

Implementation Of Instagram To Foster English Lexical Competence Development: An Action Research

Mise en œuvre d'Instagram pour favoriser le développement de la compétence lexicale en anglais: une recherche-action.

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Implementation Of Instagram To Foster English Lexical Competence Development: An Action Research.

Keywords: Social networks, Instagram, Lexical competence, ICT

Abstract: This article reports a mixed-action research study focused on the implementation of Instagram as an educational tool at a public university in Colombia. This study aims to implement Instagram to improve lexical competence between the process of learning English as a foreign language (EFL) of first semester students at a public university in Colombia by combining elements of approaches to learning vocabulary and theory of connectivism. The data were collected through surveys, interviews, observations, corpus and tests with pre and post approaches. The results were divided into qualitative (pedagogical, technological and social dimensions) and quantitative, showing an improvement in the learning of vocabulary and grammar corresponding to level A1. In conclusion, Instagram can be an effective platform for learning vocabulary, both formally and informally. More research is still needed to fully understand the optimal educational uses of Instagram. But the initial results show promise for the integration of social networks in language teaching.

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Mots-clés: Réseaux sociaux, Instagram, Compétence lexicale, TIC

Resumen: Cet article présente une étude de recherche-action mixte axée sur la mise en œuvre d'Instagram comme outil éducatif dans une université publique en Colombie. Cette étude a pour objectif de mettre en œuvre Instagram pour améliorer la compétence lexicale des étudiants de première année apprenant l'anglais comme langue étrangère (EFL) dans une université publique en Colombie, en combinant des éléments des approches d'apprentissage du vocabulaire et de la théorie du connectivisme. Les données ont été recueillies par le biais d'enquêtes, d'entretiens, d'observations, de corpus et de tests avec des approches pré et post. Les résultats ont été divisés en qualitatifs (dimensions pédagogiques, technologiques et sociales) et quantitatifs, montrant une amélioration de l'apprentissage du vocabulaire et de la grammaire correspondant au niveau A1. En conclusion, Instagram peut être une plateforme efficace pour l'apprentissage du vocabulaire, à la fois de manière formelle et informelle. Davantage de recherches sont nécessaires pour comprendre pleinement les utilisations éducatives optimales d'Instagram, mais les résultats initiaux montrent un potentiel prometteur pour l'intégration des réseaux sociaux dans l'enseignement des langues.

1. INTRODUCTION

In recent decades, globalization and technological advances have transformed education, presenting new opportunities and challenges. In foreign language teaching and learning, technology enables students to practice languages in authentic contexts outside the classroom. However, to effectively leverage technology, teaching methods need to be adapted.

One platform with potential educational applications is Instagram. With millions of daily users, especially young adults, Instagram offers possibilities for language learning. However, there is a lack of research on the use of Instagram to develop specific language skills.

One essential language skill is lexical competence, or vocabulary knowledge. A large vocabulary enables communication on a variety of academic, professional, and social topics. College students learning English need to expand their vocabulary to actively use the language. This research explores the use of Instagram as a supplemental educational tool to promote vocabulary growth.

Therefore, the objective of this action research is the implementation of Instagram to improve lexical proficiency in Basic English A1 students at a university. The study is guided by the following research question: how does the use of Instagram as an educational support application impact the development of lexical competence among Basic English A1 students?

Finally, the methodology of this action research was based on a mixed approach and following Kurt Lewin's guidelines on action research, this methodological approach was chosen to carry out the development of the interventions and the data collection process. Lewin's proposal is based on a cyclical five-step process: observe, planning, act, reflect and evaluate and modify.

2. LITERATURE REVIEW

This literature review examines previous research on the use of Instagram and other social media platforms for English language learning. The studies are classified into three main areas: 1) Instagram as an Educational Application to Learn English Vocabulary and Grammar, 2) Instagram as an Educational Tool in EFL Classroom, 3) Use of Social Media in English Learning.

2.1. Instagram as an Educational Application to Learn English Vocabulary and Grammar

The present studies have investigated the use of Instagram to improve students' vocabulary skills. Overall, these studies suggest that Instagram can have a positive impact on English vocabulary learning by providing a flexible and engaging platform. For example, Kaviani (2022), Putri (2022) and Habibah et al. (2021) found that Instagram positively influenced students' vocabulary acquisition. In addition, Rohman et al. (2022) determined that Instagram was effective in developing vocabulary competence. However, students should be aware of critical content assessment, as emphasized by Agustin and Ayu (2021), who concluded that students should be selective when using social media for learning.

2.2 Instagram as an Educational Tool in EFL Classroom

This research explores the effectiveness of integrating Instagram specifically as a language learning tool in English as a Foreign Language (EFL) classrooms. A study by Erarslan (2019) investigated the perspectives of university students on the use of Instagram for EFL learning. The findings revealed that students see social media as an established part of their daily practices and believe that Instagram can serve educational purposes at the university level; Specifically, students felt that Instagram could help language learning in a relaxed and engaging environment. The experimental study showed that students performed better on a language test after using Instagram activities along with classroom instruction.

2.3 Use of Social Media in English Learning.

Beyond just Instagram, the integration of social media platforms more broadly for English language learning has also been explored. Multiple studies have identified the benefits of these for English language learning and areas for continued improvement.

For example, Karim et al. (2022) found that university students were more comfortable practicing writing in English on social networks, using tools such as dictionaries to draft posts, and learning new vocabulary. This reinforces the positive role of social networks in the development of English skills. However, students also reported some challenges such as exposure to grammatical errors and limited privacy.

Similarly, Aulchelvan et al. (2019) found that social networks provide opportunities for language analysis, flexibility, and access to authentic global content. However, better scaffolding is needed to optimize structured learning.

It is important to note that, when leveraged strategically, studies suggest that social networks can enable learners to practice contextualized English. Further research can refine integration approaches to maximize the benefits, however, current data indicate that social networks have great potential to aid English language learning through creative and personalized experiences.

3. METHODOLOGY

The project was developed in the action-research methodology, according to Anne Burns (2010), which implies the implementation of different pedagogical interventions developed within a real educational context as well as the systematic evaluation of their impact.

On the one hand, the main objective of this research was to encourage Instagram for lexical proficiency improvement among first semester EFL students at a public university in Colombia, likewise, specific objectives included designing an instructional program through Instagram focused on building vocabulary-related language skills, facilitating workshops for students through Instagram features to actively engage with language content, evaluating the impact of the Instagram intervention on lexical proficiency improvement, largely suggesting the use of qualitative data collection instruments such as interviews, observations, and surveys. On the other hand, within the specific objectives we also sought to determine the effectiveness of Instagram through the results of the instruments applied to A1 basic English students after implementing

Instagram as a strategy to improve lexical competence in English as a foreign language. which then suggests the use of quantitative data collection instruments such as tests, and corpus collection.

In accordance with the principles of action research, this study is based on a socio-critical paradigm, according to Arnal (1992), that recognizes the potential for transformation of educational practices by reflexively incorporating new pedagogical tools and strategies. Likewise, a mixed approach Ivankova et al, (2017) is adopted, involving the collection of both quantitative and qualitative data to achieve a more integral and comprehensive analysis of the phenomenon studied.

Through this methodological research approach, it is possible to implement a pedagogical initiative through Instagram for the reinforcement of lexical competence in English. In addition, the action research allowed a rigorous evaluation of its effectiveness in the participants involved (students, teacher in charge of the subject and researchers), identifying strengths, weaknesses, and areas for improvement in a collaborative manner with the participants, in order to continue improving this technology-mediated educational strategy.

Finally, the design of this project was carried out following Kurt Lewin's guidelines for action research, which were chosen because their methodological design allowed a better organization for the development of the project and when planning and developing the proposed interventions, as well as making the data collection process more practical. This methodology was useful for structuring the project in a way that facilitated project implementation, supporting the general and specific objectives.

Therefore, the first phase was started, in which a problem was identified for change or improvement. Second phase, data were collected to better understand the nature of the problem. Third one, an action plan was developed to intervene on the problem. Fourth one, the plan is implemented in practice. Finally, the effects of the intervention are evaluated, which generates new knowledge about the situation and allowed the plan to be further elaborated for subsequent cycles of action. This series of steps - observe, planning, act, reflect and evaluate and modify - distinguishes the approach proposed by Lewin and makes it a fundamental precursor of contemporary action research.

The following are the details of each of the research phases carried out.

4. ACTION PLAN

4.1. Phase I

This phase focuses on the diagnostic stage, problem identification and goal setting. Initially, a pilot survey was conducted with a group of A1 basic English learners to diagnose the problems they face and to get potential participants' opinions about the research proposal. A key problem discovered is that students are struggling to effectively acquire new vocabulary, with limited contextualized practice and exposure opportunities. Especially among beginners, limited lexical knowledge of English hinders students' ability to express ideas and communicate correctly. This results in first semester students having limited vocabulary and less confidence in applying the language making them shy, unconfident and reluctant to speak English in class. They also stated that they spend about 2 hours a day on Instagram and recognize its potential benefits for

vocabulary learning as some of them revealed in this diagnosis the learning of new words thanks to accounts dedicated to teaching English on this platform.

This action research aims to explore the implementation of the social media platform Instagram as an educational tool to enhance lexical proficiency development among first semester foreign language learners. The overall objective is to enhance English vocabulary acquisition and usage through Instagram to provide contextualized exposure, practice, and retention of new lexis.

4.2. Phase II

The second phase of this project focused on planning of the activities developed. The development of lexical competence in English is essential for English students to reach advanced levels of competence. However, difficulties were observed among beginning university students in areas such as lexical competence due to the accuracy of receptive vocabulary, the correct selection of terms and the partial understanding of aspects such as word formation and lexical placements appropriate to the context. (CAMPOS, 2018).

This situation showed the need to implement pedagogical strategies that reinforce the vocabulary work done in the classroom and expand the opportunities for contextualized exposure to a wide range of English terms and expressions. It is here that it was necessary the usefulness of digital platforms wide reach among young people, such as Instagram, can contribute significantly through micro-lessons, linguistic advice, among other activities designed with specific lexical learning objectives. (Ledesma, 2017).

The following table presents a structured plan which was used to integrate Instagram into EFL learning as a teaching tool to support the development of lexical competence. The activities described sought to activate previous knowledge, introduce new vocabulary, reinforce grammatical aspects and communicative functions, and verify learning, covering specific needs previously identified among the participating students. Its implementation and evaluation within action research allowed us to determine aspects of continuous improvement in this pedagogical initiative with pedagogical, technological and social mediation.

Table 1: Activities with instagram.

Activity based on Iq profile	Purpose
Apply a vocabulary test	To know the English level of the first semester students in terms of lexical competence a diagnostic test will be applied via Google Forms.
Present simple, likes and dislikes, transport and traveling, and greetings.	To improve participants' proficiency in the use of the present simple tense and the expression of greetings in different registers in English through material posted on Instagram.
Past simple (was/were), regular and irregular verbs.	To improve participants' proficiency in the use of the present simple tense and the expression of greetings in different registers in English through material posted on Instagram.
Prepositions of place -	To increase participants' communicative competence in relation to

Ways to say something is easy and difficult.	prepositions of place and expressions to describe ease and difficulty in English.
Question words - Places of the city and acronyms.	To strengthen participants' language skills in relation to question words, describing places in the city and understanding acronyms in English.
Might and will	To understand the subtle differences between these two modal verb forms and to be able to use them accurately in different contexts.
Classification of prepositions of place	To reinforce and assess participants' knowledge of the different prepositions of place in English through a practical classification activity.
Handling of WH questions by means of a questionnaire against the clock.	To test the learning and handling of WH questions by the participants through the application of a standardized questionnaire for the formulation of complete questions in English.
Places of the city	To develop lexical competence by reinforcing vocabulary related to places and the city in English.
Acronym Discovery	Reinforce knowledge of informal English vocabulary by learning acronyms and their meaning.

4.4. Phase III

The third phase or the acting phase involved carrying out 9 Instagram-mediated activities following the established objectives, duration, resources, and participants. Workshops leveraged Instagram's multimedia and interactive potential to reinforce concepts from in-person classes through experiences like diagnostic tests, lessons, games, collaborative tasks, and questionnaires. This generated interactions between students, research teachers, and the subject teacher, allowing the collection of abundant qualitative data through observation and discussions and quantitative data from pre/post instruments.

The activities' implementation rigorously observed and analyzed effectiveness across pedagogical, technological and social dimensions, benefiting from a mixed-methods flexibility. A vocabulary pre-test measured participants' prior knowledge to establish a baseline to focus teaching efforts. Scores obtained were relatively low (average 7.2/14), indicating deficiencies in evaluated areas initially. The highest score (8/14) potentially reflects better prior topic mastery. Most shared similar scores around 7/14, with the lowest performer at 6/14. Questions with lowest scores across participants highlight content needing attention, while highest scores concentrate on potentially better developed topics. Significant room for vocabulary improvement was observed, given mediocre scores and gaps identified, valuable for concentrating efforts where most needed.

Table 2: Results obtained from implemented activities.

Participant	Total Questions	Total Pre-Test
#1	14	7
#2	14	6
#3	14	8
#4	14	7
#5	14	8

The corpus collection, showing participant progress, was a key instrument to assess Instagram's potential for improving lexical competence. Activities covering reading, listening, writing and speaking elicited pre/post-intervention performance to track gains. Substantial generalized improvements were evidenced, especially for transport vocabulary, likes/dislikes and greetings (average increases of 78%, 88%, 110% respectively). Simple past verbs and prepositions also showed gains (80%, 25% averages). More complex structures like WH questions and modals increased 66% and 75% on average, indicating vocabulary and functional expressions as Instagram's strongest language potential. Participant 4 exhibited systematically highest gains above 80%, ideal for individual analysis of enabling conditions. Participant 1 showed smaller percentages, others were intermediate.

Observations revealed participants applying vocabulary from Instagram in productions and greetings formally/informally per situation. Acquiring a new lexicon requires review given spelling/pronunciation mistakes.

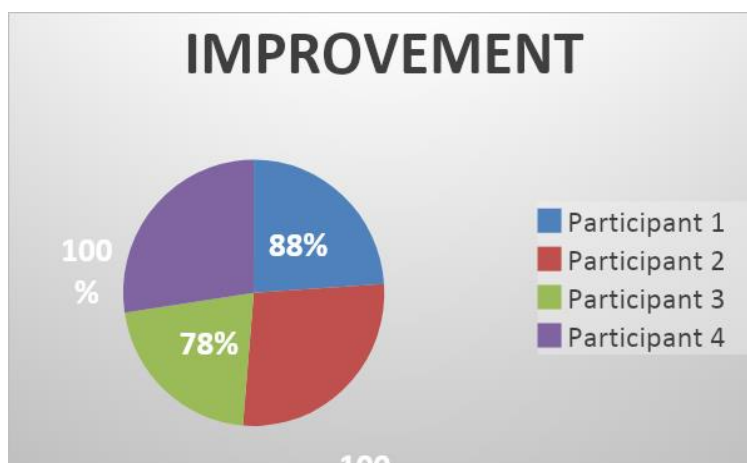


Figure 1. Corpus #1

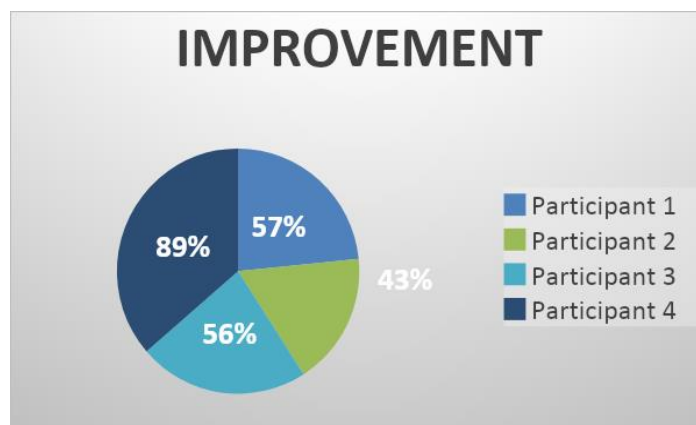


Figure 2. Corpus #2

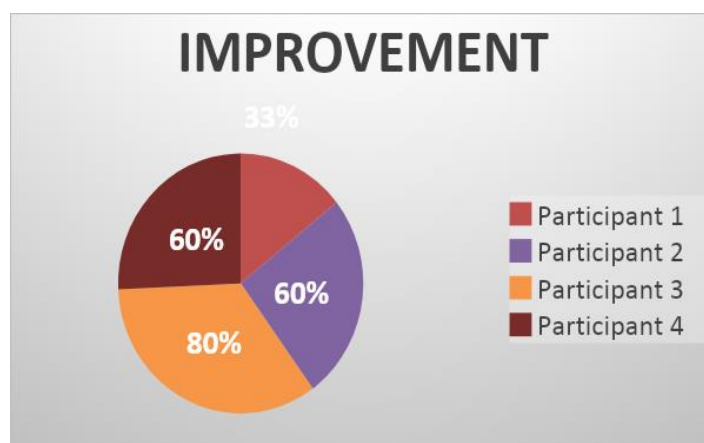


Figure 3. Corpus #3

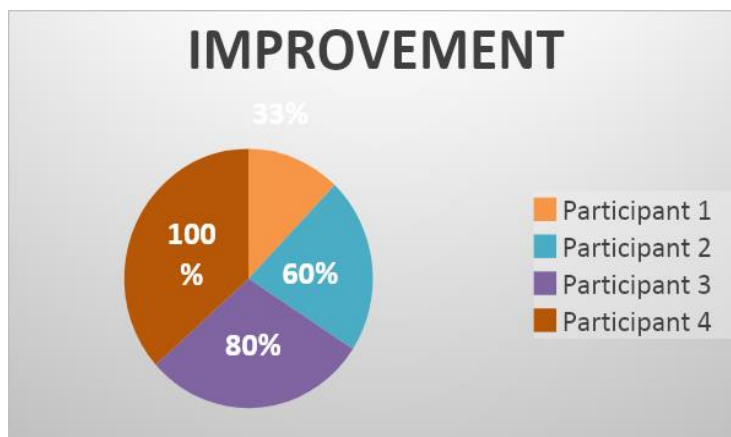


Figure 4. Corpus #4

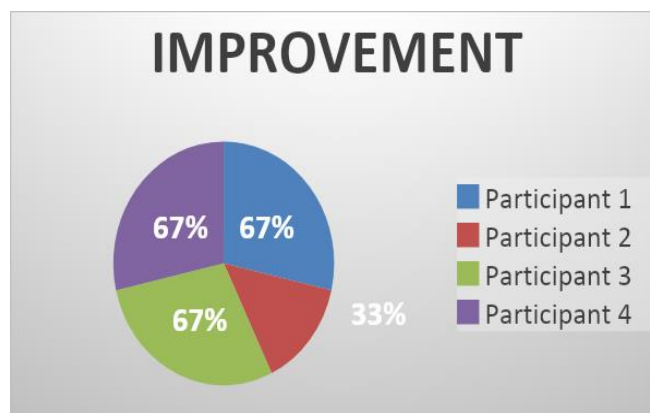


Figure 5: *Corpus #5*

Conversations showed some spontaneous transfer of vocabulary to non-academic contexts. One quotation highlighted liking Instagram's informal vocabulary for practicing with foreigners. Acquisition remains complex but interest and advances were seen through corpus processes. Usage of vocabulary in questions displayed proactive approaches to expand lexicon through deeper cognitive processing and relating theoretical knowledge to practical communication.

4.5. Phase IV

Phase IV presents the results of an educational intervention conducted through Instagram to promote lexical competence in English as a foreign language. Multiple data collection instruments were utilized, including a standardized post-test, a survey, interviews, and a qualitative coding process.

A standardized post-test identical to the pre-test was conducted with multiple choice questions on grammar and vocabulary knowledge. This allowed comparing scores before and after the intervention to quantify knowledge gains. Participants had 30 minutes to complete the virtual test on Google Forms. The research team graded the tests, assigning one point per correct response. Analysis focused on increases in the group average score, individual percentage of improvement, questions with more correct answers, and topics with significant gains. Using the same instrument enabled demonstrating the positive impact of the Instagram intervention on participants' lexical competence.

Table 3: Results obtained from implemented activities.

Participant	Total questions	Total posttest
#1	14	13
#2	14	12
#3	14	14
#4	14	12

#5	14	14
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Difference and Improvement Identified Through the use of Pre-Test and Post-Tests

The use of pretest and post-test tests was a way to measure progress and improvement in learning. As mentioned above, in this case, pretests and posttests were conducted after different educational interventions mediated by the use of Instagram, and the results show significant improvements.

Specifically, there was an 86% improvement between pretest and post-test in participant #1, for participant #2 and #5 the improvement was 100%, indicating a complete mastery of the material after the interventions. Participant #3 had a 75% improvement, while participant #4 had a 71% improvement.

Overall, these results demonstrated that the use of Instagram as a tool for learning had a significant positive impact on students' skill development, lexical proficiency, and comprehension in all areas assessed. Substantial improvements of between 71% and 100% indicated that students acquired new knowledge and skills through the implemented tool.

Participants were also surveyed to learn about their perception of Instagram's effectiveness and the challenges they faced. An online survey collected input from participants about Instagram's effectiveness for English learning and difficulties faced. Survey questions combined closed-ended and open-ended items. A strategic process was followed: establishing goals, crafting questions, validating items, piloting the survey, implementing informed consent protocols, sharing the survey link via WhatsApp, incentivizing responses, analyzing data statistically and thematically, and synthesizing findings. In addition, structured interviews were conducted to answer the research questions. The survey found participants felt Instagram provides useful lexical practice through exposure to diverse, contextualized vocabulary and interactions around English content. Following accounts related to their interests or dedicated to language learning also expanded their vocabulary actively. The incorporation of formal and informal vocabulary and the motivation for the creative presentation of content were highlighted.

Structured interviews further explored research questions. After validating and piloting the protocol, calls were conducted individually through Microsoft Teams at times selected by participants. The 9 open-ended questions focused on vocabulary learning. Calls were recorded after obtaining consent and transcribed later, keeping identities confidential.

Interview analysis uncovered that Instagram enables learning both formal and informal vocabulary, which helps develop well-rounded communicative abilities for diverse contexts. The platform's creative, visually-engaging content increased engagement and motivation. Participants also began implementing the vocabulary learned in daily interactions.

On the other hand, the process of data analysis and organization was initiated through closed coding, by means of which key ideas, concepts and meanings relevant to the topic were identified and assigned a code. Similar codes were grouped into sub-dimensions, which in turn were grouped into major dimensions. Similar codes were grouped into sub-dimensions, which in turn were grouped into major dimensions. The pedagogical one gathered sub-dimensions on

vocabulary development; the technological one category such as the use of Instagram for learning; and the social one the reinforcement of communicative skills.

A reading of the resulting dimensions was then carried out to identify some central ones that contained them. For example, the pedagogical dimension included the acquisition of vocabulary and communication skills. Likewise, co-dimensions emerged that complemented the main pedagogical one, such as technological and social.

Thus, through a process of coding, categorization into dimensions and relational reading, it was possible to identify central aspects regarding the educational use of Instagram for lexical competence in English as a foreign language. The process allowed a systematic analysis, recognizing significant dimensions and categories around this technologically mediated learning phenomenon. Instagram positively influenced autonomous vocabulary learning, complemented academic training and integrated vocabulary in everyday contexts. Its potential to reinforce oral production was highlighted.

5. RESULTS

The following are the results obtained through data collection and analysis of the information collected during the development of the research. These results were divided into qualitative and quantitative for better understanding.

5.1. Qualitative

5.1.1. Pedagogical Dimension

In the pedagogical dimension, there is clear evidence of a significant positive impact on participants' vocabulary learning, with an average improvement of 75% according to the administered tests. This substantial progress suggests that the teaching strategies implemented through Instagram have been effective and have substantially contributed to enriching participants' vocabulary.

It is worth noting that the active integration of the newly acquired vocabulary in both written and spoken productions by participants emphasizes the practical applicability of what has been learned. This effective transfer of knowledge to everyday contexts, beyond the academic realm, highlights the relevance and utility of the learning obtained through Instagram in participants' daily lives.

The visually appealing presentation of content on Instagram emerges as a key motivational factor that drives increased engagement among participants in their quest to enhance lexical

competence. This visual stimulus not only facilitates vocabulary retention but also fosters a continuous interest in exploring and engaging with educational content on the platform. The combination of visually appealing elements with educational content contributes to creating a stimulating and engaging learning environment.

In summary, in the pedagogical dimension, there is a positive impact on vocabulary improvement, practical application of knowledge in diverse contexts, and a high level of participant engagement and motivation. These findings underscore the effectiveness of Instagram as an educational tool, highlighting its ability not only to enhance academic learning but also to foster a lasting interest in the expansion of lexical knowledge.

5.1.2. Technological Dimension

Instagram emerges as a versatile tool not only to acquire but also to apply vocabulary through a number of situations, underlining its inherent potential as an educational resource. The platform's unique ability to integrate lexical competence provides participants with a valuable opportunity to cultivate communicative skills that can be easily adapted to academic and everyday contexts.

The role of the platform in fostering adaptive communication skills is particularly significant in a world where people navigate diverse linguistic landscapes, ranging from formal academic discourse to casual everyday interactions. By facilitating exposure to a spectrum of language records, Instagram becomes a dynamic medium for participants not only to learn vocabulary, but also to understand and use language in a holistic way, reflecting the fluid nature of communication in the real world.

However, the distractions inherent within the Instagram environment pose a notable challenge to its potential as an educational tool. To take full advantage of its benefits, there is a pressing need to explore strategies that mitigate distractions and reorient Instagram as an enabling environment for effective learning. This involves researching innovative approaches, such as incorporating elements of gamification or designing educational content that aligns with the visual nature of the platform, to transform Instagram into a more useful educational space.

Moreover, understanding the nuanced interplay between engagement and distraction on Instagram is crucial. It calls for in-depth research into the specific features or content types that may lead to distractions and how these can be addressed without compromising the educational essence of the platform. This holistic exploration will contribute not only to refining Instagram as an educational tool but also to developing strategies that can be applied more broadly in leveraging social media for educational purposes.

In essence, while Instagram's versatility in vocabulary acquisition is evident, there is an imperative to navigate and transform its inherent distractions, ensuring it evolves into a more focused and purposeful educational environment. This entails not only recognizing its potential but also actively shaping it to align with the specific needs and goals of learners in diverse educational settings.

5.1.3. Social Dimension

The systematic application of vocabulary acquired through Instagram in interactions with peers and during English classes not only reveals a successful assimilation, but also suggests a profound impact on the communicative competence of participants. This pattern of regular use indicates that learning is not limited to passive word acquisition, but is actively translated into the practical context of communication, thus validating the effectiveness and relevance of the educational approach through Instagram.

The strategic connection of the accounts followed on Instagram with the personal interests of the participants emerges as a key factor to boost motivation and strengthen vocabulary retention. Aligning educational content with individual preferences creates a more engaging and personalized learning environment. This connection to personal interests not only increases participation, but also promotes a more solid and lasting retention of vocabulary, as participants find relevance and meaning in educational material.

The deep understanding of students' perceptions of Instagram as a learning tool is presented as an essential step to adapt and improve educational strategies. Exploring their experiences, perceived challenges and perceived benefits provides valuable information that can inform specific adjustments in content design and pedagogical approaches. This research in the perceptions of students will not only contribute to optimize the effectiveness of Instagram as an educational tool, but it will also open the door to identifying best practices and recommendations for the effective integration of similar platforms into broader educational environments.

In summary, the active application of vocabulary in real situations, the connection with personal interests and the deep understanding of students' perceptions are key aspects that highlight the significant impact of Instagram in the learning process. These fundamental elements not only validate the current effectiveness of the platform, but also point to specific areas that could be explored and optimized to achieve even greater educational benefits.

5.2. Quantitative

The results obtained reveal remarkable progress in the participants' vocabulary development throughout the activities carried out. The average percentage of improvement on the tests, reaching an impressive 75% across all 4 participants, indicates an effective response to the teaching strategies implemented.

In particular, the specific topics that experienced the greatest improvements, such as "Present Simple" with 88%, "Past Simple" and "Countable/Uncountable Nouns" both with an astonishing 100%, highlight key areas of focus and suggest the efficacy of targeted teaching centered on these subjects.

The analysis of the results from the corpora collected in the 5 workshops reinforces the positive trend of improvement over time. Participants demonstrated significant progress, evidenced by the progressive increase in the percentages of improvement in each corpus. Starting off with figures like 57%, 43%, 56%, and 89%, to a substantial advancement with final figures of 77%, 67%, 72%, and 83%, the data supports the effectiveness of the adopted educational tool.

It is interesting to observe that, despite the overall improvement, participant 4 stood out by showing the best results both on the tests, with a remarkable 100% improvement, and in the corpus collection, maintaining a high rate from 89% to 83%. This participant could provide valuable insight into the most effective learning strategies, which could guide future adaptations to the educational process.

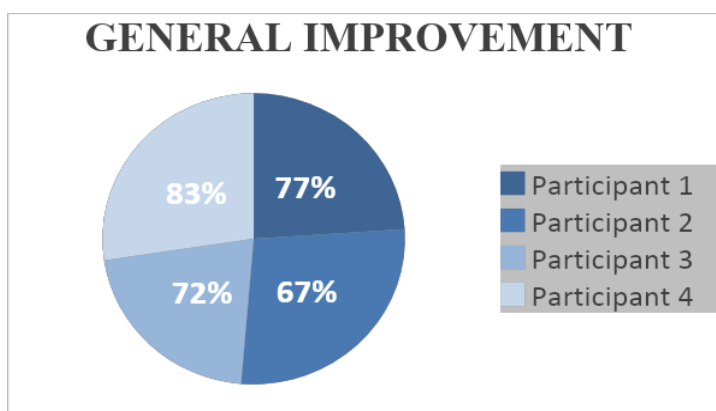


Figure 6: *General improvement*

In summary, the presented results indicate not only an overall success in vocabulary improvement, but also specific areas of achievement and the possibility to personalize educational strategies based on the different performance levels of participants.

5.3. Phase 5

This phase shows a general analysis of the developed project and also generates conclusions and recommendations for future studies related to the use of Instagram or social networks for the improvement not only of lexical competence in EFL but also the possibility of implementing different types of social networks to improve lexical competence in EFL.

In this way, the study allowed for a deeper and more complete understanding of the impact that a social network such as Instagram can have on the processes of learning English as a foreign language, specifically in areas such as vocabulary, lexis and communication skills.

Through the students' testimonies and experiences, some of the main pedagogical benefits that this technological tool brought them were highlighted. On the one hand, it favored the development of strategies to integrate the new vocabulary into their daily routines and contexts, making learning more natural and spontaneous. It also allowed them to identify more clearly the differences between formal and informal language, to appropriate a greater variety of lexis less frequently used in other educational resources, and to reinforce their motivation to continue deepening their knowledge on a daily basis.

From a technological perspective, the data suggested that participants perceived very positively the wide range of content available on Instagram to support their learning, as well as the prevalence of eye-catching and easy-to-remember audiovisual materials that activate their visual and verbal skills simultaneously. They also highlighted the possibilities for frequent interaction offered by the social network, making it a resource for constant support and reinforcement, unlike other more static and limited methods.

This study demonstrates that Instagram has a positive influence on vocabulary acquisition and application for students, giving it practical use beyond the university setting into daily life.

Instagram provides an effective channel for learning vocabulary across diverse situations. More in-depth analysis is necessary to draw precise conclusions about optimal educational strategies and benefits of Instagram. There is an important connection between students following accounts related to their personal interests and the improvement of lexical competence on Instagram which is summarized in the relevance of educational content adaptable to the participants' preferences resulting in more effective and motivating learning.

Additionally, Instagram incorporates formal and informal language registers, enabling students to develop adaptable communication abilities across academic and everyday contexts. In conclusion, results show the potential of Instagram to positively impact learning in multiple dimensions including motivation, versatility, and bridges between learning contexts. These

promising results on the use of social networks for educational purposes are worth investigating further.

5.3.1. Conduct more research with larger groups of participants to establish Ig as an effective tool

More detailed research with different target populations is needed to understand more nuances and underlying correlations in the data collected, such as frequency of use, type of content consumed, and interaction with Instagram's educational features. This specific analysis may allow identifying patterns that would provide a stronger basis for formulating educational conclusions and recommendations.

5.3.2. Explore strategies on Instagram to reinforce competencies besides lexical ones

Beyond lexical improvement, it is also possible to exploit the integration of strategies that reinforce other language skills, such as grammar, pronunciation and listening comprehension, because it is possible to diversify the educational content on Instagram, which could include interactive mini-lessons, visually appealing grammar exercises and pronunciation activities. In this way, Instagram would become a comprehensive platform for integral language development.

5.3.3. Investigate ways to counteract distractions and entertainment on Instagram for more focused educational use

Researching specific strategies to counteract inherent distractions due to Instagram's nature is crucial. Techniques such as integrating study reminders, creating interactive educational content and collaborating with education influencers to provide relevant content can be explored. These strategies could not only improve student attention, but also transform Instagram into a more engaged, learning-centered educational environment.

5.3.4. Deepen understanding of students' perceptions about Instagram as a learning tool

Grasping students' perceptions is essential to continuously adapt and enhance educational strategies on Instagram. Detailed surveys, interviews and focus groups can be conducted to

obtain richer insight into how students perceive Instagram's usefulness in their learning. This would not only aid in personalizing strategies according to user preferences, but would also provide valuable perspective on how to maximize this platform's educational potential.

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