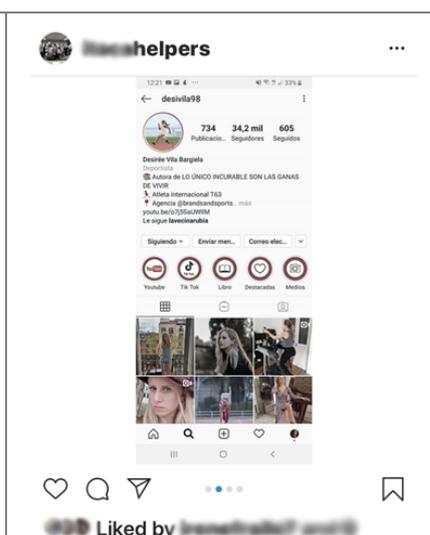
@srtabebi is the pseudonym on Twitter of one of the most popular anonymous accounts in Spain with more than 200,000 followers. In addition, she is an active supporter of the citizen protest movements and feminism, as a blonde woman who wants to break with the stereotypes and clichés of today's society. The author discovered poetry from a very young age through the works of Lorca that she could find at home. Years later, the time would come to launch herself into writing.

These are some of the things for which we recommend her.

Thanks for your time and this has been the last post of The Pineapple Hair.

#thebaldengers #thepineapplehair
March 25

Figure 9: Team B's Final Instagram Post.



helpers Hi, We are the pullevations and this is our last post. Today we are going to present a youtuber/instagrammer: @desivila98

It's a girl with only 21 years old and with 16 years she had an injury and had to have her leg amputated. She is an example of improvement and helps people feel good about themselves.

We have decided and we believe that it is a good idea of self-improvement because despite everything she continues.

#thepulevations
March 24

Figure 10: Team C's Final Instagram Post.

5.2 Questionnaires

The second item of data to be analyzed are the two questionnaires answered by the participants. The purpose of making them individually complete a questionnaire at the start of the unit (1st session) and another one at the end (9th session) was to be able to compare and analyze them to see how their answers had changed after having done all tasks.

All students' answers have been compiled into Google Sheets (see *Appendix F*) and presented in the format of representative graphics in the following pages. As previously mentioned, the participants' names have been kept anonymous, so in order to show their answers to open-ended questions, they each have been assigned a number according to their names in alphabetical order.

5.2.1 First Questionnaire

The first questionnaire was the first task carried out during the first lesson of the unit. It contained five questions: two 'Yes/No' questions, two open-ended questions, and one 'chose from 1 to 5' question.

As *Figure 11* indicates, they were first asked in Q1.1 whether they posted any content in English in their personal Instagram accounts (in the photo captions or in their stories). 46,67% of the class (**7 out of the 15 students**) answered 'Yes' while 53,33% (**8 out of 15 students**) answered 'No' :

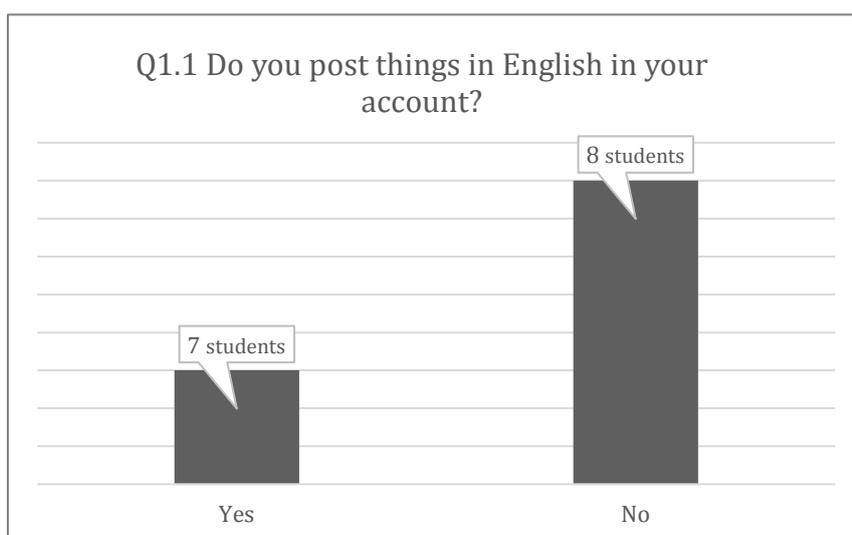


Figure 11: Representative Graphic of Students' Answers to Question 1.1

Secondly, the seven students who answered 'Yes' to Q.1.1 were asked in Q1.2 about the type of content they posted in English in their personal accounts. *Figure 12* below shows how all of them (**7 out of 7 students**) said they post 'songs/lyrics', while only some of them (**3 out of 7 students**) said they post 'quotes/sentences/words not related to music':

Student's Name	Q1.2. If you do, what things do you post in English?
Student 1	Songs
Student 2	-
Student 3	Lyrics in English
Student 4	Music in the stories
Student 5	-
Student 6	-
Student 7	Songs in stories, quotes in English for posts
Student 8	Lyrics
Student 9	-
Student 10	-
Student 11	-
Student 12	-
Student 13	-
Student 14	Songs, beautiful sentences I search online

Figure 12: Representative Table of Students' Answers to Question 1.2.

The same seven students were then asked in Q1.3 whether they check the spelling of what they post in English before publishing it. As *Figure 13* shows, most of them '(1)never' (**2 out of 7 students**) or '(2)rarely' (**2 out of 7 students**) check their spelling, while the rest (**3 out of 7 students**) said they '(5)always' check it:

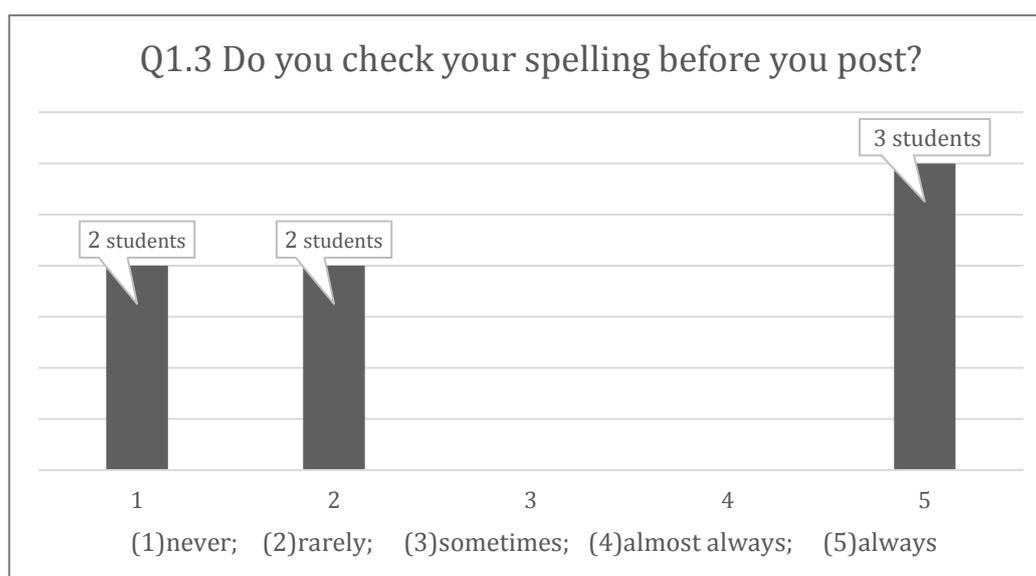


Figure 13: Representative Graphic of Students' Answers to Question 1.3.

The following question, again for all 15 participants, now asked them whether they follow accounts that publish content in English. As *Figure 14* indicates, 80% of the class (**12 out of the 15 students**) answered 'Yes', while 20% (**3 out of 15 students**) answered 'No':

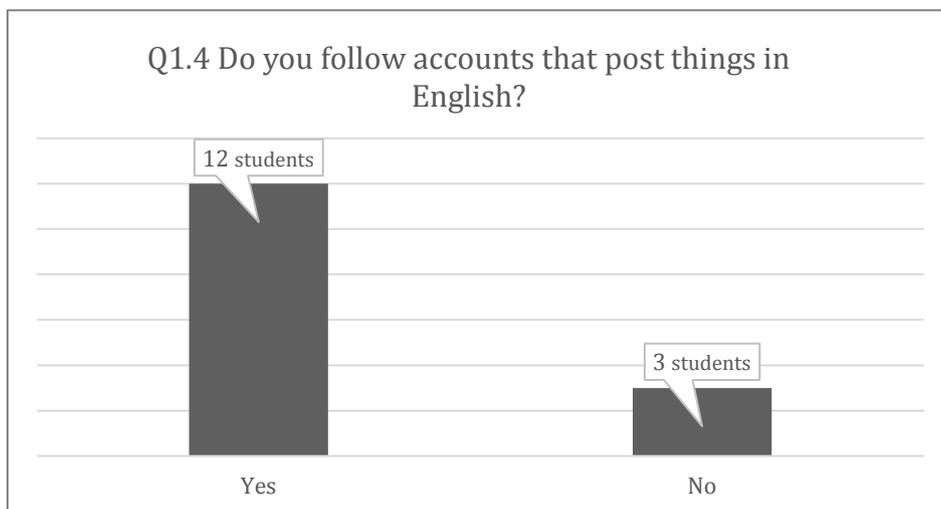


Figure 14: Representative Graphic of Students' Answers to Question 1.4.

Finally, the 12 students who answered 'Yes' to Q.1.4 were then asked in Q1.5 about the type of accounts they follow that post content in English. As presented in *Figure 15*, most of them (**8 out of 12 students**) follow '*famous people: celebrities, influencers or YouTubers/streamers/gamers*', some of them (**5 out of 12 students**) follow '*accounts that publish memes.*' Other repeated answers include '*accounts for fans*' (**2 out of 12 students**), '*cooking accounts*' (**2 out of 12 students**), and accounts that post '*quotes*' (2 out of 12 students):

Student's Name	Q1.5 If you do, which type of accounts?
Student 1	Famous people basketball accounts and memes accounts
Student 2	Famous person (people) and fans accounts
Student 3	Some funny memes, beautiful pictures with phrases in English
Student 4	Too much, youtubers, streamers, famous people and more
Student 5	Famous actors
Student 6	-
Student 7	Accounts of influencers
Student 8	Famous people
Student 9	-
Student 10	Mems (memes) and games
Student 11	Accounts of famous people or cooking accounts
Student 12	Famous people, youtubers, memes...
Student 13	Beautiful phrases or cooking
Student 14	Memes, accounts for fans and singers

Figure 15: Representative Graphic of Students' Answers to Question 1.5.

5.2.2 Final Questionnaire

In the second questionnaire, there were six questions (the same ones from the first questionnaire plus three extra ones): three 'Yes/No' questions, three open-ended questions, and two 'choose from 1 to 5' questions:

As *Figure 16* shows, in Q2.1, they were first asked again after completing the unit if they posted any content in English in their personal Instagram accounts. Now, 60% of the class (**9 out of 15 students**) answered 'Yes' while the remaining 40% (**6 out of 15 students**) answered 'No':

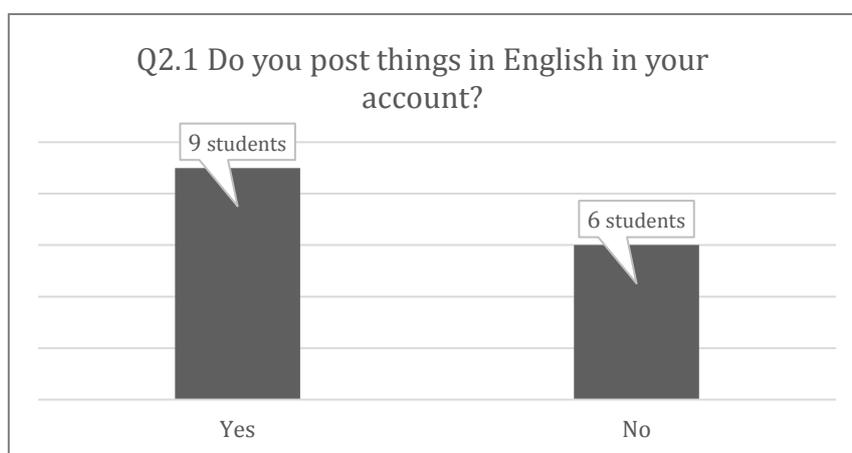


Figure 16: Representative Graphic of Students' Answers to Question 2.1

The nine students who answered 'Yes' to Q.2.1 were asked in Q2.2 about the kind of content they posted in English. As can be observed in *Figure 17*, all of them (**9 out of 9 students**) said again that they post 'songs/lyrics', while now more of them (**6 out of 9 students**) say they post 'sentences/words not related to music':

Student's Name	Q2.2. If you do, what things do you post in English?
Student 1	Songs in histories (stories)
Student 2	-
Student 3	All in English its easier
Student 4	Some words, or the biography
Student 5	Songs in the insta stories
Student 6	-
Student 7	Lyrics
Student 8	Music or hashtags for (so) people will follow me
Student 9	-
Student 10	-
Student 11	The songs, sometimes in my biography
Student 12	Parts of songs or a sentence
Student 13	-
Student 14	-

Figure 17: Representative Graphic of Students' Answers to Question 2.2

The same nine students were then asked in Q2.3 whether they check the spelling of what they post in English before publishing it. As *Figure 18* shows, most of them now say that they '(5)always' (**6 out of 9 students**) check their spelling, while the remaining students (**3 out of 9 students**) say they '(4)almost always' check it:

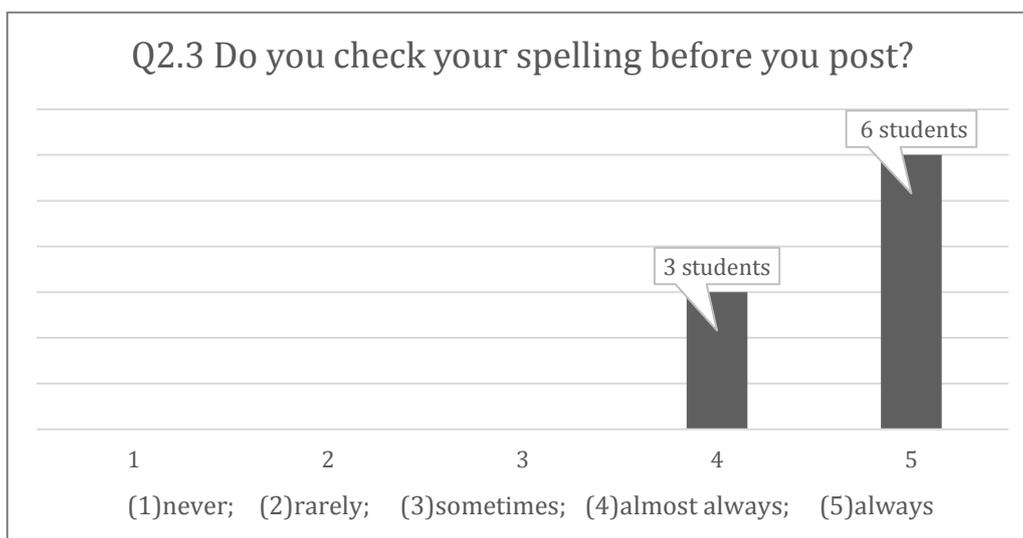


Figure 18: Representative Graphic of Students' Answers to Question 2.3

The following question Q2.4, now for all 15 participants again, asked them whether they follow any accounts that publish content in English. As shown in *Figure 19*, 93,33% of the class (**14 out of the 15 students**) answered 'Yes', while 6,67% (**1 out of 15 students**) answered 'No':

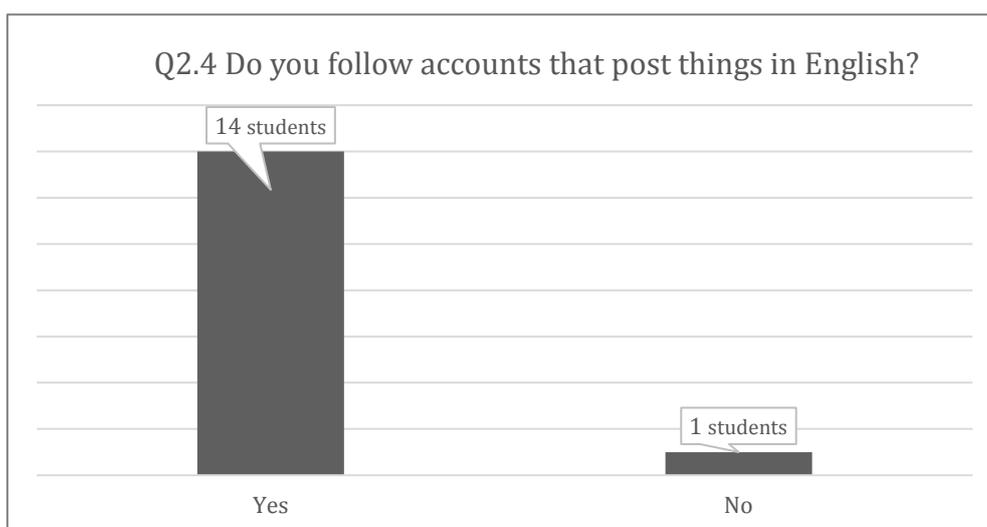


Figure 19: Representative Graphic of Students' Answers to Question 2.4

The 14 students who answered 'Yes' to Q.2.4 were then asked in Q2.5 about the type of accounts they follow that post content in English. As presented in *Figure 20*, again, the majority of them (**10 out of 14 students**) follow '*famous people: celebrities/influencers/singers*', and now more of them (**7 out of 14 students**) say they follow '*accounts that publish memes*'. Other new answers only mentioned by (**1 out of 14 students**) include '*good influences/ accounts about dance/ enterprises/art accounts*':

Student's Name	Q2.5 If you do, which type of accounts?
Student 1	Memes, famous people, sport(s) accounts...
Student 2	The fans Account (that) are in English for (so) everybody can read (them), memes and singers
Student 3	Memes ones
Student 4	Famous people, youtubers and gamers
Student 5	Meme accounts, Famous People, Influencers, enterprises
Student 6	-
Student 7	Art accounts, influencers
Student 8	Famous people
Student 9	Some influencers about dances, cook...
Student 10	Musical groups, meme account or games
Student 11	The 70% is in english, cooking accounts, singers, actors, youtubers
Student 12	I follow accounts of famous people and memes
Student 13	Famous accounts, influencers
Student 14	Good influences
Student 15	Famous people, fan pages, memes

Figure 20: Representative Graphic of Students' Answers to Question 2.5

Then, in Q2.5, all 15 participants were asked whether they now felt more comfortable writing in English in their personal accounts after completing the unit. As *Figure 21* below shows, 60% of the class (**9 out of 15 students**) answered 'Yes', while 40% (**6 out of 15 students**) answered '*Maybe I will try it now*':

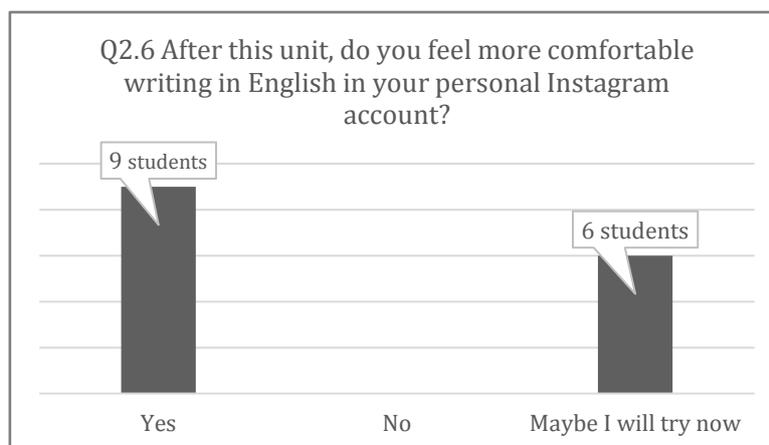


Figure 21: Representative Graphic of Students' Answers to Question 2.6

Next, all 15 participants were asked in Q2.7 how much they had enjoyed using Instagram at school. As *Figure 22* below shows, 20% of the class (**3 out of 15 students**) answered '3', while 46.66% (**7 out of 15 students**) answered '4', and the remaining 33.33% (**5 out of 15 students**) answered '5':

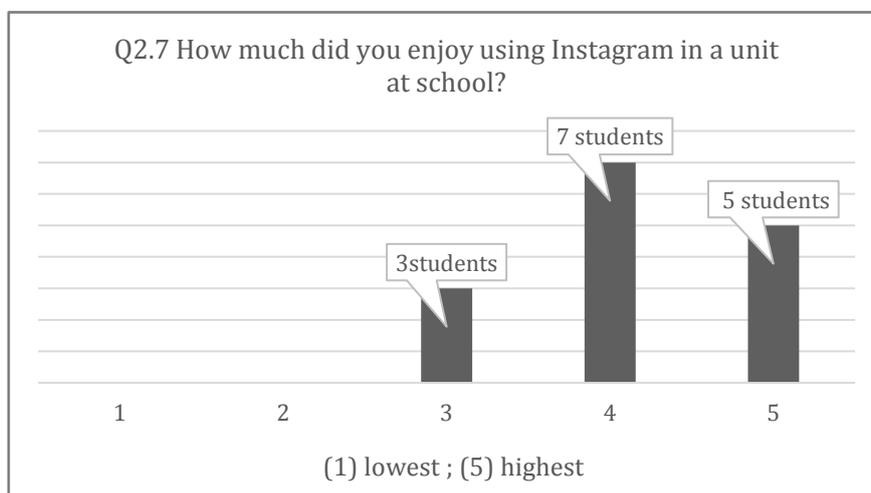


Figure 22: Representative Graphic of Students' Answers to Question 2.7

Finally, in Q2.8 all 15 participants were asked to say what they did or did not like about using Instagram in class. As *Figure 23* below shows, the most repeated answers are that they liked it because '*it is a different way of working*' and because '*it is something that they use all the time.*' Other interesting answers only mentioned one time are that '*it makes them feel useful for others*', and that '*they like knowing what is going on in the world*':

Student's Name	Q2.8 Why did or didn't you enjoy using Instagram?
Student 1	Por que son otras maneras de aprender diferentes a las tradicionales [Because they are new ways of learning different to the traditional ones]
Student 2	It's a different way of working and I liked it
Student 3	Because Instagram is an app that we normally use
Student 4	N/A
Student 5	Because it's a new way to work
Student 6	Because is more entertaining than a book
Student 7	Because I feel useful for others.
Student 8	Because it is an application that I use every day.
Student 9	Its a diferent whay (way) to do class and its interesting.
Student 10	I enjoy because is diferent (different) as the same
Student 11	N/A
Student 12	Because is more easy for me
Student 13	Porque me gusta saber lo que pasa en el mundo. [Because I like knowing what goes on in the world]
Student 14	Using phone in class
Student 15	Because i am always using instagram

Figure 23: Representative Graphic of Students' Answers to Question 2.8

6. Discussion and Conclusions

In light of the finding presented in the previous section, after having separately analyzed the Instagram posts and the questionnaires, it is possible to compare the before and after of each in order to yield some final conclusions to this research. To do so, it is necessary to formulate the two previously established research questions once again:

RQ 1: How does the use of Instagram as a learning tool in the English classroom reflect on the students' learning progress?

The data analyzed shows how, as mentioned in the literature review, informal learning spaces like Instagram allow students to develop and practice skills that coincide and complement those in the foreign languages "Competències bàsiques de l'àmbit lingüístic" [Core competences in the linguistic field] (Escobar Urmeneta et al., 2015.), as well as in the transversal "Competències bàsiques de l'àmbit digital" [Core competencies in the digital field] (Marquès, et al., 2015).

First, as regards to the digital competence, the general outcome of the Instagram posts suggests, as the Transmedia Project (Scolari, Ed., 2018) explained, that there are many skills that students are already developing outside the classroom. They were clearly comfortable with adapting the texts to publish them on the platform and with the choice of visual aid to accompany it (to catch the attention of the target readers by using bullet points/punctuation, hashtags, photos with editing apps, etc.)

Secondly, as regards to the foreign language competence, comparing the results from Q1.3 (*Figure 13*) and Q2.3 (*Figure 18*) of the questionnaires, shows how by making them aware of how important it is to make sure that the content we share is appropriately written, most had changed their answers at the end of the unit. In the first questionnaire, only 3 out of 7 students answered that they always checked their spelling before posting content in English, while in the second questionnaire, 6 out of 9 students said the same. The differences between the texts in the first and final posts, show how they became significantly more fluid and had fewer errors. In the first posts, there was not much margin for language-related mistakes because the nature of instructional texts is that of short/concise language. However, there were still more syntactical, lexical, and spelling errors than in the final one. This phenomenon proves that the students made progress on

the three competencies in the writing dimension (planning, producing, and revising). By applying the feedback given during the lessons, they were able to plan and create a better final post. Besides, as the core competencies also establish, this confirms the importance of all writing tasks to have a purpose. In the first posts, students limited themselves to researching the tips and sharing them but did not give their opinion on the topic. On the other hand, the second post was longer/more elaborated (containing linking words, more subordinated clauses), and they reflected on why the accounts they were sharing were good influences and expressed the reasons why they personally thought others should follow them.

This also proves something else mentioned in the project, which is that among these skills, the 'risk prevention skills' are one of the most developed by teenage students. Since the topic of the first post (healthy online habits) was something that students are already so used to dealing with, they were not as involved in it. Therefore, this fact suggests that for the use of Instagram to make a better impact on the students' learning progress and motivation the 'excuse' for using it should be something that motivates the students just as much as the tool, which leads to the second research question,

RQ 2: How does it reflect on their motivation to learn and use the language?
RQ 2.1: Does the fact that English is the predominant lingua franca online, and in turn, their exposure to cultural awareness boost this motivation?

As stated in the introduction, one of the struggles that teachers often face is that of motivating students in the classroom. For the foreign language classroom, in particular, it is not always easy to encourage students to want to learn the language but also to keep improving their skills outside class hours. For this reason, the purpose of this research was to explore how using Instagram (which students often use on their own) as a language learning tool could help out with this matter.

First, the answers to Q2.7 (*Figure 22*) and Q2.8 (*Figure 23*) show that the majority of the class enjoyed using Instagram, and many also claimed that it was because it is a different way of working or because it is something they use all the time. Nonetheless, the outcome of the posts with a topic that was more significant for students was much better than the one they could not engage with. As researcher Mao (2014) suggests, "this means that for social media to be used as effective learning tools and to adjust students' prior affordances with these tools, complicated efforts in designing, scaffolding, and

interacting with students during the process are necessary." Which again, proves that to students motivate the students to learn the language, not only the tool used is important, but also the topic used with it also plays a big part.

Secondly, as discussed in the literature review, the impact of English being the international language online makes it so that in their everyday lives, they see and consume media written this language. However, this did not necessarily mean that that they used the language themselves or were conscious that by being in contact with this content, they were learning from it. Nonetheless, the answers to Q2.6 (*Figure 21*) prove that the 6 students who said in Q2.1 (*Figure 16*) that they do not post content in English in their accounts, after completing the unit, they do feel more conformable to do.

Finally, as regards to cultural awareness, the final Instagram posts show, only one out of the three teams chose to share an account that posted English content, the other two were Spanish speaking accounts. This also suggests that although being in contact with media of the second language's content, the students still felt more motivated to learn the language by sharing content that they were used to. In addition to that, unlike discussed in the literature review, about teenage students being "prosumers" (producers of media as well as consumers), the data from the questionnaires shows that, as regards to English content, the students in the target group were more of consumers than producers. The answers to Q2.1 (*Figure 16*) and Q2.4 (*Figure 19*) show how even after the unit, many more students followed accounts that post in English than students who post themselves content in English.

6.1 Further Research Suggestions

On another note, taking into consideration that this study was limited to one particular target group and context, and especially to very particular circumstances mentioned in the research limitations, it would be interesting to keep researching with more participants and other contexts to be able to make more general statements on how the use of Instagram as a learning tool works in the English classroom.

For further research on the topic, some suggestions would be to see if the progress would have been better in the same year level, but if the unit lasted longer sessions or with a different topic instead. Another suggestion for further research would be that the unit "The Bright Side of Social Media" used in this research, perhaps would have had

more impact on the students' progress in a class with younger students (1st or 2nd of ESO). The data suggest that it might be better suited for lower grades as the topic of Social Media might be less familiar to them and might motivate them more. It might even be their first year with a personal phone, so they could be more motivated to think outside of the box and to learn and share about the topic.

Moreover, a particular aspect that has not been considered in this research and is that of gender differences. As other researchers like Masanet (2016) claim, the way that teenagers interact with media in SNSs is sometimes gender-biased, which would be interesting to explore further, focusing on how this may affect in second language learning.

6.2 Final Personal Reflections

Lastly, after having conducted this research that comes from both my personal and professional interests, I can say that I now see my teaching from a new perspective. I have been able to not only implement a teaching unit of a topic that would motivate me, my peer intern teachers and the students but also had the privilege to study its outcome and share it in this dissertation. This has shown me first-hand how important it is to give all classes a purpose in order to motivate students so they can see how what they are learning is useful and so they can be proud of their work. This, together with the Master's classes, have changed my teaching ideas and convinced me that a new way of teaching in formal education is possible. I am aware that a lot of work still needs to be done in education, but I also believe that studies like the MSEC Master's dissertation help connect the research field with the classroom and contribute to this change.

To conclude, as regards to the use of Instagram as a learning tool in the English classroom, it is clear that there are many factors to take into consideration that might make it more successfully or not; from the topic being worked on, to the students' previous knowledge to their personal interests/hobbies/personalities, etc. Despite this, as an English teacher, this research was useful to show me how much students value being presented ways of learning that they can relate to, to keep finding ways of bridging 'real life' and the content done in class, and to continue exploring new ways of motivating students to keep learning the language outside of the classroom.

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8. Appendices

8.1 Appendix A: Teaching Unit Materials (Teachers' Book & Students' Book)

Note: for privacy purposes (of the school/participants/mentors/tutors) these are restricted-view documents. To view them, please request access by Google Drive to the authors.
Teacher's Book: https://bit.ly/2U2xMr5
Students' Book: https://bit.ly/2MmdhSh

8.2 Appendix B: Before Posting to Instagram Checklist

https://bit.ly/2zhDv5s

8.3 Appendix C: Teaching Unit Overview (Implemented)

TABLE KEYS		
GC: Google Classroom	<u>Underlined</u> : analyzed tasks	W: writing, C: content; D: dynamic

IMPLEMENTED UNIT OVERVIEW			
Session	Timing	Task	Type
1. What's on your #phone?	[10']	Presenting the teachers and the unit	C
	[20']	<u>Task 1: Initial questionnaire (through Socrative)</u>	D-W
	[10']	Task 2: Creating the teams	D
	[20']	Task 3: What's on your phone? (Game)	D
2. #WhatsUp with Lacie?	[40']	Task 4: Watching Black Mirror's episode 'Nosedive': learning about Lacie's story	C
	[20']	Task 5: Summarizing and giving opinions about the episode (Circle Time)	D
3. Let's, #help Lacie!	[15']	Task 6: Writing sentences about Lacie's online habits	W
	[5']	Task 7: Introducing the final task: a class Instagram account	C
	[15']	Task 8: Creating the Assessment Rubric together	D

	[10']	Task 9: Assigning roles to each team member	D
	[15']	TASK 10: Proposing a new account username & presentation	W
	HW	Task 10: Voting on the Instagram stories poll for the new username & presentation (Homework)	D
4. What's your #routine?	[5']	Presenting the winner team of the new username and presentation	C
	[10']	Task 11: How often do you (...) online? Triangle of frequency (Game)	D
	[20']	Task 12: Writing sentences about our own online habits	W
	[10']	Task 13: Checking and improving our sentences about Lacie's online habits.	W
	[15']	<u>Task 14: Discussing, writing and publishing the first Instagram post</u>	D-W
	HW	Task 15: Voting on the Instagram stories poll about our feelings and SM (Homework)	D
5. I gotta #feeling	[15']	Task 16: Giving feedback on the 1st Instagram post with a model (Teachers' feedback)	C
	[10']	Task 17: Expressing our feelings about social media with emojis (Game)	D
	[25']	Task 18: Reflecting on our feelings about social media (Circle Time)	D
6. Taking #action	GC	Tasks 19/20: Completing sentences about cyberbullying. (through Google Forms)	W
	GC	Task 21: What can we do to stop cyberbullying? (collaborative Google Slides)	D-W
	GC	Task 22/23: Discussing/writing (through Google Docs) and publishing the second Instagram post	D-W
7. IG vs Real-life	GC	Task 24: Giving feedback for the 2nd Instagram post to each other (peer Feedback through Google Docs)	D-W
	GC	Task 25/26: Introducing 'posing' online, watching a Youtube video about it (<i>Are You Living an Insta Lie? Social Media Vs. Reality</i> by Ditch the Label)	W
	GC	Tasks 27/28: What's behind the screen? (Google Slides presentation about posing online)	W
8. #Follow that!	GC	Task 29: Introducing positive influences online - People & Initiatives (link to each of the teachers' chosen positive Instagram account)	C
	GC	Task 30: Creating a 'Positive Vibes on Social Media' checklist (collaborative Google Slides)	D-W

	GC	<u>Task 31: Discussing/writing (through Google Drive) and publishing the last Instagram post</u>	D - W
	GC	Task 32: Sharing even more positive online influences (collaborative Padlet)	W
9. #GreatJob!	GC	<u>Task 33: Final questionnaire (through Socrative)</u>	W
	GC	Task 34: Checking out feedback by the teachers of the three posts and correcting them.	W
	GC	Task 35: Assessing your teachers and the unit (through Google Forms)	W

8.4 Appendix D: Teaching Unit Overview (On-site Original Plan)

TABLE KEYS
W: writing, C: content; D: dynamic

Session	Timing	Tasks	Type
6. Taking #action	[20']	Tasks 19/20: Cyberbullying Puzzle (Game)	D
	[20']	Task 21: What can we do to stop cyberbullying? (Game)	D
	[20']	Task 22/23: Discussing/writing the second Instagram post. Finishing and publishing it (Homework)	D-W
7. IG vs Real-life	[20']	Task 24: Giving feedback of second Instagram post to each other (Peer Feedback out loud)	D
	[10']	Task 25/26: Introducing 'posing' online, watching a Youtube video about it (<i>Are You Living an Insta Lie? Social Media Vs. Reality</i> by Ditch the Label)	D
	[25']	Tasks 27/28: What's behind the screen? (Game)	D
8. #Follow that!	[20']	Task 29: Introducing positive influences online: people and initiatives	D
	[10']	Task 30: Creating a 'Positive Vibes on Social Media' checklist (together out loud)	D
	[20']	Task 31: Discussing, writing and publishing the last Instagram post	D-W
	HW	Task 32: Checking out feedback and correcting the three posts. (Homework)	D-W
9. #GreatJob!	[15']	Task 33: Final questionnaire (through Socrative)	W
	[35']	Task 34: Final conclusions (Circle Time)	D

	HW	Task 35: Assessing your teachers and the unit (through Instagram stories' polls) (Homework)	D
	-	Time to celebrate our hard work!	D

8.5 Appendix E: Assessment Rubric for Instagram Posts

<https://bit.ly/2A5LG5k>

8.6 Appendix F: Completed Initial and Final Questionnaires

Note: for privacy purposes, each student has been assigned a number according to their names in alphabetical order.

Initial Questionnaire:
<https://bit.ly/3cN5jMC>

Final Questionnaire:
<https://bit.ly/2XJQhD7>