

EXPLORING THE ROLE OF INSTAGRAM VIDEO BLOGGING IN ENHANCING ENGAGEMENT IN A FOREIGN LANGUAGE CLASSROOM

¹Yuli Christiana Yoedo, ^{1*}Dani Puspitasari, ²Cathy Weng

¹English Lecturer, Teacher Education Faculty, Petra Christian University, Indonesia

²National Taiwan University of Science and Technology, Taiwan, Province of China

*Corresponding Author Email: puspitadani@petra.ac.id

Article Info	Abstract
Article History Received: December 2024 Revised: February 2025 Published: July 2025	<i>Taiwan's ministry of education urges all education levels to open foreign language programs, including Indonesian language, in their institution. Yet, this encouragement is not followed by adequate propaganda. Hence, innovative engagement strategies are needed to make Indonesian language elective courses popular in Taiwan. Thus, an Indonesian native speaker teacher of a northern Taiwan public university integrated Instagram in her elective course to enhance engagement. She assigned her students to make a video blog with the theme "self-introduction" and upload the video to their social media. This media is used due to its significant impact on everyday life. This study probes social media's impact on video blogging projects and how learners with different mastery goal levels identified their engagement and satisfaction after finishing the project. Fourteen students participated in this study, and the data were gathered through in-depth interviews and self-reported online journals. The interview and online guided journal generated students' self-monitoring, behavioral engagement, and satisfaction. Screenshots from the student's post on Instagram and social media chat also served as evidence to support the findings. The result shows the significant influence of social media on learners' effort and creativity in doing the assignment; it also influences the satisfaction regarding the participants' mastery approach. Students poured their endeavors exceeding the teacher's expectation. To ensure the quality of the video content, they did a lot of self-practices and consultations with their teacher. The result leads to the pedagogical implications of integrating video blogging and social media within authentic learning environments for enhanced student engagement.</i>
Keywords Social media; Instagram videos; Learning effort; Learning engagement; Language learning;	

How to cite: Yoedo, Y.H., Puspitasari, D., & Weng, C. (2025). Exploring the Role of Instagram Video Blogging in Enhancing Engagement in a Foreign Language Classroom, *JOLLT Journal of Languages and Language Teaching*, 13(3), 1067-1083. Doi: <https://doi.org/10.33394/joltt.v13i3.13870>

INTRODUCTION

In 2019 the new southbound policy, which the Taiwan government recently released to initiate trade cooperation with Southeast Asian countries (<https://newsouthboundpolicy.trade.gov.tw/>), also impacted the education sector. The Ministry of Education encourages all education levels to open foreign language programs, especially native languages, from Southeast Asian countries in their institution. The government starts preparing the youth to participate in the cross-border policy as prospective employees and employers. They realize the importance of language skills as a crucial factor for the readiness of this policy. However, the urgency of learning a new language is not followed by adequate propaganda. Thus these newly established foreign language programs are not yet popular among Taiwanese students. One of the Southeast Asian languages is Bahasa Indonesia. It is the official language spoken by Indonesians.

Due to the unpopularity of the language, it was pretty hard to invite a bunch of participants to the classroom. This study tries to look deeper into the dynamics of newly

established language classrooms. In particular, this study seeks from the angle of engagement and satisfaction. No prior research has been conducted related to Bahasa as a foreign language in Taiwan. Many reasons draw someone into mastering a new language, including cognition, emotional, and personality factors (Escobar Fandiño et al., 2019). In general, using the target language is the main reason to enroll in a language program, requiring cognitive and social processes (Niu et al., 2018). Language learners need to master the phonology, semantics, and grammatical of the target language (Schepens et al., 2020).

Thus, understanding the possible feelings that occurred, including frustration and joyful phases in learning a foreign language, is essential (Horwitz, 2001). While, Anxious and non-anxious language learners differ in their performance standards (Gregersen & Horwitz, 2002), language instructors must facilitate an interactive and conducive learning environment. Studies indicated that a learning environment is a significant element in students' engagement (Shernoff et al., 2016). Thus, this study investigated how to create a fun and conducive classroom method in Bahasa class, a national language from Indonesia, one of the listed languages from Southeast Asian countries.

A video blogging project was initiated to nurture students' speaking ability. A previous study reported that video blogging enhances the vocabulary range (Jurkovic & Mertelj, 2015). Students benefit from authentic content because it captures the real-life situations that most language learners expect to acquire. Video assignment project is also a way to improve language learners' motivation; the visual activity brings emotional impact to learners (Callow, 2005). Students have the opportunity to set the scenario conversation they want to create. Previous studies in different foreign language (FL) contexts implemented video projects to improve learner's competencies, such as French (Rodgers & Dhonnchadha, 2021), Finnish (Taalas et al., 2018), and English (Tseng & Yeh, 2019). However, a study on implementing video blogging in Bahasa as a foreign language context has not been mentioned adequately.

Following up on the recent technology advancement, this study proposed using social media within this project. Nowadays, most university students are into social media, and it has become part of their daily lives (Mude & Undale, 2023). A decade ago, a study about social media in education showed most students spent time on social media more for social uses such as tag photos, keeping in touch with family and friends, or volunteering in social agenda (Grosbeck et al., 2011). This study probes into a deeper understanding of how university students utilize social media as a platform to upload individual video blogging projects. The authors bring the novelty effect of using Instagram on the student's engagement and satisfaction in learning a foreign language (Ibrahim & Basim, 2024; Maierová, 2024). We purposefully chose Instagram due to its popularity among youngsters (Hendrickx, 2023; Yuen & Tang, 2023). Thus, the research question of this study is formulated as: how does social Instagram influence engagement and satisfaction in the not-yet popular foreign language class from learners' perspective?

LITERATURE REVIEW

FL Characteristic

Learners who consciously have a sense of purpose in learning a foreign language (FL) have the endurance to perform well; additionally, the enjoyment of learning becomes another reason for enrolling in the FL course (Mackay, 2019). Moreover, FL classrooms' characteristics are distinct from those of other subjects learning, such as math, biology, or art. It is reported that English-speaking students who studied Chinese as FL had high FL classroom anxiety (Zhao et al., 2013). Further, the negative feelings positively correlated with their Chinese reading anxiety. Zhao et al. (2013) reported that this anxiety's salient factor was the unfamiliarity with new writing symbols due to the discrepancy between the Chinese writing system and the participants' native language. The same occurrence also exists when Taiwanese native speakers learn Bahasa Indonesia as a foreign language since the Chinese writing system's

unique characteristic is different from the Romanian system. The learners face a certain level of anxiety in the classroom; moreover, they start learning the language when concerned about performance. Thus, researchers proposed an idea to motivate students' engagement and boost confidence in learning Bahasa Indonesia as a foreign language using video project assignments and social media as a medium for broadcasting the video.

The term foreigner talk means a difference in lexical and contextual use of language between native and non-native. Native speaker-teachers usually provide inauthentic communication practice to adjust the learner's understanding of the target language (Alghazo & Zidan, 2019). This phenomenon may cause a discrepancy in language learners' confidence in using the language they learned; most foreign language learners feel insecure when communicating with native speakers. The speed and word variety are different from the classroom and outside. A previous study indicates that Asian students opted to be silent in the FL classroom interaction due to the fear of losing face when they make mistakes (Zhou, 2010). Also, in general, foreign language learners usually perceive language production as threatening rather than an opportunity to practice oral ability skills (E. K. Horwitz, 1986). Language teachers require creativity to solve this challenge; primarily, this phenomenon is closely related to the students' demographic characteristics. Language classrooms should provide a wide range of opportunities for learners to practice and develop confidence in a supportive environment; thus, students can acquire the desired skill (Alrasheedi, 2020; Ramzan et al., 2023).

Video Project to Enhance Engagement and Satisfaction in FL Classroom

Studies in the literature indicate the benefits of video project FL classrooms (Aksel & Gürman-Kahraman, 2014; Hung, 2011; Úbeda, 2016). Students can practice what they learned in an authentic context (Chen, 2020). The language practice inside the classroom is purposefully designed for educational purposes, formal conversation, and lesser colloquial terms (Bunch & Martin, 2021). Hung (2011) reported that learners perceived video projects as valuable for reflecting their language performance. Another study by Aksel and Gurman-Kahraman (2014) also summarized that the video project nurtured students' daily language skills and raised technology awareness while learning a language. The activity that involves video projects facilitates students to present ideas more comprehensively and practically than in written form (S. T. A. Hung, 2016). The video project also enables grammar and vocabulary development (Úbeda, 2016).

Videos are more engaging than slides, especially with characteristics such as short material, personal feel included, and highly enthusiastic speaker (Guo et al., 2014). In the flip classroom activity, inserting videos gave a higher result in the student's learning outcome (Pierce & Fox, 2012) and engagement (Gilboy et al., 2015), it is because of the additional information supplied in the animated content (Steen-Utheim & Foldnes, 2018). FL classrooms benefited from the video material to develop learners' grammar and vocabulary understanding (Úbeda, 2016). The visual display provides a deeper understanding of authentic situations' target language (Bal-Gezegin, 2014; Bajrami & Ismaili, 2016).

A video in FL classrooms allows learners to connect with the actual situation; they watch the video or create it. Research in this area must be conducted to explore the benefit of a video project in a language classroom. This study was conducted in English as a medium of Instruction context in Taiwanese tertiary education. The findings provide evaluation and constructive feedback for better education quality, especially for any foreign language course.

Social Media and Language Learning

In 2018, Instagram reached 1 billion active users (Statista, 2019); a recent study also shows Instagram as a famous platform among young adults (Parmelee & Roman, 2020). This social media platform's features, such as instastory, video, photo, and longer text as the caption, attract youngsters to get involved in this virtual community. Instagram users like to

share memorable events, funny pictures, or videos in their accounts (Doney et al., 2020). People use Instagram to share photos with followers and comment on them (Kim et al., 2017).

Nowadays, social media is a part of life, where the speed of information can be obtained within a second through internet wire. Real-life and social media life are two sides of a coin; people greet and talk to their friends through chat or video call, then continuously discuss life occurrences in real-life talk. A recent study on college students' addiction to Instagram reported that recognition and social needs were the significant factors contributing to the young generation's craving to use this site (Ponnusamy et al., 2020). Social media could bring two sides of impact; it is associated with positive well-being for users who spend time on social media to interact and entertain; however, it is linked to negative well-being if users only utilize it for surfing news (Liu et al., 2019). Therefore, research in the education field resulted in positive social media usage in the FL learning process (Abdul Razak et al., 2013). Social media has become fundamental to FL learning experiences (Bařöz, 2016). Bařöz (2016) reported that language learners believed social media provides authentic language use and gives them the confidence to use it. A recent study reported that social media increased the intrinsic motivation of ethnic minority students to learn more about their target language in the formal context (Lai, 2018). Social media brings positive exposure to the learned culture since students have minimal access to face-to-face interaction.

Many FL studies chose Facebook for the platform (Eren, 2012; Suthiwartnarueput & Wasanasomsithi, 2012; Yang, 2013). However, few studies in education used Instagram as a platform. Instagram's popularity has attracted researchers to investigate customer engagement in online purchases (Casaló et al., 2017). Literature also reported that this visual-based social media platform contributed to positive emotions, creativity, and user engagement (Casaló et al., 2020). Ebadi et al. (2024) identified a positive and significant correlation between English language learners' engagement on Instagram and their second language (L2) motivation of Iranian whose ages ranged from 16 to 62. Therefore, bringing Instagram into the educational context is still rare; thus, we tried to probe how this popular site among youngsters could facilitate language learner satisfaction toward their video blogging project. As the video is also part of Instagram features, we tried to probe the breakthrough of social media usage in the student's academic life.

RESEARCH METHOD

Research Design

This subsection contains author(s)'s statements regarding the design of the research selected from one of three approaches in conducting a research, i.e. qualitative, quantitative, or mixed research. Each approach offers various research designs for various research designs. For example, in quantitative study, there are pre-experimental, true-experimental, and quasi-experimental research designs. Meanwhile, qualitative and mixed methods offer other designs. This subsection should be part of section about method. Hence, it also provides brief description of variables of the study.

Participants and Data Collection

This study was conducted in the 2020 spring semester at a northern Taiwan public university. The class was an elective course offered by the school's language center. Students must enroll in any foreign language courses outside English as part of the curriculum. An Indonesian native speaker and this study's corresponding author taught the Introduction to Bahasa class. Even though this class was conducted in the Taiwanese community, intermediate English mastery was required to enter this class. Both instructors and students mainly used English to communicate in the classroom.

To understand how the video blogging assignment nurtures language learner engagement and satisfaction according to each participant's mastery goal orientation, we conducted a case study on 14 students who were a sample of high-scoring students, moderate-scoring students, and low-scoring students based on the percentage of the diagnostic instrument. We used a mastery approach survey adopted from Adesope, Zhou, and Nesbit (2015) using a seven-point Likert scale ranging from strongly agree to 7 to disagree as strongly. Table 1 describes the descriptive statistics of the instruments. High-scoring students were individuals whose percentage of answers in the survey was $\geq 95\%$, medium-scoring students were individuals whose percentage of answers was $\geq 75\%$, and low-scoring students were individuals whose percentage of answers in the survey was $\geq 50\%$.

Table 1
Descriptive statistics for the mastery approach survey

Item	Mean	SD	N
1. It is important for me to learn new things.	6.4286	.64621	14
2. My goal is to develop my abilities thoroughly.	5.9286	.99725	14
3. I feel satisfied when I thoroughly develop my abilities.	6.5000	.75955	14
4. I feel happiest when I learn new things.	6.0714	1.07161	14

Table 2
Participants Background

Name	Major	Year	Gender
CN	Business administration	Senior	Female
WN	Business administration	Senior	Female
CR	Electrical	Senior	Male
JN	Mechanical	Senior	Male
HD	Computer science	Senior	Male
VN	Business administration	Senior	Female
WL	Computer science	Senior	Male
YS	Mechanical	Senior	Female
VC	Business administration	Senior	Female
CH	Business administration	Junior	Female
EV	Material science	Sophomore	Female
ED	Mechanical	Sophomore	Male
RC	Electrical	Sophomore	Male
AR	Industrial management	First-year master	Male

This course was an optional program; thus, the variety of ages and majors ranged from sophomore to senior, and the students were from different departments, such as mechanical, electrical, business, and information management. Table 2 shows the participant's informational background; all participants were reported as pseudonyms for confidentiality. They had no prior knowledge of Bahasa. This course was a new program as part of the southeast-bound policy established by the Ministry of Education in Taiwan to allow Taiwanese

students to learn Southeast Asian countries' languages, including Indonesia, whose native language is Bahasa.

This study was conducted as a midterm activity in the eighth and ninth week of the meeting. Students were taught how to introduce themselves using the target language, Bahasa, which covers the sub-themes such as name, personal information, favorite food and beverages, things to do in leisure time, fun facts about themselves, and the reason for taking this course. Students were informed to make a video blog with the theme "self-introduction" in Bahasa and upload the video to their social media. We used Instagram as a social media option due to its popularity among Taiwanese youngsters. This topic was part of the continuity lesson plan within the semester. They were encouraged to use the daily communication style; thus, this assignment can be applied to day-to-day communication. Before the video recording, they were given time to practice individual and group rehearsals in the classroom. The instructor, the second author, offered consultation outside the classroom to check any grammatical structures, language use, or pronunciation to prepare the script. Classroom individuals also utilized language translation, followed by cross-checking with the language instructor.

The data were collected through a semi-structured interview and guided journal. The guided journal was employed to document the student's journey during the video blogging, which included preparation and reflection. Preparation refers to the student's prior view and feelings toward the video assignment and the student's strategies to prepare for the task. Simultaneously, the reflection journal refers to how students think and feel after they finish the designed project. The guided journals were given a week before the assignment submission and three weeks after the submission. Students were free to write in Chinese or English journals to express ideas without language boundaries. The journal was online reported using a Google form to create flexibility. We believed that journals as meaningful language learning tools were fit for exploring issues that cannot be easily captured through observation. It can provide an approach to the participant's voices (Niu, Lu & You, 2018).

As the second researcher, the language instructor collected the data using the following procedure: First, the students were notified about the study's purpose. They were also informed that the data collected would be used for research during the midterm, not be graded as a midterm score, and they had the right to withdraw the interview or journal report anytime. During the journal reporting, guided questions were prepared as cues for students to answer. All participants gave their consent to join the study. Second, following the students' responses from the first journal, the researcher conducted a semi-structured interview, individually and in a group, depending on the student's available time. The interviews lasted approximately ten to twenty minutes and were audio-recorded with approval. Third, some follow-up questions were also applied to receive clarification from the students through an online journal. Lastly, the reflection journal was given a few days after the submission.

Data Analysis

To identify the patterns of student engagement across varying levels of academic achievement, the study employed a qualitative approach by selecting one random participant from each category of high-, moderate-, and low-achieving students. These individuals were chosen to represent the diversity in engagement behaviors, enabling the researchers to establish distinct engagement models. The process began with the transcription of audio-recorded interviews. Three transcripts were randomly selected from the pool for preliminary analysis, which served as the basis for constructing a coding framework. This coding scheme underwent iterative development, including multiple revisions and refinements, until the researchers reached saturation—indicating that no new themes were emerging and the model was stable. Once finalized, the coding scheme was uniformly applied to the complete dataset.

The analysis focused specifically on three core constructs: self-monitoring, behavioral engagement, and satisfaction. Self-monitoring was defined as the student's self-awareness and

personal assessment of potential difficulties encountered while completing tasks. Behavioral engagement referred to observable actions taken to overcome challenges, such as consulting peers who are native speakers, using language translation tools, and exhibiting creativity in task execution. Satisfaction encompassed students' personal reflections on the effectiveness of video blogging in foreign language learning, particularly regarding motivational feedback received after sharing their work on social media platforms. Throughout the analysis process, researchers maintained a recursive approach—continually cross-checking emerging themes with existing data to ensure accuracy and coherence of the coding framework.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Three categories of the coding scheme

The interview and guided journal analysis revealed the self-monitoring pattern, behavioral engagement, and satisfaction. The first category of self-monitoring describes a student's awareness of the possible challenges he/ she faces to finish the video project. The self-monitoring mainly consisted of struggles related to language usage and how to record video. Students faced language burdens such as pronunciation, vocabulary range, and grammatical structure. They also acknowledged the unfamiliarity with the video, making related matters a challenge before they completed the task.

The second category was behavioral engagement, divided into two major parts: effort and creativity. The effort describes the endeavor students dedicated to solving the challenges they had to succeed in video making. Individuals employed several attempts, such as asking for assistance from native speakers, utilizing language apps, devoting time to practice, and self-evaluating performance in dealing with their challenges. Creativity refers to the innovation in the video, such as designing the storyline and adding subtitles.

The third category was satisfaction, related to the students' enjoyment and delight in the video blogging project. Satisfaction describes how students valued video blogging as a practical language skill improvement. It also refers to the enjoyment they gained during the process. Lastly, satisfaction refers to individual positivity toward the feedback they received from friends after uploading the video on their social media. Figure 1 depicts the coding scheme for this study and how self-monitoring affects behavioral engagement and results in satisfaction.

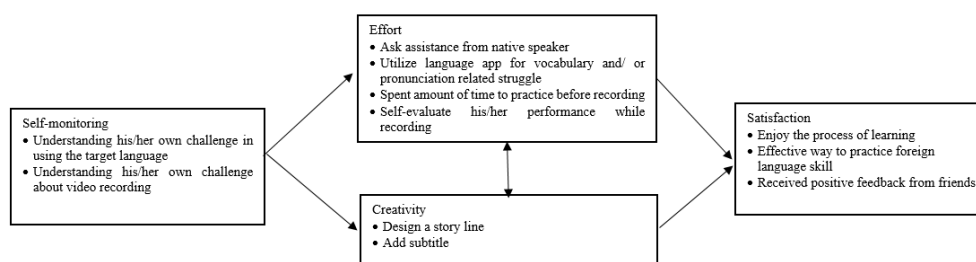


Figure 1. Code scheme

We generated a conclusion that the video recording as an individual project facilitated learner's engagement and resulted in learning satisfaction, here we provide a significant result from the interview:

Student's self-monitoring in doing the assignment

Learners understood the possible language challenges, such as vocabulary, pronunciation, confidence, and video editing skills. We carefully assessed the participants' responses and picked up students from each mastery goal level, which was high-, Moderate-, and low-scoring students, below are some statements taken from the interview and journal:

I am timid because I do not get used to talking in front of a camera, but maybe I can try something new. (Interview YH)

Pronunciation, because I have another video assignment for another class (Vietnamese) I think from these two classes, the pronunciation is tricky. (Interview EV)

Mmm, from the hardest to the easiest? The hardest definitely will be pronunciation and vocabulary. But when you know how to pronounce it, then you know the vocabulary (Interview WL)

Some students admitted they were too shy to record themselves in the video; their apprehensive awareness originated from their character. We generated consistency in participants' statements related to their threads from interviews and online journals. Language mastery incompetency was another shortcoming that all participants recognized. This study determined that the language problems were pronunciation and vocabulary. Some students also agreed that they had anxiety about the technical procedure of recording video and how to present themselves in front of the camera.

Student's effort to accomplish the given task

Students admitted they had challenges when they first heard about this assignment; later, we figured out that this self-monitoring enabled learners to set the effort they committed to accomplishing the project. We carefully assessed the participants' responses and picked up students from each mastery goal level: high, moderate, and low-scoring students who sought help from native-speaker friends to overcome their language-related problems. Students received assistance from classmates or roommates as native speakers of Bahasa to check the script for the video they presented and monitor their pronunciation. Below are the sample statements:

And for writing the script, I wrote the script and asked an Indonesian classmate to help me revise it. (CH, Interview)

Oh, the favorite part I like is discussing my script. I wrote my script beforehand, and I asked my roommates for help, I liked that part because I wrote the English part first, and then I tried my best to write Bahasa first, and they fixed it for me. I like it when they say a long verb and an extended vocabulary and like to repeat it, and we all laugh, they are kind, cute, and passionate about teaching me how to spell it and how to pronounce it. (EV, Interview)

So in class, he (a classmate from Indonesia) helped me to make the sentences. Then, when I went home, I added a few more words. Then, I showed my sentences to him, and he found a grammar mistake. (CR, Interview)

The school where this study was conducted, a public university, offered some English programs for international students; thus, students in this class could quickly find help from fellow friends as Indonesian native speakers. Some students also explained that their roommates in the school dormitory were students from Indonesia. The environment supported the learner's needs in learning this language. One of the students also explained that she took the course because she had encountered Indonesians as she participated in a non-profit organization that serves migrant workers in Taiwan, including Indonesian migrant workers. Moreover, her curiosity for this language was also added when she had some international friends from Indonesia.

Besides seeking help from fellow friends, some students also utilized language apps and YouTube videos to practice and prepare for this video assignment. All the students were found utilizing technology to improve their language skills. Below, we carefully assessed some

examples from students' interviews with different levels of mastery goals, such as high, moderate, and low-scoring students:

I write down the script, and the pronunciation is so hard. I usually open Google Translate to practice, and I try to memorize it when I go to school on the bus. (Interview VC)

I heard a lot of Google Translate and some vocabulary I do not know. I just type and put it on YouTube, then something like swim, "berenang" It is because Google Translate speaks too fast, so I searched on YouTube for the word berenang, and I saw a little child swims a lot, and I repeat that word. (Interview RC)

Pronunciation is the hardest because pronunciation in English and Bahasa is quite different, so I put it in Google Translate. And then, I figured out that it pronounces every syllable, per syllable. (Interview JN)

Some students also contacted the language instructor when encountering translation problems because they realized the translation app could not provide the precise meaning of the words they wanted. Here, we screen-captured the chat between the student and the teacher when asking for translation help. The conversation was in Chinese and English since the instructor allowed them to use comfortable language.

Students also devoted time to self-practice before recording the video; they re-took it to achieve the content quality's satisfaction level. Some students also decided to add a story for the video submission; even though the instructor only required them to present an introduction video, some students stated that they wanted to tell a story in the video to make it enjoyable.

When I eat food, I will talk about food; when I do something, I will shoot that at a specific place, but it turned out that it was too loud or too noisy when I went there, so I just practiced it. When I see a good place, I re-read my script, and I think I read the sentences fluently, so I shoot there. (EV, Interview)

Kapi-Kapi! Because I like to play the claw machines and I like Pokémon very much, the doll is something I like (ED, Interview)

Students reflect on the given task as a satisfaction

The amount of effort that students devoted to finishing the project has resulted in positive responses. All students admitted that video blogging optimized the foreign language learning process. Their reflection depicts that video recording as a midterm project elevated language skills, competency, and confidence. In the beginning, they had assumed that the video recording was challenging to do. However, after pouring their endeavor, it turned out that all of them were enjoying the record video blogging as media to check language mastery, such as sentence construction, pronunciation, and contextual usage of sentences. Here are some quotations from the students:

Yes. This is my first time recording a video for learning a language, and I think this is the best way to learn a language so far for me. Because I can speak, that is the most important thing. Before, in Taiwan, we usually don't have enough time to speak when learning a language. For example, when you can read and listen in English, you are not so good at conversation.

Moreover, taking this video is a chance to practice speaking. And speaking is the most important thing in learning a language. You learn language because you want to communicate using the language. (VC, Interview)

When we listen to our recordings, it's different from listening to ourselves speak. I thought I would sound like what I listened to when I spoke, but the video's pronunciation is not correct, and there is a gap from the correct one. Then, I tried to make my pronunciation better. So, I think I improved my pronunciation, and I think for shy people, it is better to speak this language in public. (JN, Interview)

I think we benefit from recording the video because it's just like when we practice dancing, we will record it and find out what we did wrong. So, by doing this video, it's the same thing. We can find where we missed some pronunciations. After finding your mistakes, you will try to improve and correct your pronunciation in your second and third recordings. Like Edward said, the part where we fail is where we can improve our Bahasa. (HD, Interview)

I think the video helps me. Because if I only do the test, I only understand the vocabulary and grammar, but I need to write and speak when I record the video. So it helps me to practice the whole Bahasa. (WL, Interview)

Moreover, the interview also captured students' ability to evaluate their performance through video blogging. They stated the significance of reviewing errors when they speak, which could not be found in direct conversation. Students benefited from viewing their performance in the video; thus, they could perform the best version of themselves for the video assignment. This activity also brought alternatives for students to work with their peers collaboratively, and some students valued constructive social interaction with peers to help each other and learn together.

We also captured another aspect of satisfaction that contributes to the student's delight in receiving positive feedback from their friends or relatives outside the class. The instructor asked students to upload the video introduction on their social media accounts, and all of them stated they received a tremendous amount of positive feedback from friends, which boosted their confidence in learning the language. The captured Instagram post from one student; 570 views for her video gave her pride and satisfaction after learning Bahasa. Here are some interviews with students that represent their excitement of receiving comments from peers on social media from each mastery goal level, high-, Moderate-, and low-scoring students:

My IG is private, so only my friends can see it but still, I got many responses. The majority said it's cool. I got very nervous at first because I did not know what are they going to respond to, but when I posted it, I got many comments (half Taiwanese, half Indonesian) I got comments from the Indonesians because, as I said, when I practice my friend (Indonesian friend) just post me on their Instagram and from that, some Indonesian do follow me and comments on my post. (AR, Interview)

This is my homework, my midterm, and I love this homework. You say that we just need to post on our Instagram story, but we put a lot of time into it, and I like the homework, so I put it on my profile and made it stay there. (ED, Interview)

I feel proud I learn new languages, and friends give me positive feedback. (WL, Interview)

The relationship between three variables: self-monitoring, behavioral engagement, and satisfaction

The table presented in the study outlines the detailed coding scheme used to analyze the engagement strategies of all sampled participants, categorized according to their mastery approach level scores. This coding scheme was designed to capture the presence or absence of specific learning strategies demonstrated by the students during the study. To simplify and standardize the coding process, binary numerical values were assigned: the digit 0 was used to indicate the absence of a particular strategy—meaning no evidence was found in the data—while the digit 1 denoted the presence of a strategy, showing that the participant indeed utilized or expressed that particular engagement behavior. Surprisingly, the results revealed a lack of clear differentiation in engagement patterns among participants who had self-reported themselves as being mastery-goal oriented. In other words, although students expressed similar goal-oriented motivations in their self-assessments, their actual learning behaviors—as represented by their strategic engagement in tasks—did not consistently reflect distinct patterns corresponding to their mastery levels.

Table 3
Relationship between Self-Monitoring, Behavioral Engagement, and Satisfaction

	Low			Moderate					High					
ID	C	W	C	J	E	ED	H	V	R	W	Y	A	V	C
	N	N	R	N	V		D	N	C	L	S	R	C	H
Self-monitoring	YES													
Understanding his/her challenge in using the target language	0	1	1	1	1	1	1	1	1	1	1	1	1	1
Understanding his/her challenge about video recording	1	0	1	0	1	1	0	1	1	0	0	0	0	1
Effort														
Ask assistance from native speaker	1	1	1	1	1	1	1	1	0	0	1	1	1	1
Utilize language apps for vocabulary and/ or pronunciation struggle	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Spent amount of time to practice before recording	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Self-evaluate his/her performance while recording	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Creativity														
Design a story line	1	0	1	1	1	1	1	1	0	0	1	1	0	1
Add subtitle	0	1	0	0	1	0	0	1	0	0	0	0	1	1
Satisfaction														
Enjoy the process of learning	0	0	1	1	1	0	1	1	1	1	0	1	0	1
Effective way to practice foreign language skill	1	1	1	1	0	0	1	0	1	1	1	1	1	1
Received positive feedback from friends	1	1	1	1	1	1	1	1	1	1	0	1	1	1
Total score	8	8	10	9	10	8	9	10	8	7	7	9	8	11

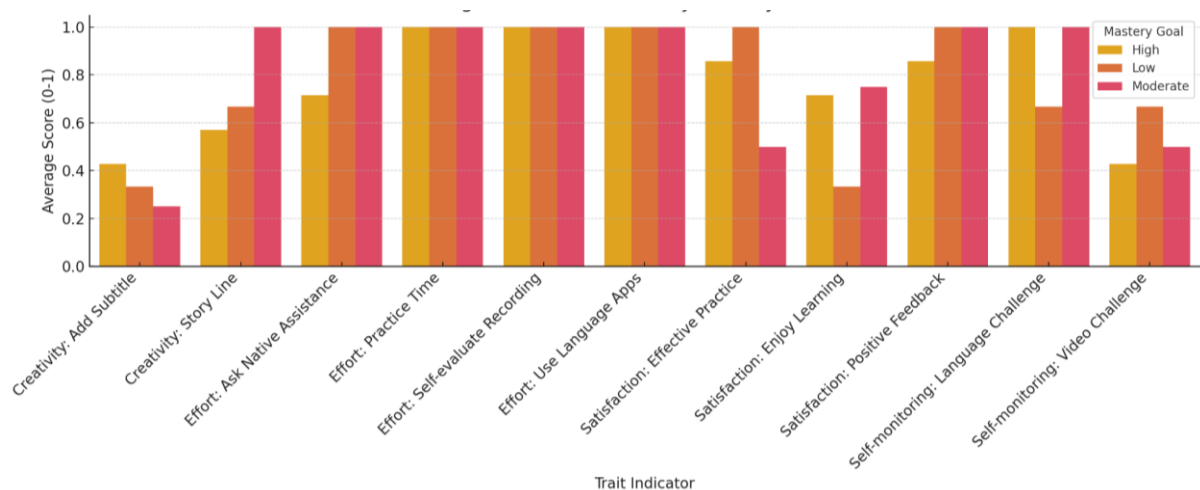


Figure 2. Average presence of traits by mastery goal level

This study summarizes that video blogging enables learners to maximize their potential and ability to learn a new language. Students reported that video blogging helped them self-evaluate their performance and allowed them to expand their language skills. It also pushed learners to utilize all potential, including regulated strategy, in finishing the task. Interestingly, video blogging could encourage learners to strive for the best effort regardless of their mastery goal orientation score as shown in figure 2. This study indicated posting a video on social media. Instagram satisfies learners due to the number of views, likes, and comments from their followers. Social media changes everything, theoretically assuming that high mastery goals require more effort than those scoring less, but this study proves there is no distinction. Another aspect that surprisingly brings insight is the satisfaction level. Students from three mastery levels were relatively satisfied after receiving feedback through comments and likes on their Instagram. Students were actively engaged on social media due to the need for peer acknowledgment.

Discussion

Video-making promotes language learners to expand their skills. The process of video production requires creative ideas and critical thinking. Moreover, it also encourages learners to practice speaking skills, including correct pronunciation, stressing, and phasing. A study on error correction feedback summarized that L2 learners focused more on morphosyntactic errors than lexical and phonological errors (Sato & McDonough, 2020). Further, Sato and McDonough (2020) also mentioned that L2 learners expect to receive error correction from their peers but are reluctant to address their classmates' errors. The instructor facilitates a conducive classroom environment in which to learn and improve in this particular situation.

A teacher has a significant role in deciding the types of learning methods for the learners. On the other hand, numerous studies in language communication show that willingness to communicate is a determinant factor in-class activity (Kang, 2005; Macintyre et al., 1998). Some technical aspects, such as the teacher's voice, facial expression, gestures, and spatial position, influence the language learner's involvement (Zarrinabadi & Alipour, 2020). Therefore, to keep up the language classroom with the updated technology, we inserted the vlogging video to improve students' communication skills. We believe that giving space for creativity can escalate learners' participation and reduce their anxiety in learning a language. A previous study proved that repeating customized sentence patterns decreases language learners' performance (Zarrinabadi & Alipour, 2020). Thus, in this study, video blogging was chosen to let learners develop content ideas because it is considered valuable and practical.

There is no doubt that technology and social media are integrated into language classrooms, especially when everyone is on social media network sites. This study shows how blending social media into the classroom could positively impact student's satisfaction, which also escalates their engagement. Similar to our finding, a previous study also indicates that bringing technology into the classroom facilitates learner engagement, mobility, and independence, and it also accommodates various learning styles (Miller, 2018). Recent surveys in Dutch showed that social media's active posts partially influence students' writing quality, especially in understanding syntactic complexity (Verheijen et al., 2020).

Social media can also promote discussion about diversity in specific topics (Loeb et al., 2020). When we began the experiment, we never expected students' high enthusiasm, as previous research proved that combining technology into the learning environment developed learners' motivation and engagement compared to the traditional classroom (Akbari et al., 2016; Altay & Ünal, 2017). This activity also serves as an alternative to provide self-regulated learning strategies (Yin, 2018) to nurture students to become independent learners who are keen on technology. Learning Bahasa is not a popular course to enroll in; however, social media could shift the paradigm and make it popular among students in the school where this study takes place. Vlogging encourages students to engage with the community and practice social

life. It is also a way to evaluate performance by re-watching the final product video and displaying facial expressions, speech tones, and body language (Tseng & Yeh, 2019). The interaction constructed through this video blogging, from interaction with native speakers in the preparation stage to online communication through Instagram comments and likes, shaped the learner's engagement and satisfaction. Moreover, it gives the chance to re-watch their oral language performance and stimulates positivity (Gregersen & Horwitz, 2002) to achieve better output.

Student satisfaction and performance were not significantly influenced by goal orientation of the class but by Instagram comments and likes. The findings of this study corroborate the conclusions drawn by Ponnusamy et al., (2020) that recognition and social needs were the significant factors contributing to the young generation's craving to use Instagram. In this study, students' best efforts for self-practice and consultations with their instructors and classmates aim to get as much 'likes' from their viewers. This finding is in line with Zhao et al.' study (2013) that students start learning the language when concerned about performance.

Previous research summarized the positive interrelationship between engagement and academic performance (Kelly, 2008), while this study probed how the given activity nurtured the learner's engagement but did not specifically explore engagement and satisfaction with academic performance. Although this study used a small sample scope, findings suggest future language classrooms should integrate video blogging and social media to increase students' engagement and satisfaction. Topics such as life outside the classroom could be an initial theme for learning specific vocabulary in an authentic setting (Waring & Yu, 2018). This creates a meaningful and helpful language process, especially for beginner level who need relevant linguistic resources.

CONCLUSION

This study contributes to the body of literature on English as a medium of instruction, in particular in the context of Bahasa Indonesia as the subject. Abundance of studies has been conducted in Asian contexts such as China (Jablonkai & Hou, 2023); Bangladesh (Karim et al., 2023); Japan (Qiu et al., 2023); Taiwan (Puspitasari et al., 2020) and Thailand (Chaiyasat & Intakaew, 2023). These studies were done in higher education in any subject outside of languages. Findings imply that social media needs to be integrated into the classroom setting. Using a popular media platform can encourage learners to be creative in an unpopular language classroom (Kostic & Burai, 2023). Encouraging learners to post their video projects on Instagram develops their creativity and increases the effort they are prepared to put into it. Social media involvement automatically increases the number of peer evaluators, which is much more challenging than only their English teacher. The generally positive results of this study should be highly replicable in larger populations. Future studies could implement this idea into the design class to corroborate our findings. This study also provides innovation for current and prospective teachers to design creative classroom activities.

REFERENCES

- Abdul Razak, N., Saeed, M., & Ahmad, Z. (2013). Adopting social networking sites (SNSs) as interactive communities among English foreign language (EFL) learners in writing: Opportunities and challenges. *English Language Teaching*, 6(11), 187–198, doi:10.5539/elt.v6n11p187
- Adesope, O. O., Zhou, M., & Nesbit, J. C. (2015). Achievement goal orientations and self-reported study strategies as predictors of online studying activities. *Journal of Educational Computing Research*, 53(3), 436–458, doi.org/10.1177/0735633115603989

- Akbari, E., Naderi, A., Simons, R. J., & Pilot, A. (2016). Student engagement and foreign language learning through online social networks. *Asian-Pacific Journal of Second and Foreign Language Education*, 1(1), 1–22, doi:[10.1186/s40862-016-0006-7](https://doi.org/10.1186/s40862-016-0006-7)
- Aksel, A., & Gürman-Kahraman, F. (2014). Video roject assignments and their effectiveness on foreign language learning. *Procedia - Social and Behavioral Sciences*, 141, 319–324, doi:[10.1016/j.sbspro.2014.05.055](https://doi.org/10.1016/j.sbspro.2014.05.055)
- Alghazo, S., & Zidan, M. (2019). Native-speakerism and professional teacher identity in L2 pronunciation learning. *Indonesian Journal of Applied Linguistics*, 9(1), 241–251 doi.org/10.17509/ijal.v9i1.12873
- Alrasheedi, S. (2020). Investigation of factors influencing speaking performance of Saudi EFL learners. *Arab World English Journal (AWEJ)* Volume, 11, doi.org/10.24093/awej/vol11no4.5
- Altay, İ. F., & Ünal, D. Ç. (2017). An investigation of foreign language courses with and without technology. *International Journal of Curriculum and Instruction*, 9(2), 49–69, <http://orcid.org/0000-0002-1014-9146>
- Bajrami, L., & Ismaili, M. (2016). The role of video materials in efl classrooms. *Procedia - Social and Behavioral Sciences*, 232(April), 502–506, doi.org/10.1016/j.sbspro.2016.10.068
- Bal-Gezegin, B. (2014). An investigation of using video vs. audio for teaching vocabulary. *Procedia - Social and Behavioral Sciences*, 143, 450–457, doi:[10.1016/j.sbspro.2014.07.516](https://doi.org/10.1016/j.sbspro.2014.07.516)
- Baföz, T. (2016). Pre-service efl teachers attitudes towards language learning through social media. *Procedia - Social and Behavioral Sciences*, 232(April), 430–438, doi.org/10.1016/j.sbspro.2016.10.059
- Bunch, G. C., & Martin, D. (2021). From “academic language” to the “language of ideas”: A disciplinary perspective on using language in K-12 settings. *Language and Education*, 35(6), 539–556, doi.org/10.1080/09500782.2020.1842443
- Callow, J. (2005). Literacy and the visual: broadening our vision. *English Teaching Practice and Critique*, 4(1), 6–19.
- Casaló, L. V., Flavián, C., & Ibáñez-Sánchez, S. (2017). Understanding consumer interaction on instagram: The role of satisfaction, hedonism, and content characteristics. *Cyberpsychology, Behavior, and Social Networking*, 20(6), 369–375, doi: 10.1089/cyber.2016.0360.
- Casaló, L. V., Flavián, C., & Ibáñez-Sánchez, S. (2020). Be creative, my friend! Engaging users on Instagram by promoting positive emotions. *Journal of Business Research*, November 2018, doi.org/10.1016/j.jbusres.2020.02.014
- Chaiyasat, C., & Intakaew, A. (2023). Why keep silent? voices from thai efl students in an english-medium instruction university. *Asian Englishes*, 25(3), 485–498, doi.org/10.1080/13488678.2022.2080426
- Chen, C. H. (2020). AR videos as scaffolding to foster students’ learning achievements and motivation in EFL learning. *British Journal of Educational Technology*, 51(3), 657–672. doi.org/10.1111/bjet.12902
- Doney, J., Wikle, O., & Martinez, J. (2020). Likes, comments, views: a content analysis of academic library Instagram posts. *Information Technology and Libraries*, 39(3), doi [10.6017/ital.v39i3.12211](https://doi.org/10.6017/ital.v39i3.12211)
- Ebadi, S.,Zandi, M., & Ajabshir, Z.F. (2024). The effect of language learning engagement on L2 motivation over Instagram. *Acta Psychologica*, 250, 1-11. <https://doi.org/10.1016/j.actpsy.2024.104512>

- Eren, Ö. (2012). Students' attitudes towards using social networking in foreign language classes: a facebook example. *International Journal of Business and Social Science*, 3(20), 288–294. www.ijbssnet.com
- Escobar Fandiño, F. G., Muñoz, L. D., & Silva Velandia, A. J. (2019). Motivation and e-learning english as a foreign language: *A qualitative study*. *Heliyon*, 5(9), doi.org/10.1016/j.heliyon.2019.e02394
- Gilboy, M. B., Heinerichs, S., & Pazzaglia, G. (2015). Enhancing student engagement using the flipped classroom. *Journal of Nutrition Education and Behavior*, 47(1), 109–114, doi.org/10.1016/j.jneb.2014.08.008
- Gregersen, T., & Horwitz, E. K. (2002). Language learning and perfectionism: anxious and non-anxious language learners' reactions to their own oral performance. *The Modern Language Journal*, 86(4), 562–570, doi.org/10.1111/1540-4781.00161
- Grosseck, G., Bran, R., & Tiru, L. (2011). Dear teacher, what should I write on my wall? A case study on academic uses of Facebook. *Procedia - Social and Behavioral Sciences*, 15(December), 1425–1430, doi.org/10.1016/j.sbspro.2011.03.306
- Guo, P. J., Kim, J., & Rubin, R. (2014). How video production affects student engagement: An empirical study of MOOC videos. *L@S 2014 - Proceedings of the 1st ACM Conference on Learning at Scale*, 41–50, doi [10.1145/2556325.2566239](https://doi.org/10.1145/2556325.2566239)
- Hendrickx, J. (2023). The rise of social journalism: An explorative case study of a youth-oriented Instagram news account. *Journalism Practice*, 17(8), 1810-1825, doi [10.1080/17512786.2021.2012500](https://doi.org/10.1080/17512786.2021.2012500)
- Horwitz, E. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21(2001), 112–126, doi.org/10.1017/S0267190501000071
- Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *TESOL Quarterly*, 20(3), 559, doi.org/10.2307/3586302
- Hung, S. T. (2011). Pedagogical applications of Vlogs: An investigation into ESP learners perceptions. *British Journal of Educational Technology*, 42(5), 736–746, doi.org/10.1111/j.1467-8535.2010.01086.x
- Hung, S. T. A. (2016). Enhancing feedback provision through multimodal video technology. *Computers and Education*, 98, 90–101, doi.org/10.1016/j.compedu.2016.03.009
- Jablonkai, R. R., & Hou, J. (2023). English medium of instruction in Chinese higher education: A systematic mapping review of empirical research. *Applied Linguistics Review*, 14(6), 1483-1512, doi [10.1515/applirev-2021-0179](https://doi.org/10.1515/applirev-2021-0179)
- Jurkovic, V., & Mertelj, D. (2015). Pedagogical uses of authentic video in esp classrooms for developing language skills and enriching vocabulary. *Scripta Manent*, 9(2), 15.
- Kang, S. J. (2005). Dynamic emergence of situational willingness to communicate in a second language. *System*, 33(2), 277–292, doi.org/10.1016/j.system.2004.10.004
- Karim, A., Kabilan, M. K., Ahmed, Z., Reshmin, L., & Rahman, M. M. (2023). The medium of instruction in Bangladeshi higher education institutions: Bangla, English, or Both?. *Journal of Language, Identity & Education*, 22(3), 232-246, doi.org/10.1080/15348458.2020.1871353
- Kim, D. H., Seely, N. K., & Jung, J. H. (2017). Do you prefer, pinterest or instagram? the role of image-sharing snss and self-monitoring in enhancing ad effectiveness. *Computers in Human Behavior*, 70, 535–543, doi.org/10.1016/j.chb.2017.01.022
- Kostic, A., & Burai, A. (2023). Digital media and slang in the esl classroom: hungarian esl teachers and students' views. *Philologia*, 21(1), 75-99, Digital media and slang in the esl classroom: hungarian esl teachers and students' views, doi.org/10.1016/j.chb.2017.01.022

- Lai, C. (2018). The influence of extramural access to mainstream culture social media on ethnic minority students' motivation for language learning. *British Journal of Educational Technology*, 50(4), 1929–1941, doi.org/10.1111/bjet.12693
- Liu, D., Baumeister, R. F., Yang, C. C., & Hu, B. (2019). Digital communication media use and psychological well-being: A meta-analysis. *Journal of Computer-Mediated Communication*, 24(5), 259–274, doi.org/10.1093/jcmc/zmz013
- Loeb, S., Byrne, N. K., Thakker, S., Walter, D., & Katz, M. S. (2020). #Ilooklikeaurologist: using twitter to discuss diversity and inclusion in urology. *European Urology Focus*, August 2015, 2015–2018, doi.org/10.1016/j.euf.2020.03.005 2405-4569/
- Macintyre, P. D., Dornyei, Z., Clément, R., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *Modern Language Journal*, 82(4), 545–562, doi [10.1111/j.1540-4781.1998.tb05543.x](https://doi.org/10.1111/j.1540-4781.1998.tb05543.x)
- Mackay, D. J. (2019). An ideal second language self intervention: Development of possible selves in an English as a Foreign Language classroom context. *System*, 81, 50–62, doi.org/10.1016/j.system.2019.01.003
- Mude, G., & Undale, S. (2023). Social media usage: A comparison between Generation Y and Generation Z in India. *International Journal of E-Business Research (IJEER)*, 19(1), 1–20, doi [10.4018/IJEER.317889](https://doi.org/10.4018/IJEER.317889)
- Niu, R., Lu, K., & You, X. (2018). Oral language learning in a foreign language context: Constrained or constructed? A sociocultural perspective. *System*, 74, 38–49, doi.org/10.1016/j.system.2018.02.006
- Parmelee, J. H., & Roman, N. (2020). Insta-echoes: Selective exposure and selective avoidance on Instagram. *Telematics and Informatics*, 52(May), doi.org/10.1016/j.tele.2020.101432
- Pierce, R., & Fox, J. (2012). Vodcasts and active-learning exercises in a “flipped classroom” model of a renal pharmacotherapy module. *American Journal of Pharmaceutical Education*, 76(10), [10.5688/ajpe7610196](https://doi.org/10.5688/ajpe7610196)
- Ponnusamy, S., Iranmanesh, M., Foroughi, B., & Hyun, S. S. (2020). Drivers and outcomes of Instagram Addiction: Psychological well-being as moderator. *Computers in Human Behavior*, 107(January), doi.org/10.1016/j.chb.2020.106294
- Puspitasari, D., Weng, C., & Hsieh, Y. F. (2020). English medium instruction in taiwan: from the perspective of international students as thesis writer. *International Journal of Language Education*, 4(2), 194–208, doi [10.26858/ijole.v4i2.12930](https://doi.org/10.26858/ijole.v4i2.12930)
- Qiu, Y., Zheng, Y., & Liu, J. (2023). ‘So, only relying on English is still troublesome’: a critical examination of Japan’s English medium instruction policy at multiple levels. *Journal of Multilingual and Multicultural Development*, 44(7), 608–625, doi.org/10.1080/01434632.2022.2100402
- Ramzan, M., Javaid, Z. K., Kareem, A., & Mobeen, S. (2023). Amplifying classroom enjoyment and cultivating positive learning attitudes among esl learners. *Pakistan Journal of Humanities and Social Sciences*, 11(2), 2236–2246, <https://doi.org/10.52131/pjhss.2023.1102.0522>
- Rodgers, O., & Dhonnchadha, L. N. (2021). *The eurocall review*, Vol 26, No 1 (2018) Digital video creation in the LSP classroom. 26(1), 1–13, <https://doi.org/10.4995/eurocall.2018.9666>
- Sato, M., & McDonough, K. (2020). Predicting L2 learners’ noticing of L2 errors: Proficiency, language analytical ability, and interaction mindset. *System*, 93, doi.org/10.1016/j.system.2020.102301

- Schepens, J., van Hout, R., & Jaeger, T. F. (2020). Big data suggest strong constraints of linguistic similarity on adult language learning. *Cognition*, 194(December 2018), doi.org/10.1016/j.cognition.2019.104056
- Shernoff, D. J., Kelly, S., Tonks, S. M., Anderson, B., Cavanagh, R. F., Sinha, S., & Abdi, B. (2016). Student engagement as a function of environmental complexity in high school classrooms. *Learning and Instruction*, 43, 52–60, doi.org/10.1016/j.learninstruc.2015.12.003
- Steen-Utheim, A. T., & Foldnes, N. (2018). A qualitative investigation of student engagement in a flipped classroom. *Teaching in Higher Education*, 23(3), 307–324, doi.org/10.1080/13562517.2017.1379481
- Suthiwartnarueput, T., & Wasanasomsithi, P. (2012). Effects of using Facebook as a medium for discussions of English grammar and writing of low-intermediate EFL students. *Electronic Journal of Foreign Language Teaching*, 9(2), 194–214.
- Taalas, P., Jalkanen, J., Bradley, L., Thoušny, S., Muhonen, A., & Kujaanen, R. (2018). Vlogging in Toronto: learning Finnish through collaborative encounters. *Future-Proof CALL: Language Learning as Exploration and Encounters – Short Papers from EUROCALL 2018*, 2018, 214–219.
- Tseng, S. S., & Yeh, H. C. (2019). The impact of video and written feedback on student preferences of English speaking practice. *Language Learning and Technology*, 23(2), 145–158, doi.org/10.125/44687
- Úbeda, P. (2016). Teaching into context by video sketching recording: academic english with students of architecture. *Procedia - Social and Behavioral Sciences*, 228(June), 496–503, doi.org/10.1016/j.sbspro.2016.07.076
- Verheijen, L., Spooren, W., & van Kemenade, A. (2020). Relationships between Dutch Youths' Social Media Use and School Writing. *Computers and Composition*, 56, doi.org/10.1016/j.compcom.2020.102574
- Yang, P.-L. (2013). Discourse analysis of efl college learners' online social interaction and attitudes towards facebook. *International Journal of English Linguistics*, 3(6), 64–72, [10.5539/ijel.v3n6p64](https://doi.org/10.5539/ijel.v3n6p64)
- Yin, H. (2018). What motivates Chinese undergraduates to engage in learning? Insights from a psychological approach to student engagement research. *Higher Education*, 76(5), 827–847, [10.1007/s10734-018-0239-0](https://doi.org/10.1007/s10734-018-0239-0)
- Yuen, S., & Tang, G. (2023). Instagram and social capital: youth activism in a networked movement. *Social Movement Studies*, 22(5-6), 706–727, [10.1080/14742837.2021.2011189](https://doi.org/10.1080/14742837.2021.2011189)
- Zarrinabadi, N., & Alipour, F. (2020). Sequencing inquiry tasks and video modeling examples to enhance L2 willingness to communicate. *Learning and Motivation*, 72(August), doi.org/10.26740/gkjsen.v1i2.14358
- Zhao, A., Guo, Y., & Dynia, J. (2013). Foreign language reading anxiety: Chinese as a foreign language in the United States. *Modern Language Journal*, 97(3), 764–778, [10.1111/j.1540-4781.2013.12032.x](https://doi.org/10.1111/j.1540-4781.2013.12032.x)
- Zhou, C. (2010). A review of foreign researches on influential factors affecting students' engagement in english classroom. *Online Submission*, 7(12), 18–22.