

**Integrating Instagram into the Curriculum of a Japanese Freshmen English  
Communication Course for Reading and Writing Activities**

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Abstract

Following research by one of the authors into students' L1 literacies and how teacher awareness of these can be utilized to inform classroom activities and motivate students. It was discovered that the majority of students' L1 reading and writing practice was on social media platforms such as LINE, Instagram and Twitter. The current classroom text was therefore found lacking in authentic reading and writing tasks. There is an abundance of literature detailing how social media can be used in the TESOL classroom, and arguing its benefits. Instagram has been identified as suitable for classroom usage due to its unique functions. This paper outlines research done into how students use Instagram in L1. Data was collected through a questionnaire distributed throughout the freshmen cohort at a Japanese university. Data was then used to inform the creation of reading and writing to be integrated into the curriculum. The paper finally shows how one of these tasks was piloted in class and was overwhelmingly evaluated positively in terms of authenticity, motivation and effectiveness as a learning activity. The authors believe this paper will contribute to the field by showing practical examples of how Instagram can be incorporated into textbook-based syllabi.

## Introduction

The authors work at a Japanese university where all first-year students must study English at least four times a week on a communication course. Most of the students are 18 – 19 but some exchange students can be in their early twenties. The course is mainly focused on speaking but writing and reading for communication is also taught.

Previous research into the utilisation of L1 literacies of students on a similar course and how they can be exploited in the L2 classroom (Thomas, 2017) concluded there was significant divergence in what students read and write in their L1 compared to what they were being asked to do in the classroom. Thomas (2017) discussed how it was widely seen that basing class activities on what students read and write in their L1 increases motivation, a feeling of relevance and aids language acquisition. Through a questionnaire given to his learners, Thomas found that the vast majority of his students reading and writing was done via Social Networking Services (SNS). He therefore concluded that using SNS in the L2 classroom should be further investigated with a view towards developing SNS based reading and writing activities to supplement those in the institutions' prescribed textbook.

SNS have been defined as services that utilize Web 2.0 technology to allow people to “socialise, gossip, share information and hangout” (Boyd cited in Al-Ali, 2014, p. 1). Examples of these services are Twitter, Facebook, Line and Instagram. There is consensus that SNS can and indeed should be used in the language classroom. Using such platforms in class is seen as building on students' L1, Christiansen, Li and Baily (2017) suggest SNS take “what students may already do or notice outside the classroom and brings it to the context of the classroom to make them aware of possible ways to enhance their learning experience” (p. 12).

SNS services have been suggested to provide a virtual area in which students can interact and collaborate (Zarate & Cisterna, 2017). Today's students have been argued to be “as digital natives, not satisfied with the traditional modes of learning, they are not passive receivers of information any more, and they rather create, modify and share information through connection and collaboration” (Taskiran, Gumusoglu & Aydin, 2018, p. 101). As students use SNS in their daily L1 lives, it seems reasonable to argue classroom use of such platforms will be seen as an authentic means of communication, allowing them to interact and collaborate in English as they would in their daily lives. However it has been argued that “the majority of English as foreign language (EFL) classrooms tend to lack the necessary characteristics of an interactive learning environment where learners can be engaged in active

participation and dynamic interaction to use and practice English for various authentic purposes” (Murad & Norizan cited in Norizan, Murad & Zulkifi, 2013, p. 187).

The use of SNS for learners’ written communication is seen as especially prevalent in Japan, “they tend to communicate with each other through writing rather than speech. As well as texting and emails, they also access information, images, and culture nationally and transnationally via social media” (Takahashi, 2014, p. 186). Although the use of SNS has been seen as prevalent in Japanese students L1 communications it has been argued that they “have limited exposure to L2. It is therefore important to find innovative ways to support L2 learners by extending language learning and instruction outside the classroom and by providing opportunities for more exposure to the L2” (Mindog, 2016, p. 3). The Japanese government has noticed the gap between students use of technology and classroom practice, instructing teachers in state schools and universities to utilize technology more often for increasing motivation and developing language skills (MEXT, 2012). It was noticed in the research by co-author of this paper Thomas (2017) and by others that Japanese people tend to access SNS via smartphones. Mobile-assisted language learning (MALL) has been suggested to be a way in which SNS can be brought into the classroom and allow students to interact with an authentic L2 community outside of formal study (Khalitova & Gimaletdinova, 2016).

Directed mobile accessed SNS usage in the classroom has been used effectively: Mansor and Rahim (2017) claimed that “mobile devices could support speaking and listening activities successfully” (p. 108). While in a Japanese context in SNS usage in the classroom “facilitated dynamic communication inside and outside the classroom, created a sense of community and belonging, provided authentic exposure to English, and stimulated motivation” (Kikuchi & Otsuka cited in Alnjajidi, 2016, p. 40).

Mobile accessed SNS usage of English learning has been seen as providing challenges. It can be time consuming if students are unfamiliar with the target SNS platform and need training in how to use it (Inyati, 2015). It has been suggested that students should not be forced to join an SNS if it is a publically accessible platform as this could possibly be seen as an invasion of privacy (Yunus, Alenzi & Chenzi, 2012). However, it seems reasonable to suggest that the difficulties mentioned can be overcome and that the potential reward for utilizing SNS in language learning is significant.

### **Theoretical Justification**

The use of SNS in the language classroom has been seen as having firm theoretical support. Vygotsky’s interrelated social constructivist and social cultural theories have been

seen as justifying the use of SNS (Zarate, Cisterna, 2018; Inayati, 2015; Taskiran, Gamusoglu, Aydin, 2018). According to Vygotsky, language learning is a social activity in which language is learnt through constant interaction. Learners are members of a speech community that expose each other to language through meaningful communication. SNS usage as described previously can provide a rich environment in which meaningful and authentic communication can take place.

Social practice theory argues that language learning is influenced by the context in which it takes place. According to Kurata (cited in Istianah, 2017) “In social media context, the students are faced by interactive processes that enable language to become a cognitive tool for learners by which the second language changes from being unfamiliar towards utilizing second language as the interactive and cognitive resource for themselves” (p. 205). SNS would seem like an authentic context in which learners can improve their language competence. As digital natives it would seem worthwhile for learners to learn the language of this social practice community.

Another theory that emphasises the importance of interaction and social groups in language learning is Swain’s theory of collaborative dialogue. According to Norizan, Murad and Zulkifi (2013), “this framework assumes that as learners interact with one another, they scaffold each other in the language and those being scaffolded or assisted by their peers are pushed to produce interactionally modified output.” SNS by its interactive nature would allow learners to provide examples of target language, scaffolding each other to become able members of their social community.

### **Instagram**

Thomas (2017), the co-author of this current paper, found that a sample of learners at the writer’s institution mainly used the SNS platforms Line, Twitter and Instagram. Of these platforms Instagram has been argued to be particularly popular with the target demographic of this paper and suited to English language learning.

Instagram is an SNS platform in which users post photos and videos, they leave descriptions on their own posts and can comment on those of others. Instagram is becoming more popular both globally and in Japan and has over 1 billion monthly active users as of October 2019 (Press Page, n.d.). In Japan, Instagram “ranks it as the fastest growing social network in Japan, and the momentum looks to continue as Japanese users rated Instagram as the most enjoyable social network in 2016” (Wong, 2017). Instagram can be accessed through students’ smartphones which have been seen as the chosen method of SNS access by

both the co-author's research (Thomas, 2017) and other writers. It has been claimed "its success is directly tied to the proliferation of smartphones and high-speed mobile connections, both of which are rising steadily in Japan. As smartphone penetration is stronger among young people in Japan, Instagram's demographics seem to reflect that" (Neeley, 2016). Its growing popularity globally would allow students access to the wider target language community and its popularity domestically should give students some familiarity of it in their L1 allowing them to bring their current contextual experiences to their L1 study.

Unlike twitter, the length of Instagram descriptions and comments are not as strictly limited. Users "follow" other users and will be updated on their latest posts. Users can attach hashtags to their pictures which allow others with similar interests to find their posts. Users can also post 'stories' which are 30 second videos, these cannot be commented on but users can privately direct message the poster to comment on their 'story'. Al-Ali (2014) claims that, "Although Instagram has limited functions, it can be useful in language classrooms. Instagram offers a plethora of contextualized visual data that can provide aid in language classrooms."

The functions of Instagram detailed above have been seen as making it an effective tool for teaching reading and writing in class. Handayani (2016) suggests "Using this tool, students can exchange opinions and views on different topics. Students can also participate in a group activity where each student asks the others to comment on a photo or video. This makes it possible for them to exchange knowledge with classmates and teachers" (p. 322). Its authenticity is seen as being motivating for students "because what they write is based on their personal life experience" (Listiani, 2016, p. 1). In addition there are "opportunities to read and write through photo descriptions, comments, and direct messages as well as develop their vocabulary range and grammatical accuracy" (Alnujaidi, 2016).

Writers have detailed numerous ways of utilising Instagram in class such as practicing grammar and vocabulary when adding photo descriptions and comments, using photos and captions to tell stories, imagining what a famous or fictional poster would post, sharing recommendations, solving problems such as where to eat, organising events and using photos as a prompt for creative writing (Handayani, 2016; Listiani, 2016). Handayani, Cahyono and Widiati (2018) cite Kelly as claiming "Instagram is as an effective tool for developing students' vocabulary range and grammatical accuracy" and Mansoor and Rahim as arguing "Instagram was an effective tool for students' interactions while discussing task-related content" (p. 114).

### **Need for Research**

The authors of this paper believe research into their students' use of Instagram, if they are users, is necessary to ascertain whether it will have perceived authenticity for them, be motivating and effective as a language learning tool. Information is needed to help guide the creation of L2 reading and writing activities informed by L1 experiences and help meet the needs of students.

Al-Ali (2014, p. 3) claims "young learners' familiarity with Instagram can be seen as an advantage as it can lessen possible stress caused by integrating unfamiliar tools into learning activities." It therefore seems necessary to find whether students use Instagram currently if it is to be motivating and lessen stress.

In the context of a Japanese university, research before creating activities seems necessary. The Japanese in general have been seen as using social media in unique ways that may make observations in other countries invalid, it has been claimed "Japan's social media ecosystem is perhaps the most unique in the developed world" (Apex, 2015). However due to the speed at which SNS develops, this information may already be out of date. So, in addition to whether students use Instagram, we need to know what they are doing with it, which features they are using, the amount of browsing they do and the amount of content they make. It needs to be discovered how our students interact with Instagram. Christiansen, Li and Bailly (2017, p. 13) suggest "It is also important to keep in mind that students may be from cultures where texting practices differ." If students are familiar with Instagram but don't use it in L1 as expected this could affect the perceived authenticity and effectiveness of any activities created.

It has been claimed that "The majority of female Instagram users in Japan say they do an equal amount of posting and browsing when on the social network" (eMarketer, 2016). It would be helpful to know if this is true of university students and males. Knowing students are merely browsers and not content creators will help guide how much training will be needed to complete activities and what activities should be created.

### **The Questionnaire**

To ascertain detail of students L1 Instagram use, a questionnaire in the student's native language (Appendix 1) was created and given to 288 freshman learners at the authors' institution. Students were required to give their consent and all results were kept securely to ensure confidentiality.

Learners at the author’s institution are split into three ability groups and the questionnaire was distributed to all three levels. Questions were written concerning whether the students used Instagram, and if so the functions and features they utilized along with questions about whether they were content creators or browsers and how much content they created. The amount of text students write was also questioned to see how much L2 production in class activities would be similar to L1 language creation.

**The Results and Implications**

Results were tabled for analysis. They were split into the 3 ability levels questioned. There were no noticeable differences between ability levels. With the pattern of use and content creation being roughly similar.

A large majority of students use Instagram, although a sizable minority do not (58/288). This suggests that Instagram is familiar to most students and is a valid SNS platform to use in class. However, this result suggests some learners will need training on the fundamentals of using the platform such as registering an account and the features and functions available. Particular emphasis should be placed on how accounts can be public or private, to avoid any privacy and security issues discussed in the literature review. Of students who do use Instagram only 64 have more than 1 account so learners will need to be made aware of how different accounts can have different settings.

*Question 1. How many Instagram accounts do you have?*

4 Corners	0	1	2	3 or more
Level 1 (102 Students)	12	63	15	9
Level 2 (91 Students)	20	50	14	5
Level 3 (95 Students)	26	50	15	4
Total (288 students)	58	163	44	18

Of the students that do use Instagram, a majority report using it or more than 10 minutes a day with a minority using it significantly longer. The majority of users “follow” and are “followed by” over 100 users. A significant amount of users “like” other’s posts once a day, with only a minority doing this less than once a week.

*Question 3. How many accounts do you follow?*

4 Corners	Less than 100	100-500	500-1000
Level 1 (102 Students)	14	67	7
Level 2 (91 Students)	26	36	3
Level 3 (95 Students)	22	46	3
Total (288 students)	62	149	13

*Question 4. How many followers do you have?*

4 Corners	Less than 100	100-500	500-1000
Level 1 (102 Students)	11	65	10
Level 2 (91 Students)	25	36	3
Level 3 (95 Students)	18	34	3
Total (288 students)	54	135	16

*Question 5. How much time do you spend on Instagram a day?*

4 Corners	Less than 10 minutes	10-60 minutes	1-3 hours	Over 3 hours
Level 1 (102 Students)	11	31	43	4
Level 2 (91 Students)	20	27	14	4
Level 3 (95 Students)	23	31	15	3
Total (288 students)	54	89	72	11



*Question 14. How often do you like other people's posts?*

4 Corners	Less than once a week	Once a week	More than once a week	Once a day	More than once a day
Level 1 (102 Students)	20	5	14	13	37
Level 2 (91 Students)	16	2	11	9	31
Level 3 (95 Students)	13	3	11	4	38
Total (288 students)	49	10	36	26	106

The most significant observation is that students tend to be observers rather than content creators as was suggested in the literature review. The vast majority of users post pictures, videos and comment on others' pictures and videos less than once a week. However, when they do create content, and react to those posted by others, they report writing captions, creating hashtags and writing comments. Over half when they post, add captions and these captions consist of a variety of hashtags, emojis and words. About half of the students that do add captions write between one word and several sentences. A very similar pattern is visible in commenters with around half of all learners commenting and those who do, use a variety of reactions with around half writing between one word and several sentences. Overall, it is a minority writing captions and comments, but there seems to be an awareness of these features among the vast majority of those questioned. The awareness suggests the platform is a suitable SNS platform for classroom use, but again learners will need training and model examples if they are to be expected to produce a significant amount of L2 text in language activities.

*Question 12. How often do you add captions to your post?*

4 Corners	Never	Sometimes	Usually	Always
Level 1 (102 Students)	25	23	22	19
Level 2 (91 Students)	19	11	15	20
Level 3 (95 Students)	21	16	15	19
Total (288 students)	65	50	52	58

*Question 15. How often do you comment on other people's posts?*

4 Corners	Less than once a week	Once a week	More than once a week	Once a day	More than once a day
Level 1 (102 Students)	69	13	4	2	2
Level 2 (91 Students)	53	4	6	1	0
Level 3 (95 Students)	63	2	3	0	1
Total (288 students)	185	29	13	3	3

The most common types of posts which students report posting from once a week to more than once a day are “stories.” These are 15 second videos which are not open to comment. Although there is no way of directly producing language in reaction to stories, it is possible to directly message posters. Due to their popularity and familiarity with students, the use of “stories” should be considered when creating activities. In contrast, students do not use features such as “live” or “explore.”

8. ...post <b>stories</b> on Instagram?	Less than once a week	Once a week	More than once a week	Once a day	More than once a day
Level 1 (102 Students)	19	18	29	13	10
Level 2 (91 Students)	23	6	24	7	8
Level 3 (95 Students)	32	11	15	6	6
Total (288 students)	74	35	68	26	24

Overall, a majority of students use the SNS platform and are familiar with its functions. Making it a viable SNS platform to use in class. There is a minority that don't use it and will need instruction. The students who use it are active users who look at others posts, follow other users and minimally react to created content. However, a much smaller number are content creators who regularly write captions and comments. Those who do create content, however, do write up to a few sentences. These results suggest students are aware of how to use functions and occasionally do but will need encouraging and scaffolding to produce significant L2 text. Although it could be seen as unauthentic to ask learners to produce more text than they would in L1, if SNS activities are meant to supplement or replace current text-based activities they will need to. Arguments could also be made for students being asked to create more content in L2 and L1 as they will need this ability if they are to successfully participate in an authentic L2 environment and receive the full benefits of being members of the L2 community as argued in the literature review.

### **The Activities**

(All activities will be done by through Instagram accessed by smartphone in class.)

#### *Instagram Training and Signing Up*

As not all students are currently on Instagram, the first activity should be focused on training the students on the basics of the app. Students will be given a worksheet and led

through it by the teacher. Everyone will be instructed to create an account with their university email. They will then be asked to start following each other including the teacher. The teacher will upload a picture and students will be asked to ask as many questions about the picture using the app as they can. While this is happening, the teacher will answer as many questions as possible. The teacher will screenshot the questions and display them on the in-class monitor. Students will be asked to, in pairs determine whether any of the questions could have been phrased better. Ideas will be taken from the class and then students will be given teacher feedback. Students can then send the questions reformed to the teacher providing a written record.

For the students first assignment they will be asked take a picture of anything they like during the week. At the beginning of the lesson student will be given 3 names randomly. Students will then upload their photos and begin asking questions. After 10 minutes students will be told to answer the questions they received. During this time the teacher will monitor the conversations, screenshotting language of interest. This will be boarded and the same noticing of language by the students and formal feedback will followed as before.

### *A Typical Meal*

This lesson is aimed at practicing students' food related vocabulary and adjectives for taste and appearance. In the lower level book, students are asked to describe a meal they like eating. Prior to the lesson, students will be asked to take a picture of something they ate. They will need to upload this before the class. Students will be instructed who to follow and will attempt to describe what they see in the photo and ask questions. After 10 minutes description and question time, students will tell their followers if they were correct and answer the questions. This will be followed by peer and teacher feedback and again everything will be entered rephrased as a written record.

### *Home Town Presentation*

This lesson utilises Instagram's "slideshow" and "mention" features. In the book students are asked to do a presentation on their home town, using pictures and written text. This can be easily replaced using Instagram. During the preceding Instagram lesson students will be given the task to take pictures of the town where they live and make a 3 to 4 picture slideshow. They will need to write a caption for each picture. Students will be instructed to "mention" (the Instagram tag feature) 3 allotted students in their slideshow. During the Instagram activity those mentioned will watch the slideshows and ask as many questions, at

least one question per slide. As it may be difficult for students to form questions. At the beginning of the activity students can watch the teachers' slideshow and make comments, these comments can be copied and displayed to the class and extra possible questions given by the teacher. The students question and answer session will be followed by the usual peer and teacher feedback as detailed in activities 1 and 2.

### *Stress*

This lesson utilises Instagram's "story" feature. Using stories, Instagram users can create a 15 second video or slideshow of videos. In the textbook, one unit instructs students to write a paragraph about what makes them stressed and how they manage stress. They are then asked to exchange their writing with a partner and the partner say whether they have the same experience. This can be easily replaced by an Instagram activity. Students will be asked to create a slideshow of 4 stories. 2 showing what makes the person stressed and 2 showing how they manage stress. Students will be asked to "mention" 2 previous allocated students when uploading their "stories." The people mentioned should watch the 'stories' and direct message the uploader saying what they think makes them stressed and how they deal with stress. The uploader will return the message saying if they are correct or not. As the messages are direct and not viewable to the public. Students will be asked to screenshot their messages and send them to the teacher for feedback.

### *Occupations*

One writing activity in the book asks students to write about what people in a certain occupation do. This could be adapted to Instagram as follows. At the end of the preceding lesson the teacher would show the students a "slideshow" of 5 clues related to a job. For example, a blackboard, a piece of chalk, a classroom, a pile of homework and a textbook. Students would guess the occupation "teacher." Students would then be asked to write as many questions concerning a teacher's daily life as possible. These would then be displayed, error corrected and more questions elicited and entered into Instagram as a written record. For homework students would be asked to take 2 to 5 photos related to a job and mention 3 previously allocated students. The process above would then be followed in class.

### **The Pilot Study**

This paper thus far has detailed how the literature suggests SNS is a worthwhile language learning tool and that Instagram is a suitable platform for classroom use due to its

familiarity and functions. A survey carried out by the authors found that the students in their context were familiar with Instagram and designed a number of lessons around their textbook content. The lessons were intended to be authentic to students' daily use of L1, motivating and effective in language learning. It was decided to pilot the first lesson described "Instagram Training and Signing Up" to ascertain how students evaluated the use of Instagram lessons in class in terms of the positive features described. A questionnaire (Appendix 2) was created in students' L1 to carry out this evaluation.

The pilot was carried out in one class by each other on a total of 28 students. The results were overwhelmingly positive. The major finding were that the vast majority found the lesson motivating (27) with only one disagreeing. Most of the students agreed that the lesson was closer to their real life communication patterns and easier and less stressful than activities in the textbook. The students overwhelmingly stated that they learned more from the lesson and found it a useful use of class time.

*1. I found the lesson motivating.*

# of Students	Strongly Agree	Agree	Disagree	Strongly Disagree
28	24	3	0	1

*5. This lesson was closer to my real-life reading and writing experiences.*

# of Students	Strongly Agree	Agree	Disagree	Strongly Disagree
28	8	18	1	1

7. *I learned more from this lesson than in usual reading and writing activities.*

# of Students	Strongly Agree	Agree	Disagree	Strongly Disagree
28	10	16	2	0

8. *This activity was a useful use of class time.*

# of Students	Strongly Agree	Agree	Disagree	Strongly Disagree
28	21	7	0	0

### **Implications and further research**

It seems reasonable to suggest that SNS and Instagram can contribute to students L2 reading and writing study in the described context. Students are sufficiently familiar with the Instagram platform and its functions provide opportunities for them to learn, write and read in a motivating and authentic context. The pilot study found that the students reacted positively to the introduction of the platform in class and evaluated it as useful and motivating.

The authors feel comfortable recommending that Instagram be used with classes and plan to do so in their own context. The pilot study was very limited however so the authors feel further research is necessary. Firstly, research will need to be carried out into whether the use of Instagram is motivating over a long period of use or if its positive evaluation was due to novelty. Research also needs to be done on whether it is an effective tool for improving students reading and writing. This will involve the use of a linguistic measurement tool over a significant period of time and the use of a control group. However, the authors believe that due to strength of argument in the literature and this paper's findings, instructors should consider the implementation of Instagram or SNS-based activities in their classes.

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Appendix A

Instagram Survey

**Please circle or fill-in your answer.**

1. How many Instagram accounts do you have? \_\_\_\_\_
2. Is your primary account public or private? Public/Private
3. How many accounts do you follow?  
Less than 100   100-500   500-1000   over 1000
4. How many followers do you have?  
Less than 100   100-500   500-1000   over 1000
5. How much time do you spend on Instagram a day?  
Less than 10 minutes   10-60 minutes   1-3 hours   over 3 hours
6. How often do you post pictures on Instagram?  
Less than once a week   Once a week   More than once a week  
Once a day   More than once a day
7. How often do you post videos on Instagram?  
Less than once a week   Once a week   More than once a week  
Once a day   More than once a day
8. How often do you post stories on Instagram?  
Less than once a week   Once a week   More than once a week  
Once a day   More than once a day
9. How often do you watch other people's stories on Instagram?  
Less than once a week   Once a week   More than once a week  
Once a day   More than once a day
10. How often do you film live videos on Instagram?  
Less than once a week   Once a week   More than once a week  
Once a day   More than once a day
11. How often do you watch other people's live videos on Instagram?  
Less than once a week   Once a week   More than once a week  
Once a day   More than once a day
12. How often do you add captions to your posts?  
Never   Sometimes   Usually   Always
13. If you do add captions, what are your typical captions like? Circle all that apply  
Emoji's   Mentions   Hashtags   a word   a few words   a sentence   a few sentences
14. How often do you like other people's posts?

Less than once a week   Once a week   More than once a week  
Once a day   More than once a day

15. How often do you comment on other people's posts?  
Less than once a week   Once a week   More than once a week  
Once a day   More than once a day

16. If you do comment, what are your typical comments like? Circle all that apply  
Emoji's   Mentions   Hashtags   a word   a few words   a sentence   a few sentences

17. How often do you add hashtags to your posts?  
Never   Sometimes   Usually   Always

18. How many hashtags do you usually add?  
0   1-3   4-6   7-10   more than 10

19. How often do you mention friends in posts?  
Never   Sometimes   Usually   Always

20. How many friends do you usually mention?  
0   1-3   4-6   7-10   more than 10

21. How much time do you spend on the explore tab?  
Less than 10 minutes   10-60 minutes   1-3 hours   over 3 hours

#### インスタグラムに関する調査

**当てはまるものを丸で囲んでください。または記入してください。**

1. インスタグラムアカウントを何個持っていますか？

2. 非公式アカウントとしてアカウントに鍵をかけていますか？

鍵をかけている/鍵をかけていない

3. どのくらいのアカウントをフォローしていますか？

100 以下   100-500   500-1000   1000 以上

4. フォロワー数はどのくらいありますか？

100 以下   100-500   500-1000   1000 以上

5. インスタグラムに一日どのくらいの時間をつかっていますか？

10 分以下 10-60 分 1-3 時間 3 時間以上

6.どのくらいの頻度で写真を投稿しますか？

一週間で一回未満 一週間に一回 一週間に一回以上 一日に一回 一日に何  
回もする

7.どのくらいの頻度で動画を投稿しますか？

一週間で一回未満 一週間に一回 一週間に一回以上 一日に一回 一日に何  
回もする

8.どのくらいの頻度でストーリーを投稿しますか？

一週間で一回未満 一週間に一回 一週間に一回以上 一日に一回 一日に何  
回もする

9.どのくらいの頻度で他の人のストーリーを見ますか？

一週間で一回未満 一週間に一回 一週間に一回以上 一日に一回 一日に何  
回もする

10.どのくらいの頻度でライブ配信しますか？

一週間で一回未満 一週間に一回 一週間に一回以上 一日に一回 一日に何  
回もする

11.どのくらいの頻度で他の人のライブ配信をみますか？

一週間で一回未満 一週間に一回 一週間に一回以上 一日に一回 一日に何  
回もする

12.どのくらいの頻度で自分の投稿にキャプション(コメント)を書きますか？

一度もない 何度かの投稿で一回する よくつける いつも必ずつける

13. キャプション (写真の説明文、補足説明)を付ける際、どんなキャプションをよく書いていますか？当てはまるものすべてを丸で囲んで下さい。

絵文字 友達をタグ付け ハッシュタグ 一単語 数単語 一文 複数の文

14.どのくらいの頻度で他の人の投稿に いいね！ をしますか？

一週間で一回未満 一週間に一回 一週間に一回以上 一日に一回 一日に何回もする

15.どのくらいの頻度で他の人の投稿にコメントをしますか？

一週間で一回未満 一週間に一回 一週間に一回以上 一日に一回 一日に何回もする

16.コメントをする際、どんなコメントをよく書いていますか？当てはまるものすべてを丸で囲んで下さい。

絵文字 友達をタグ付け ハッシュタグ 一単語 数単語 一文 複数の文

17.どのくらいの頻度で自分の投稿に #ハッシュタグ をつけますか？

一度もない 何回かに一度 よくつける いつもつける

18.何個くらいの #ハッシュタグをよくつけますか？

0 1-3 4-6 7-10 10 以上

19.どのくらいの頻度で自分の投稿に友達をタグ付けしますか？

一度もない 何回かに一度 よくつける いつもつける

20.何人くらいの友達をいつもタグ付けしていますか？

0 1-3 4-6 7-10 10 以上

21.1 日でどのくらいハッシュタグの検索をしていますか？

10 分以下 10-60 分

## Appendix B

### Questions

1. Did you find the lesson motivating?
2. Would you like to do more Instagram based reading and writing activities?
3. Was it easier than paper based reading and writing activities?
4. Did you find it less stressful than paper based reading activities?
5. Did you find the lesson closer to your real life reading and writing experiences?
6. If you found it more close to your real life, is this motivating?
7. Did you learn more than in usual reading and writing activities from the lesson?
8. Do you think the activity was a useful use of class time?

Any other comments.....

インスタグラムを用いた授業の評価以下の各項目についてあなたの意見に近いものを丸で囲んで下さい。

1. インスタグラムを用いた授業はあなたにとってやる気を起こさせるものでしたか？  
非常にそう思う                      そう思う                      そう思わない                      まったくそう思わない
2. あなたは、インスタグラムで英語のリーディングやライティングをもっとしようと思いますか？  
非常にそう思う                      そう思う                      そう思わない                      まったくそう思わない
3. それは、プリントや筆記によるリーディングやライティングの課題より簡単でしたか？  
非常にそう思う                      そう思う                      そう思わない                      まったくそう思わない
4. それはあなたにとって、プリントや筆記によるリーディングやライティングの課題よりストレスが少なかったですか？  
非常にそう思う                      そう思う                      そう思わない                      まったくそう思わない
5. この調査は、あなたの実生活での読み書きの経験に近いものでしたか？  
非常にそう思う                      そう思う                      そう思わない                      まったくそう思わない
6. もし、近いものであったなら、それは、あなたのやる気を起こさせましたか？

非常にそう思う                      そう思う                      そう思わない                      まったくそ  
う思わない

7. あなたはこの調査で、通常の授業の読み書きのアクティビティより多くの事を  
学びましたか？

非常にそう思う                      そう思う                      そう思わない                      まったくそ  
う思わない

8. あなたは、このアクティビティが授業時間を有意義に使うものだったと思いま  
すか？

非常にそう思う                      そう思う                      そう思わない                      まったくそ  
う思わない

そのほか、自由に意見を書いてください。