

Teachers' perspectives on their experience of  
using social media for English language  
teaching.

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PhD 2023

Teachers' perspectives on their experience of  
using social media for English language  
teaching.

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A thesis submitted in partial fulfilment of the  
requirements of Manchester Metropolitan  
University for the degree of Doctor of  
Philosophy

Department of Languages, Information and  
Communications Humanities, Languages and  
Social Science Manchester Metropolitan  
University

2023

## **Dedication**

Dedicate this thesis to the soul of my grandmother (Shimah).

For her unconditional love and support, and to honour her memory and acknowledge the role she played in shaping who I am today.

To my dear Shimah, your wisdom and advice provided me with invaluable insights that guided me through the challenges I encountered. Your love was a constant reminder that I am able of achieving great things.

Though you are no longer physically with us, your spirit continues to inspire and motivate me to reach for excellence. Your memory lives on in my heart and serves as a reminder of the importance of love, resilience, and dedication.

## **Acknowledgements**

### **In the Name of Allah, the Most Gracious, the Most Merciful**

First and foremost, all praise is due to Allah alone, I am most grateful to Almighty Allah for granting me this opportunity to pursue a PhD in the United Kingdom, and for giving me the motivation, patience, and time to complete this thesis. Throughout the long path of my PhD, I have learned a lot and gained valuable experience. I am also grateful to my parents, My father Mohammed and my mother Haya for their support, and prayers during my study. Beyond words, I cannot express how grateful I am to my children, Nareez, Layth, and Basil, for understanding my absence and allowing me to work on this thesis. They are the light of my life, and their smiles bring me inspiration and motivation to complete this work. I hope that one day, they will remember how hard I worked on this thesis and be proud of me.

I am especially grateful to my husband Naif for believing in me and being there in times of difficulty. His support and encouragement kept me going. This journey would not have ended without him in my life. Additionally, I would like to take a moment to express my deepest gratitude to my father-in-law, for the incredible love and support he have shown me throughout the years.

In addition, more important, I would like to express my sincere gratitude to Dr. Geoff Walton, my Principal Supervisor, for providing, assisting, and guiding me throughout my PhD journey. He provided me with insightful ideas and concrete feedback that helped me finish my thesis. In addition, I would like to extend my thankful gratitude to Dr. Derek Bousfield, my First Supervisor, for his invaluable feedback along with that of Dr Walton and for devoting his time to corresponding with me and providing support and assistance. Thank you, the supervision team, for being such a caring and motivating mentor. Without them, I would not have been able to finish my thesis.

Finally, I would like to thank the teachers who participated in this study for their time and valuable participation. I am also grateful for my colleagues Maya, Nada, and Hajer for their support throughout this fascinating and challenging journey.

## **Abstract**

This thesis investigates English language teachers' perspectives and experiences using social media technologies, particularly Instagram, to support English language teaching and learning. Little is known about using social media technologies to enhance English language learning from the perspectives of English teachers, or about the factors that could influence how these tools are used and the need for them to be used effectively. This study provides the Saudi Ministry of Education with a clear understanding of certain potential functions that social media might fulfil toward enhancing the English language teaching and learning environment.

The study's participants are teachers of English. The data was collected using a qualitative approach (interviews and online observation). With a total of sixteen English language teachers, semi-structured interviews were conducted to gain an insight into their perspectives and experiences, and to enable them to express their opinions on using such technology tools to support English language teaching. This qualitative research reveals that teachers had positive experiences with Instagram. It enables them to socialise and engage with English teachers from around the world to share knowledge, helping them to support learners outside the foreign language curriculum. They stated that, because social media is a medium with which most students are already familiar, adopting it can help make teaching and learning English more enjoyable. However, a number of potential issues were highlighted, including social media and copyright literacy, as well as lack of time on the part of teachers.

The teachers believed that certain teachers may find it difficult to use social media to help their English teaching because of their lack of digital literacy. They also stated that the lack of regular administrative support that they experience may act as an obstacle to utilising social media as a teaching aid. Future recommendations offered by the teachers for successfully adopting social media to help English language teaching included employing social media as a set of supportive tools in English learning and integrating some activities from social media to support the English curriculum. In general terms, the present study provides teachers with a possible model for how to use social media in their teaching and learning practices.

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## **CHAPTER 1: Introduction**

### **1.1. Background**

This study investigates the perspectives of Saudi English teachers regarding how they use social media for teaching purposes. The study presents their academic experience and examines how social media affects their teaching and learning process. This chapter discusses providing the context of the study, then describes the rationale for the study, the significance of the research, the research questions, and the study's structure.

### **1.2. The research context**

Social media described by Malik et al. (2020), websites and online applications that enable users to create and participate in various communities with features such as communicating, sharing, collaborating, publishing, managing, and interacting. Social media features typically promote users via profile pages using “likes”, comments and recommendations. Social media involves interconnections with others using links news and feeds, plus sharing of content generated by users, such as photographs, tags, and ratings. Social media, as stated by Greenhow and Lewin, (2016) can make the world a "global village" and make people's lives easier. Also, it has been used for various reasons, including business marketing and education, as well as facilitating interpersonal communication. In recent years, universities and instructors have started using social media to share information, express ideas and improve communication. Moreover, according to Greenhow and Lewin, (2016), various tools have been developed to promote education and communication among academics, such as ResearchGate (Malik et al,2020).

In addition, recently scholars from various fields have become interested in social media and its educational potential, and much research has been done on its educational uses. Therefore, Consider the perceived benefits of social media in English language teaching and the challenges that may prevent the use of these platforms as teaching tools. It is important to consider and understand how teachers’ perspective the educational opportunities offered by social media. Also important are practical suggestions from teachers on how to use these tools. The history and importance of English for learning (EFL) and the presence of social media in the kingdom Saudi Arabia (KSA) are covered in the Literature review chapter.

### **1.3. Rationale for the study**

Several studies have been conducted on the use of social media in education, all primarily concerned with students' perspectives, using surveys and questionnaires, to explore the motivation for using social media. They have overlooked educators' perspectives by solely choosing their study participants to be students, hence only having a perspective from the students' side. For example, previous research (Paper et al, 2016; Handayani, 2016; Al-Ali, 2014) has explored social media Instagram's performance as a learning tool only from a learners' perspective. As such, previous research has focused on investigating aspects relevant to learners, and there is inadequate research that reveals the key factors associated with teachers' use of social media Instagram in teaching English (Serpagli, 2017; Gorard, 2016). It has created a knowledge gap for researchers in this field. Thus, the purpose of this study is to create a research project that puts teachers at the focus and gives them the opportunity to share their experiences and perspectives on social media use.

Social media and other online and mobile web technologies are enabling people to interact with others and have unlimited access to information. According to Alanazi and Thompson (2019) who stated that, with various applications, these strategies may also facilitate learning anytime. They also encourage the emergence of innovative and adaptable education appropriate for all types of teaching. Moreover, with these technologies, learning may be made more enjoyable and accessible, and it could be more engaging than traditional teaching technique (Al-Ali, 2014). In addition, according to Alorini (2018), the adaptation of technology in general and the usage of online learning tools depend on the teachers' positive attitudes toward technology. This suggests that teachers who use technology to teach English should have a positive attitude towards technology and the online resources used in the education.

Therefore, current research is consistent with the proposal of (Laurillard, 2013), who argued that Learning technology cannot be used effectively without teachers who are at the forefront of innovation. It is not created by system designers or software developers, only those who are dedicated to helping their students learn and who seek every opportunity to support them. In addition, according to Nelimarkka et al., (2021) and Prestridge (2019) even though individual motives and behaviours differ widely, many teachers seem to be interested in and willing to use social media. Moreover, Alanazi and Thompson (2019) conducted a study

of English language instructors' beliefs about the use of social networking sites (SNS) in classrooms at a university in Saudi Arabia. The results of the study found that instructors were familiar with its use but did not integrate them into their teaching. This is due to the lack of facilities and knowledge on how to adapt their pedagogical practices. However, there is little research on the integration of social media into Saudi higher education curricula, especially regarding educational practices.

The aim of this study is therefore to provide a comprehensive understanding of how English teachers use social media for teaching and communication. Specifically, it explores teachers' experiences, motivations, and techniques in using social media as a teaching tool, with the aim of shedding light on the key components of Instagram that facilitate communication. In addition, Instagram is recognised as an effective educational tool, but not in all countries. It seeks to investigate how Saudi teachers are using Instagram to teach English as a foreign language. This is a significant number of people in education are using Instagram, making it a new practice for English teachers in the Saudi Arabia. The purpose of this study was not only to introduce the use of social media such as Instagram, but also to go a step further, to investigate the use of Instagram as a communication and teaching tool, to investigate its implications for pedagogy in the context of Saudi Arabian teachers.

Additionally, the researcher's interest in conducting research on the social media Instagram, combined with their teaching experience and knowledge of the platform, may enhance current research. As mentioned by Laestadius (2016), being familiar with Instagram is essential for conducting research on the platform. Laestadius also suggested that users should experience and use Instagram for at least three months to become familiar with the app, further supporting the researcher's qualification. Besides, with the researcher's eight years of experience as an Instagram user, they have surpassed the suggested timeframe in which it can demonstrate a thorough understanding of the platform. This makes it easier for researcher to navigate when investigating the teachers' Instagram accounts. It likewise assists researcher with identifying relevant behaviours and themes in teachers' utilisation of Instagram, prompting a more extensive understanding of the topic. Moreover, Laestadius (2016) explains that researchers can view participants' Instagram accounts as a user would, which they can select photos and associated captions to copy and analyse.

#### **1.4. The significance of this research**

This study is aimed at the most common social media platforms currently used by Saudi teachers to support their English language teaching and learning. Additionally, it explores teachers' perspectives on their experience, and the potential of using social media on their teaching to enhance students' English language development. This information is vital to understanding how teachers use social media to help their students learn a new language. In addition, according to Hussin et al. (2020), English language teachers are key to determining whether students learn or not. This is because the main factor affecting whether students learn is their teacher. Consequently, this study is significant because it explains how Saudi English teachers use Instagram for teaching purposes. Since there is little research on how Saudi English teachers use Instagram in educational contexts and how Instagram impacts their teaching and how they communicate, the research subject makes a significant addition to knowledge. The subject has hardly been studied in the Saudi context. Thus, the present study contributes a description of its use to the literature, via a qualitative approach involving interviews and observation of participants' Instagram posts, to understand how Instagram is utilised in English language teaching.

The study offers a valuable contribution to the field of education. It has devised a model for using social media in education. This study offers a practical framework for educators and learners to engage with these platforms in a more purposeful and effective way. Furthermore, this research highlights the mediation between theory and practices to assist bridge the gap between academic research and practical application by providing a concrete example of how theoretical concepts can be translated into actionable strategies.

The study's pedagogical contribution is also significant, as it raises awareness of the potential benefits of using social media as a tool for teaching and learning. By highlighting the various ways in which social media can be used by teachers to support and enhance the teaching and learning process, this study offers a valuable resource for educators seeking to incorporate new technologies into their teaching practice. Therefore, we obtain a better knowledge of the various roles that social media may play in education, whether those roles are positive, negative, ambivalent, or neutral by examining how teachers utilise Instagram (Carpenter et al,2020). Thus, in the present study is likely to contribute to the body of

knowledge on teachers' perspectives on using social media in English teaching in Saudi Arabia, in the broader context of the corpus of foreign language learning.

Additionally, Instagram is recognised as an effective learning tool when most of the previous research on this topic focussed on learners. It is currently unknown how teachers engage on Instagram. Additionally, little is known about teachers' perspectives on these social media-based teaching activities to facilitate teaching English as a foreign language. Nevertheless, there are a number of studies have examined how teachers' experiences the use of social media in education. The limitations of previous studies motivated the present study. Further development is carried out in the present study. Teachers' perspectives on their experiences are examined in this study to gain a better understanding of teachers' observations of the capabilities of social media as supportive teaching and communication tool and learners' engagement. The goal of this study is to contribute to the form of novel concepts and policies for making use of social media in the twenty-first century for teaching.

#### **1.5. Research's aim, objectives, and questions**

The aim of this study is: In what ways are Saudi English teachers using Instagram in their teaching? And why? Hence, it aims to investigate and obtain an in-depth understanding of Saudi teachers' experiences and motivations for integrating social media (particularly Instagram) into their teaching, to teach English as a foreign language, as well as how Instagram is being used for educational purposes. Additionally, the study investigates the teachers' pedagogical practices of using social media that can be implemented using these tools, as well as whether Saudi teachers use it differently from others, what are the advantages, and what are the barriers to adopting it. To meet the research aim, the following *research objectives* are posited:

- 1) To review current academic understanding on the use in communication of social media in teaching and in the teaching of English.
- 2) To develop a methodology for studying teachers who use social media, combining both interviews and online observations of the practical use of the app in actual teaching situations.

- 3) To carry out data collection on the use of Instagram and its impact on Saudi English teachers by reviewing how the participants use it and their interaction with their students.
- 4) To investigate elements of communication that facilitate and enable effective social media Instagram communication in teaching, to evaluate and develop an updated communication model.
- 5) To analyse the data, offering a new understanding of teaching practices and conditions that support adoption of Instagram.
- 6) To provide recommendations for teachers, policymakers, and future research, regarding the use of social media as a teaching and communication tool.

To address these research objectives, the researcher is therefore pursuing the following *research questions*:

RQ1. In what ways are Saudi teachers using social media to teach English as a second language?

RQ2. What are teachers' specific practices on social media relating to teaching English as a foreign language?

RQ3. What are the benefits and limitations the use of Instagram to teach English language?

RQ4. How does Instagram further contribute as communication tool with students?

This study aims to fill the gap in the limited research on the use of social media by Saudi English teachers by examining how teachers use social media as a communication and educational tool and why they use these tools in the teaching process. Furthermore, it examines the challenges and opportunities presented by the adoption of social media in the Saudi context. The following section presents the structure of the thesis as this section helps the researcher to realise and demonstrate how to achieve the study's aims and objectives: Objective 1 is answered in Chapter two, Objective 2 in Chapter three, research Objective 3 in Chapters 4 and 5, and research Objectives 4 and 5 in Chapter 7.



## **1.6. Structure of the thesis**

The thesis is composed of six chapters, each chapter dealing with a different aspect of the present study to achieve research's aim and objectives:

### **Chapter 1: Introduction**

In the introductory chapter, the research focus is outlined, while also identifying the aims and objectives of the study. This chapter also covers the research context and briefly includes the Kingdom of Saudi Arabia, the pedagogical position of the English Language against the economic background of the Kingdom of Saudi Arabia, and the presence of social media in KSA.

### **Chapter 2: Literature review and Theoretical framework**

This chapter defines communication in general, and communication in education, then online learning. Finally, focussing on Instagram, it includes Instagram as a teaching platform, Instagram in teaching English as a foreign language and previous studies on teacher's use of social media. In addition, this chapter presents an overview of the communication models and educational theories. This includes Berlo's model of communication (1960), and for learning, the constructivism and connectivism theories. The chapter concludes with a synthesis of the theoretical framework and a development of an integrated communication model.

### **Chapter 3: Methodology**

This chapter is subdivided into five parts. It starts by outlining the research philosophy adopted, which includes interpretivism and qualitative research. Then, a brief overview of the methods of data collection as well as population and sampling. The study focuses on interviews and online observations, while selecting samples using purposive sampling method. Then the method of data analysis is outlined, as well as an illustration to the transcription and translation process of the Arabic interviews. Lastly, the pilot interview questions are shared to illustrate the progression and curation process that led to the interview questions used.

### **Chapters 4 & 5: Findings**

The main findings from the interviews and observations are presented in these two chapters. In Chapter 4, the findings of the interviews are presented and interpreted in detail, including a road map of the main themes and sub themes that emerge from the data from the interviews, as well as the definition of themes. Then the discussion moves on to an exploration of responses relating to the first three of the research questions, followed by the

relevant themes associated with answering those questions respectively. Chapter 5 outlines the main findings from the online observations, such as the descriptions of Instagram channels, the types of interaction on Instagram and the style of communication in posts, before presenting the pedagogical affordance of Instagram as an educational tool.

#### Chapter 6: Discussion

This chapter outlines the relevance and comparisons between the present study's results and results from other published studies. The analysed data demonstrates the common themes shared by the participants. This chapter will also discuss in detail how the communication taking place in Instagram can be described in a communication model while sharing improvements where possible.

#### Chapter 7: Conclusion

The most significant findings are highlighted, and their interpretation presented. Conclusions drawn in this chapter include a summary of findings as well as the limitations and recommendations for the future study.

In the next chapter, the existing literature that is related to the research objectives and questions is discussed.

## **CHAPTER 2: Literature review and theoretical framework**

This chapter is divided into three main sections to discuss the study's relevant literature. The first section provides a review of the existing literature on communication, online learning, and social media and education to shed light on integrating social media in general, and Instagram in particular, as a medium in an educational context. The gap in the literature is identified and examined at the end of this section to better understand Saudi teachers' perspectives on their experience with social media. Instagram is the application examined in this research, along with the opportunities it presents for pedagogy. Based on how the tool is used in practice and for its function, study participants may perceive various affordances for this app. Considering the above, it was decided to examine the context of social media use to gain a deeper understanding of this issue.

In the second section of this chapter, the theoretical framework of the present study is presented, which is a synthesis of the following two parts: 1. Berlos' communication model (1960); 2. the learning theories of the constructivism (Jonassen, 1999) and connectivism (2004). These fundamental theories have been selected to provide a comprehensive understanding of the subject in question in current research.

### **2.1. Communication and social networks**

Communication forms and capacity, according to Gillespie (2010), are the foundation on which individual and group goals in all political, social, cultural, economic, and educational activities are achieved. For Gillespie, for communication to take place, information should be moved between two focuses: from the input to the output, then following the exact same procedure as the initial input. In addition, as Janse (2018) explains that social media, broadcast television, and radio are examples of communication channels that require technology, such as mobile phones and the Internet. In these situations, information is conveyed as a message through sight and sound. Therefore, according to Narula (2016), images and symbols/signs that convey information and concepts play a significant role in visual communication and information sharing. In most cases, for Narula, people communicate via visual, verbal, or nonverbal means. Likewise, people rely on visual communication on social media, for example using film, graphic design, images, and signs.

Additionally, this technology has made it possible for people in a variety of countries and from a variety of backgrounds to communicate in a manner unimaginable some twenty years ago. According to Martin and Erickson (2013), the proliferation of high spec smart phones and personal computers with, computer video gaming, along with television and radio all in one device has transformed the communication infrastructure. Therefore, for Martin and Erickson, it can be called a communication revolution. Thus, user interaction, plus exchanging information and of ideas represent the outstanding elements of this new digital technology. In addition, communication, as Aggarwal (2005) describes it, is the transmission of information to create a shared understanding. In the present study, communication refers to the process of connecting teachers and students alike via social media for the purpose of teaching and learning English.

Social networking sites (SNSs) can be described as web-based applications and services that allow users to create personal profiles, create friend lists and interact with other users via the sites' integrated features (McIntyre, 2014). The features of SNSs, according to Gebicka and Heinemann (2014) are private messages, picture and video sharing, groups, posts and comments. Moreover, the emergence of SNSs in the latter part of the 1990s and early 2000s has dramatically changed the way people communicate and interact with each other around the world (Edosomwan et al., 2011). SNSs, according to Nie et al. (2019), allow users to create and share content, connect with friends and family, and build communities of like-minded individuals, regardless of geographical location.

One of the biggest impacts of SNSs is that they have made it much easier for people to connect with each other, regardless of where they are in the world. This connection, according to Sharif et al. (2021), through features such as instant messaging and video chat, has made it possible for people to communicate in real-time, as well as to share photos and videos of their lives. SNSs have also had a significant impact on how people consume and share information. For example, Nie, et al. (2019) state that, through social media platforms, users have access to a wide variety of news and information sources, and can share articles, videos, and other content with their networks. Furthermore, SNSs according to Gebicka and Heinemann (2014) have provided a platform for individuals and groups to express their views and opinions on a wide range of issues, from politics to social justice. This has led to the

formation of online communities and social movements, which have played an important role in shaping public opinion and influencing policy (Sharif, et al., 2021).

Overall, the emergence of SNSs, Nie et al. (2019) claim, has revolutionised the way people communicate, connect, and share information with each other, and their impact is likely to continue shaping social and cultural norms for years to come.

### **2.1.1. Communication in education**

Communication is integral to education because teachers communicate and impart knowledge and information to students. According to Baydillah (2021), in education, communication is essential, whether it is between teachers and students, between teachers and admin, or students themselves. Moreover, communication is the transmission of information via a medium from one sender to another.

The literature within the field of computer-mediated communication (CMC) has identified several positive impacts of CMC on learning. These impacts include facilitating learning and dialogue between teachers and students (Twenge et al., 2018). In addition, three types of CMC exist according to Bayer et al. (2020): email, chat rooms and discussion boards are some examples of classic CMC uses. Texting and instant messaging later joined them. More recently, applications that enable users to interact with both large and small audiences have been classified as social media, with social network sites often considered a sub-category.

Multimodal, human-to-human social contact mediated by information and communication technologies (ICTs) is what is meant by computer-mediated communication (CMC) (Twenge et al., 2018). The term "social contact", as Hall (2018) states, refers to any interpersonal communication, whether from simple social interaction to in-depth discourse. In addition, ICTs, according to Meier and Reinecke (2020), such as email, mobile texting, instant messaging, and social networking sites, are examples of technologies whose primary and original purpose is to facilitate CMC as social interaction.

Within the field of CMC, technologies represent tools for communication which can reduce stress in comparison with face-to-face communication (Baralt and Gurzynski, 2011; Bradley and Lomicka, 2000). Thus, the literature considers positive impacts for learning from

CMC. For example, Kern's (1995) study features qualitative and quantitative comparisons of learner output between a group discussion led by the teacher in a classroom by the teacher online. Learner contributions were greater in the more learner-centred CMC-based discussion. Thus, Kern attributes the decrease in anxiety to the use of CMC in the communication process.

Overall, education is linked with communication, as educators provide/exchange information and knowledge to learners. Therefore, the positive impacts of CMC on learning have made it an increasingly popular method of education in recent years, particularly in distance learning and online education settings.

## **2.2. Online learning**

Online learning is a form of distance learning whereby students access electronic educational materials and courses, as well as interacting with educators and other learners via the online platform (Maddison et al., 2017; Cho et al., 2015; Wallace, 2003). This growing alternative form of learning promises to help overcome many of the face-to-face limitations of the traditional learning method inside classrooms. Moreover, as Güzer and Caner (2014) and Anderson (2008) point out, it is expected to reduce cost and provide more accessibility by removing time, place and situational barriers. It is also expected that this could increase student interaction.

As internet technology is the medium by which the "message" of online learning is transmitted to the student, McLahun's (1964) aphorism argues that the philosophical teaching of online/e-learning falls under technological determinism. Moreover, Azam et al., (2020) explain that technology is seen as an agent that determines our uses and creates societal changes (in this case, by influencing and biasing the learning content). However, other researchers argue that e-learning falls under determinism category where technology is merely a neutral tool that is determined by the way people utilise it and has no direct effect on the learning content. For example, Anderson (2008) contends that e-learning falls under social determinism, in which social structure and the way technology is used in society determine the learning material. However, the majority of society accepted computer-mediated communication as a necessity during COVID-19, which has resulted in fundamental changes (Meier et al., 2021)

Online learning can provide a platform for student-student and teacher-student interaction. In synchronous online learning sessions (where students engage in online learning at the same time, allowing for real-time online discussions among them and with the teacher (Nicholson, 2002; Johnson, 2006)), students have shown social presence by engaging in online discussions via chat rooms where the course content is discussed actively (Oztok et al., 2013). In such discussions, the teacher can interact with students by facilitating discussions and providing instant answers and guidance. Significantly, studies have indicated a direct correlation between student performance and level of engagement in online discussions (Wang et al., 2001). Therefore, in asynchronous online learning (where students access the course material individually depending on their time and availability, resulting in non-simultaneous discussions), engagement with other students and the teacher exists but at a lower level when compared with the synchronous type (Wallace, 2003). This is mainly done by providing feedback and answering questions via e-mails and study blogs where information is shared among students (Wallace, 2003; Salmi, 2013).

Along with its benefits, online learning has given rise to many concerns and uncertainties. These concerns mainly pertain, as Anderson (2008) claims, to the role of technology in modifying and biasing the perceptions of students, as well as devaluating their social engagement skills due to reduced face-to-face interaction with teachers and other students. Hence, there is an ongoing debate on whether this method of learning can allow for efficient social engagement. This is in addition to the concerns raised in relation to internet privacy, for Anderson (2008), due to surveillance from governmental bodies in many countries.

With the rapid spread of internet technology over recent decades, many renowned educational institutions are utilising the internet and web-based applications to deliver educational courses in what has become known as massive open online courses (MOOC) (Cho et al., 2015). Therefore, MOOC is a form of online learning. De Freitas et al. (2015) mention that, in MOOC, learners enrol in online courses organised by highly accredited universities and delivered by expert academics. These courses are usually given free of charge and are not fully accredited.

In addition, MOOC are freely accessible to anybody with internet access to learn about a variety of subjects Cho et al., (2015) suggest that this form of education can work around

gender and class boundaries, borders, and income restrictions, resulting in a revolution in education. Nevertheless, studies have shown that this is not necessarily the case. For example, Emanuel (2013) points out that the majority of people who enrol in MOOC are predominantly well-educated young male students aspiring to improve their career paths. However, not everybody has internet access; there are digital divide implications for individuals (the divides between those who have access to technology and those who do not is called the digital divide). It is, therefore, important to address the digital divide by working to ensure that everyone has access to the technology and resources they need. This includes expanding access to internet, providing technology training and support, and addressing the underlying social and economic inequalities that contribute to the divide. Hence, as Saad and Fahim (2021) state, although the issue of digital divide is not new, its effects and treatment have evolved rapidly over time.

The major problem that MOOCs suffer from is the low retention rate. Studies have indicated that less than 10% of people who enrol in a MOOC complete the courses. This is attributed to the low level of engagement that students have during their online education process. Therefore, as Xiong et al., (2015) suggested that, a more engaged student is more likely to complete the online course, resulting in a higher level of retention. Albeit the level of engagement is determined by the level of motivation the student has. Moreover, student motivation may differ depending on the course being studied. For example, Williams et al. (2018) mention that students pursuing humanity/liberal art online courses are motivated by personal interest in learning about the topic itself. On the other hand, for Williams et al. (2018), students enrolled in science, technology, engineering and mathematics (STEM) courses are usually motivated by factors pertaining to improving their career path and opportunities in the job market. Thus, the retention rate may rise because of this incentive to further develop their profession. Additionally, to decrease the attrition rate, Hew et al. (2018) suggest creating more engaging online courses. Such engagement could take the form of:

- Providing students with a platform to interact with each other via forums or chat rooms to discuss assignments and course materials.
- Creating short rather than long videos given by instructors and including short recall quizzes at the end of each section of the video.



- Creating lecture videos with more than one instructor to reduce boredom and include different teaching styles and methods of creating enthusiasm.
- Arranging virtual discussion sessions between students and instructor.
- By studying student motivations and increasing level of engagement, the retention rate of MOOC is expected to increase.

(Hew et al., 2018).

Moreover, as Antenos-Conforti (2009) predicted, a social network can become an educational network. Also, social networking allows users to be active producers of knowledge rather than passive consumers of information (Walton, 2010). Meanwhile, according to Walton (2010), online learning on social networks facilitates some important thinking-related processes, such as motivation and reflection, and ultimately changed behaviour, which supports deep learning. Considering this, he comments that online learning in social networks seems to be the holy grail of e-learning (Walton, 2010). In other words, social network-based online learning appears to be the peak of electronic learning.

In addition, Cho et al., (2015) for instance, explain that e-learning includes learning with written text, video and images in digital media, low costs, high accessibility, and the ability repeat/rewatch the lesson multiple times, which is one of the most important common characteristics of social media. Hence, it could be considering teaching and learning with social media falls under the category of e-learning because social media have similar characteristics to e-learning.

### **2.2.1 Learning English online**

With English being the dominant language online and web-based content spreading on a global level (Rao, 2019), many non-native-English-speaking users are now exposed to this language. Such exposure takes the form of reading online content, chatting, gaming, streaming videos, listening to music and interacting in social media platforms (Sockett, 2013). Therefore, Sockett (2014) argues that this exposure has led to language development results within users as they interact with online content. Sockett, terms this form of language learning *online informal learning of English (OILE)*. In OILE, the users may not be intentionally seeking to learn or improve their English language skills, yet they indirectly develop them.

Another interesting deployment of online education of English is in the use of online gaming to improve language usage. One study (Yip and Kwan, 2006) demonstrates the effectiveness of using online vocabulary games to help students learn and memorise new words. Previous studies (Heidemann, 1996; Taylor, 1990) indicate that content which relies on visual stimulation with a large number of pictures is highly effective when utilised for educational purposes. Online games and web pages designed for learning make use of this feature of visual stimulation. Nevertheless, games and web-pages should not be complex or too sophisticated; otherwise, it would distract the focus of the learner (Yip and Kwan, 2006).

One of the main online social media platforms where OILE is implemented is Facebook (FB). Many studies (Roblyer et al., 2010; Haverback, 2009; Kabilan et al., 2010) have argued that FB is useful in learning the English language as it provides users with a platform to interact through discussions (in FB groups), communicate with native-speakers and communicate freely in English with friends without needing to adhere to so many linguistic rules. These informal interactions appear to have developed confidence and motivation within non-English speaking users to communicate in English and overcome the language barrier (Kabilan et al., 2010). Many aspects of learning English through FB can be generalised to other forms of social media, like Instagram, Twitter and Snap Chat (Kabilan et al., 2010).

It is worth mentioning that, although studies presented indicate that majority of students favour online learning, Kabilan et al. (2010) and Ellili-Cherif (2017) point out that some students still prefer traditional face-to-face classroom learning as they perceive teachers to be knowledge holders and knowledge transmitters. For Ellili-Cherif (2017) concerns raised regarding social media relate to privacy issues. Other concerns, including the possibility that social media could have material that is threatening to the cultural and/or religious values, are raised. Tackling these concerns is important as it will help increase people's confidence in allowing them to engage and benefit from online learning of English platforms.

### **2.2.2 Instagram as a medium for learning**

In recent years, there has been an increasing degree of literature discussing the field of education and the beneficial use of social media as an online teaching and learning tool (Dijck and Poell, 2018). Some studies have primarily concentrated on Instagram and highlighted the benefits of using it in education. For example, Instagram is familiar to many young learners

and can enable students to apply learning in real-life situations (Ellison, 2017). In the same vein, Salomon (2013) and Tekulve and Kelly (2013) report success in reaching young audiences through Instagram via mobile phones.

Moreover, younger students widely use Instagram (Alghamdi, 2018). Using it in learning allows them to transfer their knowledge of the subject and language used on Instagram to a real-life context (Ellison, 2017). Additionally, learners' familiarity with the application presents an advantage as there is no pressure to learn new educational tools to complete classroom tasks (Solmaz, 2017). This advantage is demonstrated in the studies conducted by Bell (2013) and Al-Ali (2014) wherein they used Instagram with college students on field trips and as a mobile-learning tool for classroom-based language-learning, respectively. Using Instagram in those studies was shown to enhance students learning experience and improved performance in writing and speaking. Similarly, Serpagli (2017) suggests that, as Instagram is easy to access, it could involve students in learning, and could be effectively applied as a supplement to the traditional classroom. In summary, Instagram is accessible via most portable technologies, so students with smartphones can access the app, making it potentially suitable to assist language teaching and learning.

### **2.2.3 Instagram as a platform for learning English as a foreign language**

Instagram is a platform for photograph and video browsing. Due its scope for sharing photos and posting publicly, Khalitova and Gimaletdinova (2016) opine that Instagram can serve as a useful resource for learning English as foreign language (EFL). Furthermore, based on the results of their study, students were inspired by Instagram's appeal and the potential to learn English language via Instagram application. Some studies have highlighted the benefits of using mobile applications such Instagram in EFL. For instance, the findings of Habbash's (2015) study were stated that educational apps are useful for teaching and learning, can be easily downloaded and can help English teachers, with Instagram followers using the facility to improve productivity and learning outcomes.

In addition, Al-Ali (2014) conducted an action research project attempting to integrate Instagram as an active m-learning tool in a language bridge programme. The experiment involved two groups, one with blackboards and the other using Instagram, being set a writing task. It was observed that the group that used Instagram found that the application helped them in generating ideas for their task with a positive and enjoyable learning experience. The

study states that, due to its popularity among students, Instagram was utilised as an m-learning tool. Moreover, as claimed by Al-Ali (2014), using Instagram has helped language teaching by enabling students to use contextually relevant content to create ideas for writing activities and provide an “enjoyable learning experience” (p.6).

Moreover, Handayani et al. (2018) present a case study at an Indonesian university where Instagram was used, to examine its effectiveness on students learning EFL. The study was based on writing an essay followed by a questionnaire about their perspectives on using Instagram in teaching and writing. Results clearly demonstrate that students agreed that Instagram was fun and useful in class. In contrast, Aloraini (2018) contends that Instagram is a social media application that does not limit number the of characters in the posts or comments which in turn enhance English writing skills. Furthermore, the EFL posts on Instagram covered a variety of language aspects (such as lessons on vocabulary, grammar, and pronunciation), providing an opportunity to assess both the learners' amount of output and the types and amounts of feedback that they receive on this platform.

In another study presented by Rahmah (2018), it was highlighted that using Instagram improves students' English-speaking confidence. The study finding suggests that Instagram is a viable option for teachers to improve their students' vocabulary because when the students have variety of vocabulary that could increase the students' confidence and ability to carry out conversations in English. The study also focusses on finding the options available to allow teachers to use Instagram to support their students to learn a foreign language, particularly English. Moreover, other conclusions were in line with interaction and students' confidence such as the ones presented by Mutiara, et al., (2021) demonstrate that using Instagram fosters an interactive learning environment. They found Students' fluency in English, confidence, and awareness of their pronunciation can all be enhanced through Instagram use.

In addition to this, it has been shown in various studies, such as one by Gulnara et al (2018), that Instagram can also be used to develop the user's listening skills. The study was conducted on advanced students, assessing their listening skills before and after a test. An English teacher created a platform on Instagram and gave it to the test group as extra learning material. The study concluded that the group that used the Instagram platform performed better post-test than the other group that did not. The study recommends Instagram for its

ease of access regardless of time and place, making it helpful as an online educational environment that supports EFL.

It is therefore likely that Instagram is a candidate for improving EFL students' skills, whether in speaking, listening and/or writing. This is significant because teachers could utilise this tool to help their students learning English outside class time. Therefore, exploring the potential of using Instagram as a teaching tool would be valuable, particularly when utilised by English language teachers.

Several studies have been carried out to explore the experience of integrating a popular platform, like Instagram, as an educational environment for learning EFL in KSA. For example, for writing activities, Al-Ali (2014) and Aloraini (2018) suggest that, from a pedagogical perspective, Instagram can encourage teachers to use social media as an educational tool, creating opportunities for language practice outside of the classroom.

Meanwhile, Alghamdi (2018) explores whether Instagram could provide material for Arabic speaking students of English. The researcher used their Instagram accounts to evaluate more than 48,000 learners' needs. Each post offered translations in both languages to enhance learners' interest in the English language. The results show that Arabic learners prefer simple, brief explanations when learning a new language, not complicated lengthy content. The study recommends simple content to increase following of English lessons on Instagram.

Therefore, as presented above, several studies have investigated how social media applications can enhance students' experiences of class-based activities, as well as Saudi students' perspectives on the use of social media in learning across a multifarious subject. To the best of the author's knowledge, however, few studies have examined the perspectives of Saudi English teachers regarding using social media, and how teachers utilise these apps in their teaching of English as a foreign language. Thus, the present investigation focusses on filling in this gap in the literature. Moreover, the findings could help provide a comprehensive understanding of phenomena in the teaching context.

#### **2.2.4 Instagram and teachers**

Instagram can also help teachers improve students' communication skills, as a result, increasing their engagement in the classroom. According to Smith and Malyn-Smith (2014),

students can also use it to initiate discussions, respond quickly to questions, send task information, and post scheduling alterations and administrative information. Information can be sent directly and frequently to learners via their Instagram accounts. According to another study (Bergl and Muntz, 2016), teachers' perceptions of the effects of social media on education for the health professional argue that these platforms provide a significant opportunity for online learning. Bergl and Muntz (2016) found that, while Instagram's popularity, familiarity, and aesthetic appeal to students, making it easy to find using hashtags, there is a high risk of professional misuse and privacy breaches. Their study suggests that social media could be used as a teaching tool, as it incorporates a visual component into instruction. It proposes that Instagram could be a useful teaching tool because of its primary feature of sharing images. Overall, their study presents a compelling case for using Instagram in the classroom.

In addition, preparing teachers to use technology in education and self-education ultimately enables students to participate in the classroom (Hapach, 2015). This is because teachers can then begin to guide students in the use of technology in their learning and communication. According to Aloraini (2018), regarding pedagogical goals, teachers should use social media to facilitate language practice and provide additional input beside classroom teaching. Additionally, Boyle (2013) recommends educating teachers about new tools in general and the ways in which they can be used, although it is unclear whether this tool can serve that purpose. Selwyn and Gorard (2016) similarly suggest that any social media platform could be utilised beneficially outside of its originally intended purpose. For example, according to Namibians and Çakmak (2020), using Instagram can help educators and their colleagues collaborate and provide opportunities for support. Moreover, according to Richter et al. (2022), Instagram has made it possible for teachers to engage, collaborate, and participate in online teaching and learning activities. Learners and teachers can take part in a variety of activities and dialogues on the platform. Thus, these suggestions indicate that teachers could use Instagram, a social media application, as a supporting tool for teaching and communication.

The previous studies that have looked at using Instagram to teach English as a foreign language have not included data on teachers' perspectives on using the app in their teaching. This could be compensated for in the present study by helping the researcher to understand

how social media Instagram more fully can be used to teach English. Most of the published research focuses on the benefits to learning, particularly for learners' communication and learning. To this researcher's knowledge, none has focussed on teachers as users, especially in their teaching. This study therefore focuses on the experiences and perspectives of teachers regarding social media Instagram use. In addition, the topic of the present study is not whether to use social media in education, but rather how to use it in teaching. Since neither perspective appears to be mentioned in the published literature, it would represent a significant addition.

### **2.3. Social media**

In view of the development of the Internet since the early 2000s, Terranova and Donovan (2013) explain the shift from the static website model to the more interactive and social Web 2.0 model, where users can easily share in different formats content. This has led to the emergence of a new distribution topology that leverages real and virtual social networks to enhance user experience. That is what is called social media today. Since the Web 2.0 emerged, social networking sites have become some of the most widely used applications. A social networking site (SNS) consists of an online service whereby users establish online profiles, connect to, and communicate with others. Social Media (SM), according to Sumner et al. (2014), generally facilitate three activity types: informal social interaction; communicating for non-social aims; and communicating to access a resource. In the literature, there are numerous definitions of social media; the following are some of these definitions.

Social media and social software, according to Shirky (2008), are tools that "increase our ability to share, to co-operate, with one another, and to take collective action, all outside the framework of traditional institutional institutions and organizations" (p.20). Meanwhile, Meikle and Young (2012) define social media as media that "manifest a convergence between personal communication (to be shared one-to-one) and public media (to be shared with nobody in particular)" (p. 68). Also, for Meikle and Young, the features of social media are that they "blur the distinction between personal communication and the broadcast model of messages sent to nobody in particular" (p.61).

The definitions of social media listed above identify various aspects of the nature of social media: contact, collective action, networking, collaboration, sharing and creative

content from users. In addition, SM, that are designed with video and photographic capabilities, have become highly integrated into people's lives around the world (Burke and Foulger, 2014). Through SM, individuals can interact over great distances. However, while social media enables individuals to connect with others on a personal level, it also provides a platform for broadcasting messages to a broader audience. This blurs the line between personal and public communication.

Social media facilitate several activities: connecting with friends, watching news, sharing photos and videos, engaging in public discussion topics, integrating instant messages with real time web chat and playing games. These are all user-generated activities which lead to an interactive social environment suitable for social and peer learning (Hajli Lin, 2014). Such social platforms can also be a tremendous tool for fostering a learning community, student participation in courses, discussion of knowledge and student mentoring, encouraging virtual instant learning and intelligent messages (Sobaih and Moustafa, 2016). Moreover, SM allows various communication types, including public communication, like adding hashtags (#) and private communication, such as direct messages or comments between users. Hence, Instagram is a social media tool that teachers may use to communicate with their students in the teaching and learning process. In addition, In the COVID-19 era of emergency remote teaching, many teachers used these platforms to get resources and support (Carpenter et al., 2020; Greenhow et al., 2021). Hence, as stated by Muckenthaler et al., (2020) teachers who seek and share information are in the high level of the collaboration as Higher-cost forms of collaboration.

### **2.3.1. Instagram**

With a community of 800 million active users (Instagram, 2017), Instagram is the fastest growing SMS (Wagner, 2015) due to its rapid growth in popularity among teenagers and young adults, the most technologically immersed age groups (Alhabash and Ma, 2017; Jackson and Luchner, 2017). This makes it a suitable focus for exploring social media use in teaching. Instagram allows users to capture, edit and share photos. With a recent update, it allows live broadcast and story creation, and pictures/videos lasting a period of 24 hours. Instagram offers a suitable environment for individuals, when it comes to self-presentation, which is one of the benefits of using SMSs (Instagram, 2017).



In terms of active users, Instagram is the third largest social media site after Facebook and YouTube, and it has become a significant social networking platform for teenagers (Alali, 2014). Moreover, visual communication has become the preferred way of communication for modern youths, with 60% of US Instagram users being between the ages of 18 and 29, and the majority being female (Alghamdi, 2018) which is a substantial milestone for a social media app. Therefore, Instagram has a strong case for being the focus of the present study. Additionally, given the number of active users, teachers will likely not need to inform their students how to use it, as it would be highly likely that they are already using Instagram.

### 2.3.1.1. Instagram statistics

With 4.48 billion social media users globally, Instagram ranks 4th as most popular platform (source: Backlinko,2022). Figure 1 and Figure 2 show the countries and age groups with the greatest numbers of users, respectively. These figures show that Instagram has a near global acceptance, especially among younger generations. Average users spend 1 hour and 15 minutes daily on social media, and on average 25 minutes on most Instagram users by country.

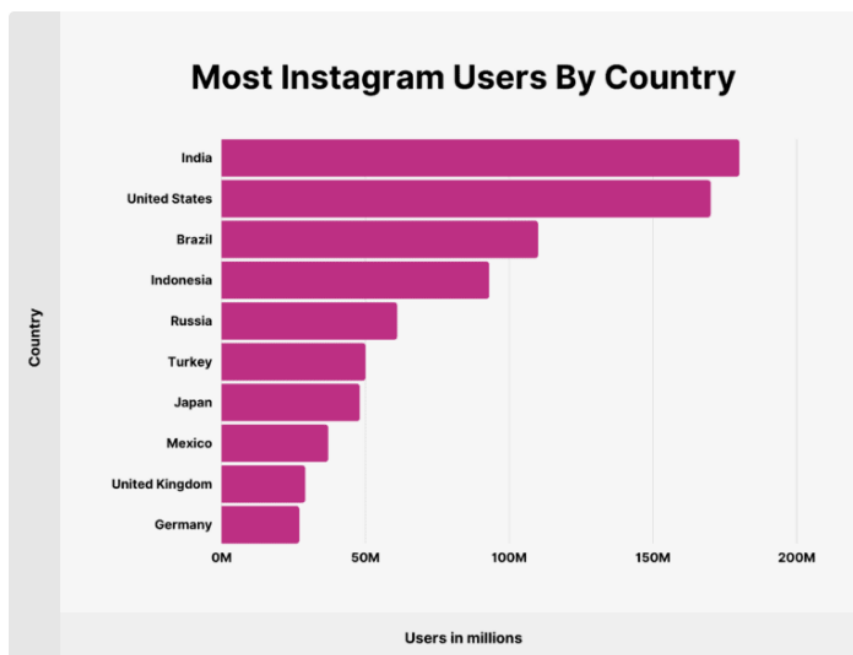


Figure 1: Number of Instagram users by country (adapted from Backlinko,2022).

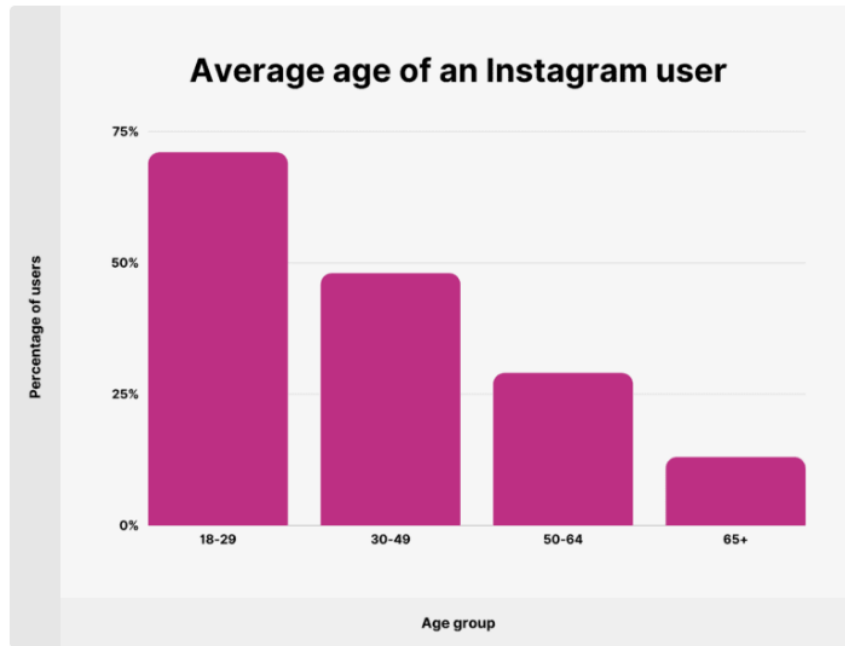


Figure 2: Percentage of each age group who has an active Instagram account (US adults) (adapted from Backlinko,2022).

However, these statistics do not present any figures for Saudi Arabia; those are shown in Table 1 and Table 2. According to the global statistics, more than 98% of the population of Saudi Arabia are internet users, representing an extremely high penetration in the country, estimated to equal 34.84 million people. Table 1 shows that the daily average length of time spent on the internet by people in Saudi Arabia is approximately 8 hours, 3 hours, and 24 minutes of which are on social media. This is much higher than the global average discussed earlier. Furthermore, where Instagram ranked 4th globally, in Saudi Arabia, it is the number one social media platform, with over 22 million users, as shown in Table 2. This figure could be accredited to the primary device used to access the internet being mobile phones, with a use share of approximately 78%.

Table 1: Where time is spent by Saudis (daily average) (Source: the global statistics,2022).

<b>Time spent using Internet</b>	<b>8H 05M</b>
<b>Time spent using social media</b>	<b>3H 24M</b>
<b>Time spent using Mobile internet</b>	<b>4H 35M</b>

Table 2: Percentage users of social media apps from the population of KSA (Source: theglobalstatistics,2022).

TOP SOCIAL NETWORK PLATFORMS	PERCENTAGE	ACTIVE USERS (IN MILLION)
Instagram	78.10%	22.81
Twitter	71.90%	20.99
Facebook	63.40%	18.51
Pinterest	26.40%	7.71
LinkedIn	24.50%	7.15
Discord	6.20%	1.81
Reddit	6.00%	1.75

It seems that in Table 2 above, Instagram is a popular social media platform among adults in Saudi Arabia.

### 2.3.1.2. The Structure and features of Instagram

Instagram features as documented by Zufar and Sari (2021) include camera, Instagram stories, Instagram live, highlights, feeds, filters, captions, comments, like and save buttons on photo and video posts, direct messages, tagging, and sharing. Therefore, for Zufar and Sari, since Mark Zuckerberg purchased Instagram, the app's appearance and space have changed, and the app's filters and features have become more diverse. Moreover, according to Kusuma, (2018), users of Instagram accounts can link their photos and videos to other social media platforms like Facebook, Twitter, and Tumblr. Additionally, the Instagram application gives users the option to share or send edited photos and videos before they are officially uploaded.

Additional details about Instagram's features are provided by Zufar and Sari (2021), including the fact that other users can save image posts from other accounts to "collections", or as called an e-portfolio (Pionke, 2018). This saves feature appears alongside the icons for comments and likes. Furthermore, by following other Instagram users, Instagram can serve as a place to make new friends and a social media platform. For Zufar and Sari, Instagram has become a place of social interaction thanks to the concept of following. Social interaction

goes beyond liking and commenting on uploaded videos and photos. Images you upload will appear in your followers' home spaces. The more Likes an uploaded image or video has, the more likely it will appear in the Explore menu.

In addition, according to Zufar and Sari (2021) and Agustin and Ayu (2021), Instagram TV is a separate and new feature that allows users to upload videos longer than 1 minute. As the name suggests, Instagram TV shows videos indirectly for a long time, so Instagram users can see them, unlike the Instagram Live feature, which automatically disappears within 24 hours after uploading videos. Instagram TV will be saved in another Instagram user's feed and will only disappear if the user deletes it. Feed is therefore the area where you can view your profile along with the photos and videos you have uploaded. Moreover, As reported by Poquet et al. (2018), different communication media such as instant text or photo messages, blogs, and audio or video discussions should be considered to provide connections that foster interaction within learning communities. Therefore, in the present study, online observations were conducted using teachers' Instagram accounts, and teachers' activities also included posting photos, videos, and teacher-learner interactions and comments. Then the post was used as an example to determine what Instagram content creators wanted to convey.

#### **2.4. Digital literacy on social media**

Technologies have proven to be a useful supportive tool, for teaching and learning alike. The education sector is taking advantage of technologies; according to Sharma et al. (2019), technologies have the potential to revolutionise educational paradigms, make learning more creative, experiential, and interesting, driving social change. Moreover, as Sharma et al. (2018) state that utilising technologies in education or technology-enabled education has provided new opportunities to enhance the learning experience and increase standards of expanding participation in lifelong learning.

However, technologies, according to South and Stevens (2017), have provided teachers with the opportunity to collaborate and extend teaching and learning beyond the classroom, with access to teaching tools and resources for creating, managing, and evaluating educational resources' usefulness. Thus, since evolving technologies requires adaptation, as Pionke (2018) emphasises, to applied and maintain using the technologies in education, teachers should have adaptable attitudes, the ability to expand their technical knowledge and

the ability to facilitate the adoption of learning tools. With the range of technologies available at university, teachers can learn how to skilfully use technologies, in this case social media.

Moreover, the learning environment should encourage the development of knowledge through time, lifelong learning, and different perspectives on reality. For this, a facilitator should be able to employ the appropriate digital skills to integrate their learners into open learning settings. Ilomaki (2008) emphasises that "teacher technology" skills are vital for integrate learners into open learning. He also claims that the function of the teacher has changed from that of a knowledge provider or advisor to that of a learning facilitator (Ilomaki, 2008). Thus, according to Walton (2022), instead of simply transmitting knowledge, the best teachers have always facilitated learning by encouraging learners to think and ask questions.

To integrate technologies in a way that supports student learning, according to Cennamo et al. (2010), teachers need knowledge that provides them with the skills necessary to integrate technologies in a way that targets student learning, determine which technologies are required to support particular curricular objectives, outline the manner in which the tools will be used to help students achieve and demonstrate those objectives, and allow students to use the right technologies throughout the entire learning process, including exploration, analysis and production. Therefore, the final step is to choose and employ the appropriate technology to meet requirements, deal with problems and advance one's own professional practise (p. 10). As a result, according to Mardiana (2018), who emphasises that lecturers need to be skilled in education, technology commercialisation, globalisation, and future strategy knowledge. Additionally, teachers should be familiar with technology, collaborative, creative, risk-taking, and teaching holistically. If an educator is using an open learning platform, the educator can skilfully demonstrate skills and experience in cutting-edge technology. Hence, teachers' digital literacy may affect how they utilise and exploit these affordances, as well as how they communicate on these platforms.

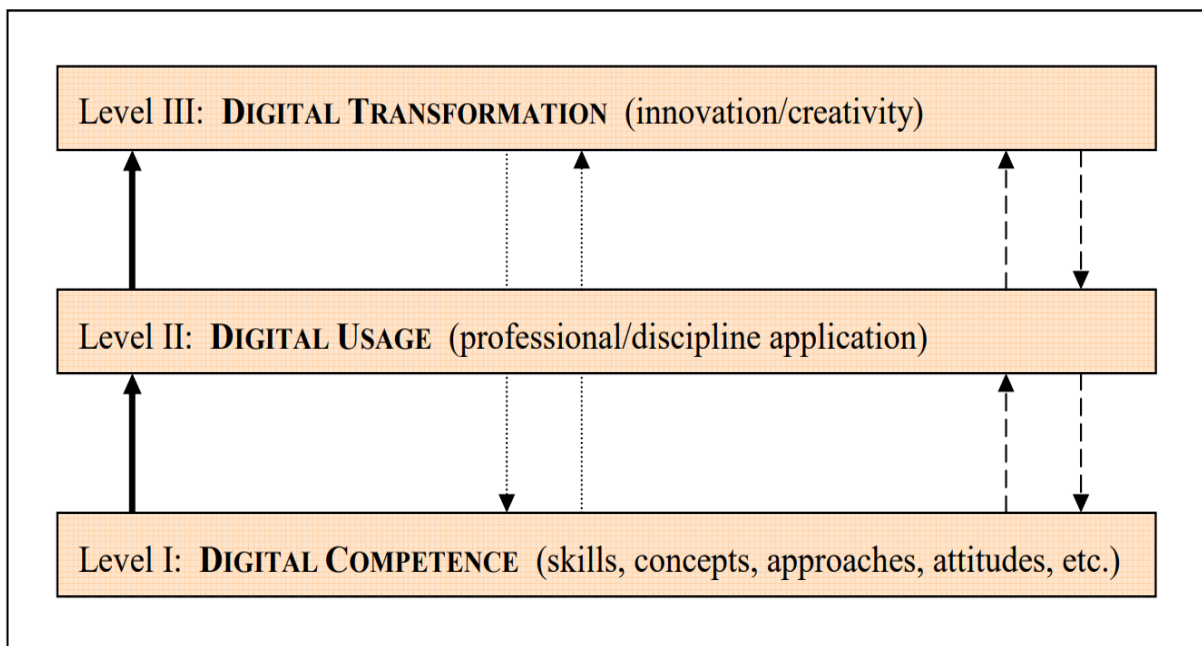
Understanding the impact of software and communication tools on the development of online communities is essential, according to Souza and Preece (2004), who stated that, it is important to know how software and communication tools affect the growth of online communities, to harness technological advances to support networked learning activities. Moreover, for Souza and Preece, as creating digital learning communities requires a

combination of human and technical elements for example, applying multiple media such as social media tool. Therefore, as stated by Manca et al. (2021), educators need to enhance their digital literacy to find appropriate material and evaluate it critically. Additionally, Pinto et al. (2020) said that educational technology has a role in literacy regardless of the media or device utilised, and that these technologies are becoming increasingly dependent on mobile technologies.

There are different definitions of digital literacy. For example, Walton (2016) identifies digital literacy as the ability to use the information technology and the Internet to search, evaluate, use, share and create content. Moreover, Martin (2006) defines "technological literacy" as the ability to utilise new technologies that are appropriate and useful to provide knowledge with new perspectives, as well as the assured and thoughtful application of knowledge and technological resources. Likewise, as Tabusum et al. (2014) state, digital literacy describes the ability to use digital technology to find, organise, interpret, evaluate, and analyse information. They assert that using digital technology to share information through digital platforms is equally as important as being a computer literate. Therefore, digital literacy is a complex and integrated area. According to Covello (2010), there are other sub-disciplines covered under the umbrella of literacy, such as Computer Literacy, Media Literacy, Information Literacy, Technological Literacy, Communication Literacy and Visual Literacy. Thus, the goal of any digital literacy program is to provide individuals with the tools and skills needed to use technology for personal, social, and academic use.

Because technology and innovation are transforming how individuals use technology and participate in activities, different authors have defined digital literacy differently. Each author also agrees that the idea of "digital skills" is multifaceted and involves a complex integration of technical, cognitive, and metacognitive skill processes in addition to citizen engagement and moral awareness (Martin and Grudziecki, 2011). The ability to access and evaluate information, utilise it appropriately, create new content, sharing and conveying this newly generated content using appropriate digital tools is what is meant in the present study by the term "digital literacy".

Therefore, for the present study, being digitally literate means having the knowledge and skills necessary to manage one's own virtual space practises. Additionally, the digital skills teachers learn can help them better understand the benefits of social media and how to use their educational connections. Martin and Grudziecki (2006) identify three levels of digital literacy: 1. digital competence; 2. digital usage, 3. digital transformation, as illustrated in Figure 3. They assert that all levels are interlinked. For teachers to show signs of competence, they need the skills, concepts, and attitudes to be in the first level. Only when these skills are utilised professionally, such as to seek a solution to a problem by implementing those skills, does level two become attainable. Lastly, in the level three, reached to through digital usage, the teacher applies those digital tools to create new knowledge, becoming creative and innovative. This model summarises the concept of digital literacy, as shown below in Figure 3:



*Figure 3: Levels of digital literacy (adapted from Martin and Grudziecki, 2006)*

Overall, there seems to be evidence of the importance of digital literacy for teachers today. Improving digital literacy enables teachers to use technology (in this case, social media) to enhance their digital teaching and learning skills and digitally advance their professional skills. Therefore, as Pionke (2018) points out, adaptation to evolving technology is required. For Pionke, teachers need a flexible attitude, the skills to expand and develop technical knowledge, and the ability to apply and promote the diffusion of learning technologies for

sustained application. Thus, a teacher's ability to make the most of this technology can be greatly influenced by their level of digital proficiency. Our current research will also address this topic.

#### **2.4.1. Copyright literacy**

Although the purpose of this section is not to expand on the critical issue of copyright literacy, it would be useful to provide some background information, beginning with the definitions of copyright and its importance. The term “copyright literacy” is used by Todorova (2017) in the international study “Copyright Literacy of Specialists from Libraries and Other Cultural Institutions” to highlight the need to raise awareness of copyright issues. Also, part of the broader understanding is that dealing with copyrighted content in the digital age requires an increasingly broad range of knowledge, skills, and attitudes. Todorova concludes that copyright literacy is recognised as an essential area of education and professional development for librarians and information scientists and relates to the knowledge and ability to discuss and communicate copyright in educational and cultural organisations (Reedy and Parker, 2018)

Indeed, Secker and Morrison (2015), define copyright literacy as “acquiring and demonstrating the appropriate knowledge, skills and behaviours to enable the ethical creation and use of copyright material’. They also define copyright literacy as “increasing range of knowledge, skills and behaviours that individuals require when working with copyright content in the digital age” (p.121). Considering these definitions, they acknowledged that copyright literacy includes not only gaining copyright knowledge but also developing the skills and behaviours necessary for using it successfully.

Moreover, according to Reedy and Parker (2018), who stated that, we are producers and consumers of artistic, scientific, and cultural expression, and therefore copyright and licenses apply to everyone in research and education. As Secker et al. (2019) state, copyright literacy includes copyright issues inherent in accessing information and how people use information ethically. Accordingly, respecting the rights of both information users and information owners is therefore necessary to put the issue of copyright in a broader context and to develop comprehensive knowledge and awareness in the field of education, as they affect how we access and use content in all media. This can be achieved by understanding and respecting copyright as part of digital and information literacy. Therefore, it is imperative



that teachers, students, and other members of the learning support team have this knowledge and then take responsibility for protecting the copyrights of others.

### **2.5. The Saudi Arabian context:**

English language has become an everyday presence in many cosmopolitan cities (Rao, 2019). It has become a major medium for science, technology, the internet, social media, and global trade. Thus, it serves as a communication medium that facilitates interaction between many people of different ethnic backgrounds, communicating in some dialect of English (Rao, 2019). Teaching the English language, as part of the Saudi Arabian education system, has generated minor conflicts between those who support the idea and believe it to be a beneficial tool that can be seen as a gateway to communicate with other countries and those who feared it being exploited against the country's identity (Al-Asmari and Rabb Khan, 2014). This conflict was resolved by the Government of the Kingdom of Saudi Arabia (KSA), when teaching English language became a compulsory subject in elementary and secondary schools, starting from the fourth year of primary school. Ever since, English has been the only foreign language taught in Saudi schools. This is important in a global context since, as (Rao, 2019) points out, English is the most used international language on a global level.

However, as the language used in governmental offices in KSA is Arabic, and since most non-Arabic speakers spending considerable time in any professional capacity in KSA tend to learn Arabic instead of attempting to speak in English, many local Saudis are not able to see the immediate benefits learning English in their schools (Rao, 2019). Nevertheless, some universities in KSA, such as King Fahad University, have adopted English language in both their teaching and their entry requirements (Zuhur, 2011). In such cases, students applying to study at the university undergo an English test before they qualify to be admitted to the university. This is in addition to the numerous English-for-Academic-Purposes courses offered to the university to help those students who aspire to study subjects like medicine and engineering, before starting their first degree (Ministry of Higher Education, Saudi Arabia, 2010). KSA is one of the wealthiest countries in the east, with the second most valuable natural resources worldwide (Vision 2030). This economic factor caused education to be one of the most important concerns of the government, resulting in the government making education free and accessible for all stages of education, from primary to university, for the

Saudi citizens, as well as providing numerous valuable teaching resources (Ministry of Higher Education, Saudi Arabia, 2018).

The Saudi education system for example, in 2007, invested approximately £2 billion in reforming and enhancing education in terms of modern technology. This is a significant amount of money spent on the development of public education in connection to recent technologies in classrooms. In addition to the abovementioned £2 billion, the Saudi Government allocated around 25% of its entire government budget for 2015, or roughly £36 billion, to education (Ministry of Finance, 2015). Therefore, according to Al-Harbi (2014) and Almalki and William (2012), the Saudi Government should create and implement an effective strategic plan regarding the introduction of ICT and its application in teaching practice given the significant spending on the education sector. Similarly, Al-Asmari and Rabb Khan (2014) argue that Saudi teachers should be willing to spend a considerable amount of their time preparing and integrating ICT tools and materials into their teaching practices.

### **2.5.1. English and Saudi Arabian education systems**

In Saudi Arabia, the use of the English language is limited to specialised contexts, such as schools, universities, and colleges, where it is meant to serve as a medium of teaching (Alshahrani, 2016). However, following the discovery of oil in the early 1930s, teaching English in the country gained considerable attention and importance. An example can be found in the writings of Al-Braik (2007) and Zuhur (2011), both of whom point out that Saudi Arabia has become one of the most attractive markets in the world for oil and other investment due to its market industry and discovery of oil. Since then, according to Mahboob and Elyas (2014), the United States has become the largest investor in Saudi Arabia in terms of the oil industry and business investment, followed by the United Kingdom, resulting in the English Language becoming one of the most popular subjects in the Saudi education system.

In addition, according to Al-Seghayer (2014), English is the official foreign language of Saudi Arabia, therefore the Saudi government continues to be interested in English language programs as a means of facilitating personal and national development. Although the announced official language is Arabic, English has recently gained the status of a second semi-official language and is used alongside Arabic on public information signs in public places. English is also the main means of communication in the private sector (Alharbi,2022).

Therefore, according to Alharbi, (2022) the Saudi Ministry of Education has set eleven goals for teaching English in Saudi Arabia because of these factors. These goals include "enabling students to acquire basic language skills", "developing students' positive attitude toward learning English," and "to help students gain the linguistic skills needed in different professions."(p,2)

Moreover, only English is taught as a foreign language in public schools, and it is also the language of instruction at most public and some private universities (Alkubaidi, 2014). Thus, English is taught in public schools beginning in the fourth grade, and students generally spend at least ten years studying English language (Ministry of Education, 2021). Despite this, most Saudi students, according to Alabai (2011), lack the ability to communicate effectively, and many only possess the most fundamental writing and reading abilities in English. Additionally, according to Javid and Umer (2014), this weakness may be caused by a lack of environments for practising the English language. And they suggest that using social media platforms like Facebook and Twitter to improve English language learning could be one way to provide Saudi learners with English language environments where they can practise their writing skills with people worldwide. Moreover, Ranjbar (2016) argues that some students' poor performance on the second language acquisition exam is caused by a lack of motivation. Additionally, according to Ranjbar study, the teachers' integrative motivation was the most crucial element in encouraging the students.

In addition, the incorporation of English as a subject beginning in first grade in public schools was recently announced by the Ministry of Education. Teaching English to primary school students in the first grade was approved by the Ministry of Education in 2021. This was done to keep up with requirements, improve students' skills for the twenty-first century and arguably meet the requirements of the Fourth Industrial Revolution (Vision 2030). In addition, communicating effectively in English is essential for preparing students for the workforce, particularly now that the Kingdom's labour market is open and there are many opportunities, also there are many global sectors that need people with the qualifications and languages for the modern era (Ministry of Education, 2021). Hence, this will aid in the early development of male and female students' abilities to prepare them for the future and achieve the Kingdom's Vision 2030 objectives (Ministry of Education, 2021; Vision 2030). However, if students are not motivated to learn English in the first place, no amount of time spent learning

the language will result in their being able to communicate successfully. For instance, because Arabic is, according to Alshahrani (2016), the official and most spoken language in the country and society, students may not be motivated to learn it while at university. This adjustment, according to Alsobaihi (2005), was necessary since a significant percentage of students in high school and university graduates had poor EFL language competency. Therefore, Alshahrani (2016) claims that the lack of flexibility in the curriculum often dissatisfies teachers and school authorities, as the curriculum must be followed, which restricts the teachers from using their own creativity.

### **2.5.2. The presence of social media in KSA:**

This study investigates the use of social media by Saudi teachers, specifically to teach English. It was important to shed light on the presence of social media in KSA. With the enormous spread of mobile phones among people in KSA reaching 99.16% of the population by late 2018 (Zawya, 2019), around 90% of the population now have instant access to the internet. The access rate was measured to be 91% of those who have access to the internet, accessed it at least once a day (The global statistics,2022). Such accessibility has motivated the KSA Government and members of the royal family to engage with citizens via Twitter in a more effective way.

More significantly to the context of this study, the availability of mobile phones means Instagram is accessible everywhere. According to KSA's social media statistics, around 54% of social media users use Instagram (approx. 17.96 million users), putting it at the third place in popularity after YouTube and Facebook. As for chat apps, Skype has 7.98 million active users, making it in fourth place after WhatsApp, Facebook messenger and Snapchat (The global statistics,2022).

In addition, Motteram and Dawson (2016) suggested that, when conducting research, it is helpful to use social media applications that are widely used in the region. As a result, Instagram will be utilised due to its widespread use in Saudi society. According to Ting et al. (2015), although Instagram has certain similarities to other social media applications, it is seen as far superior with its instant photograph-sharing and its simplicity for providing visualised descriptions. Therefore, academic, and pedagogical interest in the use of Instagram is rising, with Pujiati et al (2019) leading the way in terms of early explorations. This noted, there are,

however, no studies investigating the use of Instagram by Saudi teachers in the Saudi context to teach English as a foreign language.

## **2.6. Theoretical framework**

This study is multidisciplinary; therefore, it is essential to select the appropriate model for each discipline, including education, social media, and communication. The necessary background information will assist in gaining a deeper comprehension of communication taking place in an educational environment through social media. For the communication process, Berlo's model was chosen. According to Berlo (1960), communication theories describe the nature of communication and the essential components of a successful communication process. For the teaching-learning process, constructivism (Jonassen, 1999), and connectivism (2004) were chosen as learning theories. According to Mayes and Freitas (2013), understanding the various teaching and learning strategies is essential because learning theories aim to explain teaching and learning practices. All of these can be applied to social media (Instagram), and social media's online services whereby users establish online profiles, connect to, and communicate with others (Sumner et al., 2014).

The following sections discuss the factors that led to the selection of each of these theories. Thereafter, development of the communication model in the education context that has been proposed is presented. "Communication" as a term, plus some examples of communication models which attempt to predict and describe the communication process and related activities, will be discussed prior to going into detail about the chosen communication model.

### **2.6.1. Communication models**

Several models and theories have been developed by researchers and theorists to explain and predict the communication process. An impression of the scope and depth of this scientific field is provided by Neuliep's (1996) review of the state of communication theory at that time. Neuliep cites and briefly discusses over seventy theories before stating that they do not encompass all the research conducted in this area. As a result, it is nearly impossible to review all the theories and models that predict and explain them (cited by de Lange, 2000).

There are various models that define the communication method. For instance, according to McQuail and Windahl (2015), the first model of communication is that of linear

communication which can be extrapolated from Aristotle's writings. This model was based on one-way communication including the speaker, the message and the receiving audience or listener. Moreover, Laswell (1948) structure one-way communication into a model, as McQuail and Windahl (2015) demonstrate. Laswell states that it refers to "Who says what in which channel to whom with what effect?" Laswell's model adds the concepts of the "medium" and the "impact" that the message has on the recipient. According to McQuail and Windahl (2015), the "who" refers to the sender or communicator, the "says what" refers to the message, the "in which channel" refers to the medium, the "to whom" refers to the audience or receiver, and the "with what effect" refers to the impact.

In addition, according to McQuail and Windahl (2015), the term "noise" was first used in the communication process by Shannon and Weaver in 1949. For McQuail and Windahl, Shannon and Weaver's model describes how a message is sent in a telecommunication, from the source via the transmitter to the receiver. One of the reasons transmission fails is because of the noise signal, also referred to as "disturbance" in other models. The three models cited above are all linear models because they do not require or permit feedback or interaction with the sender or the information source.

The Shannon and Weaver communication model was improved and expanded upon by David Berlo in 1960. In his model, Berlo acknowledges the need for a sender and a receiver; he also includes the two parts of message and channel. Therefore, this communication model is conventionally known as the SMCR communication model (Berlo, 1960). Thus, a human communication model is used to investigate the significance of communication in education in the following section. The application and/or adaptation of Berlo's communication model to this study, which looks at social media (Instagram) as a tool for education and communication in the teaching context, will be discussed in depth in methodology chapter.

### **2.6.2. Learning theories**

Before choosing a particular learning theory to be aligned with the communication model chosen (as will be seen in the Methodology Chapter, Figure 9), it is necessary to investigate the available learning theory options, their merits, their drawbacks, and their compatibility for use in eLearning. Here follows a brief overview of the main learning theories including connectivism, that was developed for the digital age (Siemens, 2004). Also, Mayes and

DeFreitas (2004) argue that there are three widely known learning theories: behaviorism, cognitivism, and constructivism.

Behaviourism as a learning theory demonstrates that learning is achieved when new behaviour is acquired by the students or by a change in current behaviour due to a stimuli and response link (Watson, 1998). Hence, the focuses on the behaviour without paying attention to the mind (Mayes and DeFreitas, 2004). On the other hand, cognitivism does the opposite. In cognitivism, the focus is on what happens inside the learner's mind, more broadly focussing on the thought processes behind the behaviour (Ertmer and Newby, 2013). Unlike behaviourism, in cognitivism, the learner will process the information received, instead of simply responding to a stimulus. Additionally, constructivism, as Siemens (2004) explains, is a leading approach in its field and is widely used as a learning theory which claims that learners have an active role in the construction of new knowledge based on their prior experiences, not as merely knowledge being taught by others. Therefore, according to Garrison (2015), the learner sees knowledge and the world based on their personal reality that they have constructed based on prior experience, and digest new information by processing, observing and understanding into personal knowledge and experience. Ullrich et al. (2008) mention, "In constructivism, the control over the learning process shifts from the teacher to student, with the learner playing an active role in the learning process" (p.706). Hence, teachers act as advisors only.

Theoretical frameworks that can be used to describe how learning occurs in online learning environments have also been developed using these and other theories. For example, the connectivism theory presented by (Siemens, 2004) is a new approach in this regard. Also, according to Bell (2011) who stated that Siemens proposed this theory as a learning theory for the digital age, and he describes connectivism as a successor to behaviourism, cognitivism, and constructivism. In addition, Aldhafeeri and Male (2015) argue that behaviourism, cognitivism, and constructivism are mentioned and focussed only on one learning aspect person, environment, or society, whereas connectivism is a result of than traditional teaching methods. Constructivism focusses on negotiating meaning, so it involves an element of collaborative learning. Figure 4 below explains and compares these learning theories.

	Questions	Behaviourism	Cognitivism	Constructivism	Connectivism
1.	How does learning occur?	Black box—observable behaviour main focus	Structured, computational	Social, meaning created by each learner (personal)	Distributed within a network, social, technologically enhanced, recognizing and interpreting patterns
2.	What factors influence learning?	Nature of reward, punishment, stimuli	Existing schema, previous experiences	Engagement, participation, social, cultural	Diversity of network
3.	What is the role of memory?	Memory is the hardwiring of repeated experiences—where reward and punishment are most influential	Encoding, storage, retrieval	Prior knowledge remixed to current context	Adaptive patterns, representative of current state, existing in networks
4.	How does transfer occur?	Stimulus, response	Duplicating knowledge constructs of “knower”	Socialization	Connecting to (adding) nodes
5.	Types of learning best explained by this theory?	Task-based learning	Reasoning, clear objectives, problem solving	Social, vague (“ill defined”)	Complex learning, rapid changing core, diverse knowledge sources

Figure 4: Comparison between learning theories, adapted from [Siemn's Table]

Moreover, in the following parts, constructivism and connectivism will be presented to provide further theoretical justification for the present study.

#### 2.1.1.1. Constructivism

One main premise behind the constructivist learning theory, according to Garrison (2015), is that the learner plays a role in forming new knowledge based on their previous experiences. This theory of learning emerged in the 1980s and 1990s and has gradually become more influential over the past 20 years (see, e.g., Alzaghoul, 2012). In fact, it is widely used as a learning theory (Jonassen, 2000; Mayes and Freitas, 2004; Alzaghoul, 2012). In effect, constructivism relies on each individual creating their own perception of reality based on prior and new experiences. This means that learning becomes entirely participatory, and interactive as an activity type and a cultural practice. The learning occurs when the individual translates and creates meaning of their experience. New information, and therefore new knowledge, is constructed by the learner (Alzaghoul, 2012). Hence, due to everyone having their own experience and perceptions of reality, learning is unique to the individual. As a learning theory, this prepares the learner to be a problem solver and an independent learner also outcomes are also more unpredictable due to the uniqueness of each learner.

Constructivist theories propose that learning occurs when a person actively participates in an engaging activity where they can experience a range of outcomes, then meaningfully reflect on them (Vygotsky, 1978; Yilmaki, 2010; Lantolf and Poehner, 2014).



Vygotsky's sociocultural theory (1978) is a highly influential approach to constructivist theories of learning which is relevant to this study. Furthermore, Vygotsky highlight the importance of peer interaction in a collaborative manner between learning groups as fundamental requirements in the construction of individual knowledge. Vygotsky also posits that learners can achieve higher levels of understanding when they work collaboratively rather than individually (Vygotsky ,1978; Charlton, 2013).

This theory proposes that learning is a result of social interaction and participation in human activity relevant to an individual personal reality. This includes their readiness and willingness to learn something new, as well as their existing knowledge and understanding (Carrell and Eisterhold, 1983). Interacting with a subject matter expert while the learner is engaged in an activity can result in the learning reaching higher levels (Lantolf and Poehnr, 2014). However, Vygotsky (1978) concludes that the educator, or teacher, is essential in directing and facilitating learning, and that students can take responsibility for the structure of their learning by interacting with culturally constructed artefacts, such as tools, objects, rules, and their community.

Yilmaki (2010) stresses the importance of creating learning communities made up of students, teachers, and a range of other experts. She goes on to state that a student in the 21st century requires digital tools to access information, consult experts, share ideas and experiences, and communicate with their peers. Moreover, Vygotsky (1978) defines a culturally constructed artefact as the tools created by humans under specific cultural and historical conditions. Thus, mobile applications and other digital technologies would fall under Vygotsky's definition of a culturally constructed artefact. As a result, they are increasingly relevant, if not essential, in the contemporary learning environment.

Moreover, constructivist theorists (such as, Yilmaki, 2010; Lantolf and Poehner, 2014) claim that the learner sees knowledge and the world based on their personal reality, that they constructed based on prior experience and digest added information by processing, observation and understanding into personal knowledge and experience, adjusting their experience as more knowledge is observed. Meanwhile, the goal of teaching methods is to assist students in constructing new knowledge based on their prior perceptions and perspectives (Ali, 2003). Similarly, Cunningham and Duffy (1996) state that, instead of being

given knowledge through teaching practises, instructors advise and facilitate learners, allowing them to construct knowledge and be at the centre of their learning.

Ullrich et al. (2008) also mention, “In constructivism, the control over the learning process shifts from the teacher to student, with the learner playing an active role in the learning process” (p.706), hence the teachers act as advisors only. Constructivism, as a learning theory, is appropriate for eLearning, according to Alzaghoul (2012), as it promotes learning. Additionally, Alzaghoul mentioned that learning activities should facilitate contextualisation for students. Giving the learner control on their education, allowing them to build their own knowledge, and making the learning process interactive are other crucial factors to consider into account.

This theory is useful for the present research project because the focus is not on the learners, but their interaction with teachers will be noted on Instagram. The focus will also be on the teachers, as the aim is to study social media in education through teachers' experience and perspectives of using Instagram to teach English as a second language. This will provide an opportunity for teachers to evaluate a modern technology (Instagram as a teaching tool) to assess whether these cater to their students' needs in the teaching/learning context (Godwin-Jones, 2015). Otherwise stated, it will consider teachers' perspectives to evaluate their actual experience using this application as a teaching tool.

Teachers using Instagram might have chosen it for their familiarity with the application, so they are confident in using it with their students (Walton et al, 2019). Their motivation to use Instagram, or any available social media applications, as a pedagogical approach to support language teaching and learning can be seen as consistent with constructivist theory, because they are using constructivist unconventional methods in teaching, using technology in teaching. Moreover, the teachers are acting as facilitators and advisors; they are using modern technology in their teaching and communicate with the learners. This learning theory has mainly the learners be in centred of the learning process, under the teacher's control. However, the teacher will facilitate/advise (Alzaghoul, 2012) and use Instagram to afford the learners the ability to interact and share English learning content.

Additionally, social constructivists hold that learning results from real or authentic experiences with one's surroundings in addition to interacting with interlocutors (Jonassen et

al., 1995; Jonassen, 1999). Considering the social construction of knowledge means a certain focus on discussing, negotiating, collaborating, and exchanging knowledge between learners as part of learning (Ernest, 1995). The social constructivist theoretical framework asserts that knowledge is not acquired merely via transmission to the individual; knowledge is constructed collaboratively. The theory emphasises the importance of technology, urging partitioners to assimilate it into the learning domain (Jonassen et al., 1995; Jonassen, 1999), as social media is real/authentic to most people of the age where most learning takes place. This is particularly relevant to the present study. Therefore, professional English teachers using social media Instagram as a medium could provide this opportunity, particularly in the Saudi context, where opportunities for English language practice outside of the classroom are limited. Hence, using technology, in the form of Instagram, could help to create such an educational environment. Accordingly, English teachers using Instagram may be following a social constructivist approach to language teaching and learning; the present research aims to determine whether it is indeed the case.

Finally, the literature suggests that some scholars criticise constructivism, arguing that it is exclusively aimed at learners (Kim, 2001). However, as research has shown, these criticisms were made in the early stages of theory development. As previously stated, the idea has recently been used in a wide range of investigations and admitted as a socially conscious strategy, focusing on collaborative and interactive activities amongst peers and groups in educational contexts (Kim, 2001).

#### **2.1.1.2. Connectivism**

Connectivism is characterised as a 'digital age' learning theory (Siemens, 2004). According to Siemens and Downes (2008) who emphasise the limitations of educational theories such as cognitivism, behaviorism, and constructivism. Therefore, Siemens published the theory of connectivism in 2004. It builds on his critiques of behaviorism, cognitivism, and constructivism, which were previously the dominant learning theories. They therefore propose a new approach that draws on a multitude of theories, technological tools, and social constructs, and combines their elements to create a new theoretical foundation for understanding learning rules in the digital age. Moreover, as stated by Siemens and Downes (2008), this theory explains how internet technologies, such as web browsers, email, social

media, and other online platforms, have generated new opportunities for people to exchange information and learn both online and with others.

In addition, according to Siemens (2005), despite the later manifestation of the constructivism theory, which is called “social constructivism”, appearing to theoretically support eLearning practices, Traditional theories have failed to provide a suitable theoretical framework for the new learning approaches such as digital learning. As a result, Siemens (2004) proposes connectivism as a theory for digital learning, which has helped fill this knowledge gap in the literature. Therefore, Siemens, (2014); Pettenati and Cigognini, (2007), they stated that learning in the digital age can occurs by maintaining connections with diverse acquaintance and people from whom individuals can learn. However, according to Jonassen et al. (1995), the social constructivist theoretical framework holds that learning also requires that information be collaboratively constructed. It also stresses the significance of technology, contending that it should be used in education.

Moreover, connectivism’s premise is “connecting to learn”, illustrating its emphasis on maximising digital technologies’ potential, as Siemens (2008) contends: “Knowing and learning are today defined by connections. Connectivism is a theory describing how learning happens in a digital age” (p.10). Therefore, according to Downes (2012), contrary to conventional learning theories, connectivism emerged in the digital era, asserting that knowledge is distributed across a network of connections and that learning refers to the capacity to create and manage those networks. Furthermore, as Siemens (2008) states, one can learn by connecting to the knowledge network available. Examples include covering online sources, databases, external memory devices and social networks. According to Siemens (2005), the connectivism theory is based on eight principles, but the following aspects may be more relevant to the present study (See 2.1.1. Synthesising the theoretical framework):

- 1) Learning is a network of connecting information sources or specialised nodes.
- 2) Learning and knowledge are facilitated by technology such as non-human appliances.
- 3) Maintaining connections is required to support ongoing learning.
- 4) Ability to recognise connections and patterns between fields, ideas, and concepts is a fundamental skill for individuals.

5) Obtaining accurate and up-to-date knowledge is the essential purpose of all connectivity learning activities.

(Siemens 2005, 4)

Additionally, Tschofen and Mackness (2012) argue that connectivism can provide a framework for factors that address and accept how students engage and motivate themselves in the development of personal potential, stating "we find connectivism is a prescient and viable framework for learning, offering great potential"(p.126). However, connectivity approaches need to be better at enabling individuals to connect and explore their sources of knowledge (Tschofen and Mackness, 2012). Thus, the principles and concepts of connectivism that can be applied to both individuals and networks can be beneficial to the development of connectivity learning.

In connectivity pedagogy, as stated by Anderson and Dron (2011), is similar approach to constructivist learning, by constructing paths of learning and by planning and supporting interactions, so that learners connect with existing and new knowledge resources (Anderson and Dron, 2011). Furthermore, for Anderson and Dron, teaching by example in online connected learning environment is a powerful tool for facilitating student learning. By using contextual boundaries, teachers can create learning artifacts and content environments that are specific to a particular domain or subject area. This can help students understand how the concepts they are learning connected and how they fit into a larger context. However, according to Walton et al. (2019), teachers might face challenges in creating a long-lasting technological learning environment, given how technology changes rapidly and continuously. They may also need to address the potential boredom that learners quickly experience with new learning technology and practices.

On the other hand, the primary issue with connectivism relates to whether it should be categorised as a new learning theory, like constructivism and constructionism, which are theories purporting to explain how learning occurs in social communities (Kerr, 2007; Kop and Hill, 2008; Verhagen, 2006 cited by Thota, 2015). A further question pertains to the role of "network leaders" (influencers with no qualification in teaching who could spread misinformation) in the unstructured connectivism learning space. According to Anderson and Dron (2011), these network leaders steer learning and shape new knowledge. This could be problematic because it could result in those students who lack the ability to self-direct and

do not think creatively and innovatively being influenced unwillingly (Anderson and Dron, 2011; Kop, 2011). Hence, there is an assumption that knowledge should be shaped by those who are qualified to construct a better pedagogical experience for learners.

After considering current educational theories and analysing connectivism as a theory, Kop and Hill (2008) propose that connectivism is not in fact its own learning theory; for Kop and Hill, it has been central to developing new approaches to pedagogy in the new century. Moreover, they focus on the educators who are able to exploit emerging technologies for their own teaching. Integrating such tools effectively can help form solid connections with information resources and knowledgeable individuals. This can help improve both learners' perceptions and their communities. Likewise, Ally (2008) indicates that the world is increasingly networked. Thus, previous learning theories, which arose in a different age, arguably become obsolete. Nevertheless, Ally contends that a digital learning theory is not what is needed; what is needed is a model capable of integrating different theoretical learning approaches to inform how online learning materials are designed and planned.

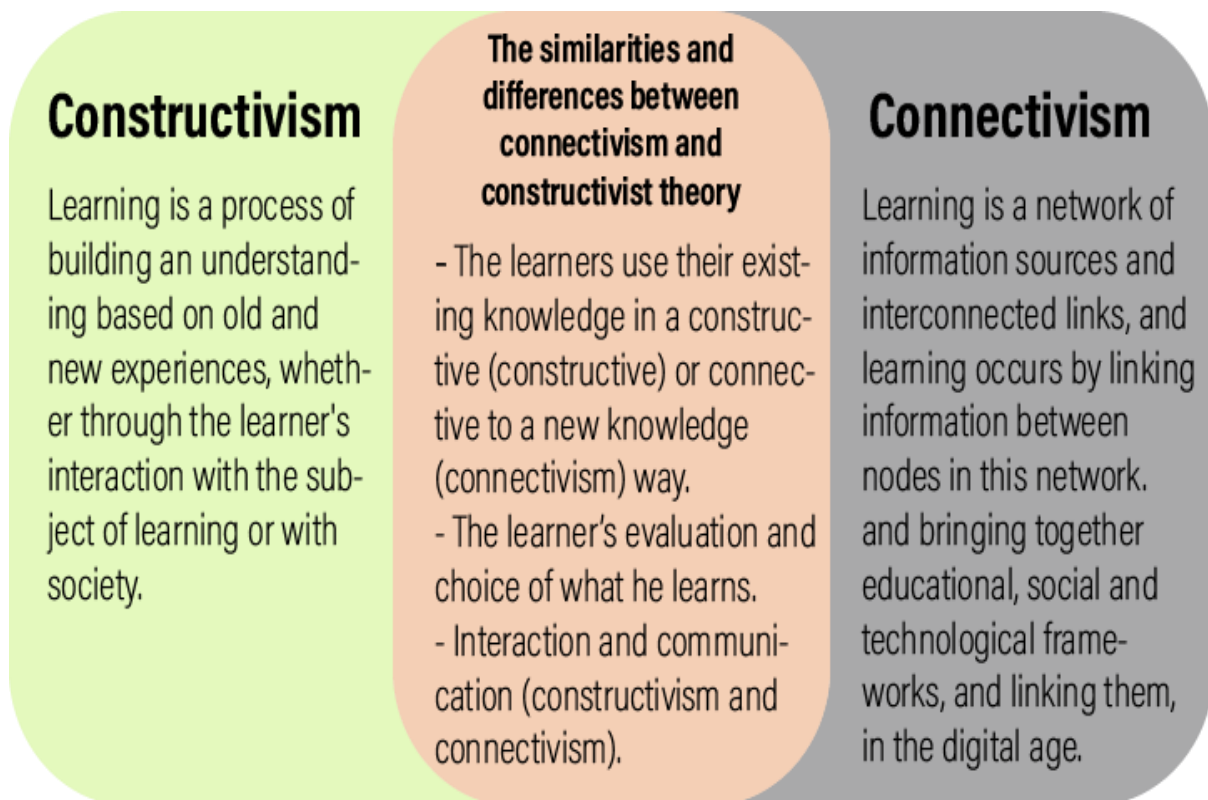
In contrast, Bell (2010) acknowledges connectivism's influence as a theory in networked learning but contends that the knowledge base needs to be broadened in terms of experiential reports from those involved in teaching and learning within a connectivism framework. Bell also argues that connectivism needs to be related to the learning context's scope and purposes to be justified. Moreover, it must be supported by researchers' and practitioners' philosophical stances and experiences and must receive research and evaluation grants. Similarly, Siemens (2006) concedes that the successful implementation of connectivism is hindered by issues of institutional readiness, staff and student competency, technological infrastructure, and time. Arguably, there is a strong case for more research to produce activities that engage participants to make the most of new technologies.

In the teaching context, therefore, Bell (2009) suggests that, if teachers are interested in connectivism in their daily practice, they may, for example, use innovative educational blogs and motivate students to find scholarly resources in the web, or using social media to create online communities to promote connectivity.

In the era of digital learning, according to Siemens (2008), teachers and learners need to keep abreast of new learning methods, especially technological methods. Therefore,

Siemens (2008) argues that connectivism provides these insights and can serve as a guide for teachers and learners in the digital era. Hence, integrating this theory to current study would support in indicating the teachers' role in providing recent technologies to students. Whether teachers use online tools such as social media to provide opportunities for learners to connect with knowledge and understand how to enhance the educational process. This would help achieve this study's main aim of understanding of social media Instagram adoption in teaching in the digital age.

Ultimately, the incorporation of constructivism and connectivism theories into the theoretical framework created for this study is considered appropriate for the researcher to understand and describe teaching practise and activities occurring on social media from an educational standpoint. Therefore, Figure 5 below presents similarities and differences between constructivism and connectivism.



*Figure 5: Similarities and differences between connectivism and constructivism theory (designed by the researcher)*

### **2.6.3. Synthesising the theoretical framework**

Based on all the arguments presented, the researcher advocates for including constructivism, connectivism theory, and Berlo's model of communication in the current study. To explore whether social media, using Instagram as an example, can be used as a teaching and communication tool to engage students and facilitate learning. From the perspective and experience of an English teacher in Saudi Arabia.

First, this may demonstrate an implementation of some properties of connectivism through communication model. For example, learning takes place on devices, and continued learning depends on fostering and maintaining connections. Moreover, one of the main advantages of this theory is that teachers become mentors and facilitators. This is evidenced by teachers allowing students to use their preferred digital tools in teaching and learning process. Therefore, the researcher seeks to connect the communication model and connectivism theory in this present study. This could be done through steps as illustrated below. Firstly, if a follower (i.e., learner) shares a teacher's account with other users by recommending or liking the account, asking questions, or commenting on the teacher's account, this is considered feedback to the teacher and may encourage maintaining teachers' interaction with learners, creating a communication loop between them. Feedback is a component that researchers add to the model they develop (see Figure 9). This communication loop therefore follows the communication model. Secondly, in addition, sharing a teacher's account with other users is one of the principals connectivism theory, which means that students share their acquired knowledge with their peers. As Siemens (2008) explains, today's learners unwittingly use connectivism principles.

Second, teachers play an important role in the learning process and can have a significant impact on their students' academic and personal development. From the learning theory perspective, teachers can act as advisors and facilitators for their students, helping them to construct knowledge and connect new information with their existing understanding of the world. This approach is consistent with constructivism. This highlights the importance of active learning and the role of the learner play in constructing their own understanding. Similarly, teachers can also support the principles of connectivism, which emphasises the importance of networks and connections in the learning process. Teachers can facilitate their



students to connect different concepts and networks, and to access different resources to support their learning.

In terms of communication, teachers are also key initiators of the message, using a range of techniques to communicate effectively with their students. Berlo's model of communication emphasises the importance of encoding and decoding messages, and teachers can use a variety of techniques to ensure that their messages are understood by their students (See Figure 9, the proposed communication model). Teachers also play a key role in this study, which considers using social media Instagram regarding the teachers' perspective on their experience. Moreover, the digital literacy of a given teacher could have a significant effect on their ability use this technology to its full potential. This matter will also be explored in the present study.

### **Summary of the chapter**

The development of online learning and online English instruction has been presented and discussed in this chapter. Additionally, some of the benefits of using social media in English classes were discussed. Some research on Instagram as a teaching platform and Instagram in teaching English as a foreign language was presented to determine whether using social media technologies can support English as a foreign language teaching and learning. It has also presented the development of the Integrated Communication Model as a part of this study and discussed the theoretical framework, which includes communication and learning theories. Social media digital literacy and copyright literacy were also discussed and presented. In addition, constructivism and connectivism theories have been incorporated into the theoretical framework created for this study to help the researcher understand and describe teaching practise and activities occurring on social media from an educational standpoint.

The present study, in short, examines the characteristics of teachers using Instagram for teaching English to non-native speakers, and seeks to understand the concepts and elements of Instagram's communication processes, communication rules, how communication works and how it can be used according to the main components of Berlo's model. The study looks at communication on Instagram between teachers as senders and learners as receivers, focussing on feedback and interaction as core elements of Berlo's model

and how that two-way dynamic affects the nature of communication. The next chapter provides an overview of the methodological tools adopted throughout.

## **CHAPTER 3: Methodology**

### **3.1 Introduction**

The literature review (See chapters 2) and the identifying of any gaps therein provide the foundation for Chapter 3, which describes the methodology underpinning this study. This study's objective is (As stated in Chapter 1) To create a research project that focuses on Saudi English teachers and provides them the opportunity to share their perspectives on how they use Instagram as a social media platform for teaching. This chapter is divided into seven sections and restating the research questions. The purpose of this chapter is to discuss and provide an overview of the methodological tools, as well as to justify the chosen tools and methods used in this research. Begin with an overview of the methodology adopted for this research, then outline the procedures and techniques of data collection and analysis. This study is guided by the following three research questions:

RQ1. In what ways are Saudi teachers using Instagram to teach English as a second language?

RQ2. What are teachers' specific practices on Instagram relating to teaching English as a foreign language?

RQ3. What are the benefits and limitations the use of Instagram to teach English language?

RQ4. How does Instagram further contribute as communication tool with students?

### **3.2 Research strategy/ philosophy:**

Any researcher should have a research strategy; these being a list of guidelines on how the research should be conducted (Bryman and Bell, 2015). Therefore, it is necessary to examine research philosophy before addressing which techniques are regarded the most appropriate to be implemented to assist in delivering sufficient answers to the research questions.

#### **3.2.1 Interpretivism**

Interpretivism as a philosophical research theory concerned with how knowledge can be gained; understanding how people give meaning to the social world around them (Schwartz and Yanow, 2013). According to Wahyuni, (2012), the same social reality or behaviour can be understood or analysed in very different ways by different people, with rational reasons for

interpretation. Therefore, as Thompson, (2015) states, for understanding human behaviour requires looking at it through the eyes of the people who perform those behaviours.

Furthermore, as claimed by (Schwartz and Yanow, 2013) the purpose of interpretivism research is to gain a thorough understanding of the lives of respondents, and why they behave the way they do. It also means a qualitative method that enables close communication with respondents. Additionally, Creswell (2014) says that the interpretive approach is much more qualitative. It uses techniques like interviews or observation, and the data it collects are qualitative reporting the in-depth experience of the people being studied. Consequently, an interpretive qualitative method (Creswell, 2014) has been chosen to gain insight into the participants' experiences to understand the reasons and motivations regarding the use of social media Instagram in their teaching and learning process. Also, the research design in this study used two qualitative methods: interviews and observation. Therefore, participants were interviewed using semi-structured interviews, and their accounts were observed. These methods are discussed in greater detail in the following section.

### **3.2.2 Qualitative research**

A qualitative research approach is primarily used in the present study in order to obtain a detailed understanding of a given topic of research (Cohen et al, 2013). Qualitative research offers an in-depth understanding of the main factors of the research topics, as well as challenges and important opinions relevant thereto (Wyse, 2011). In most cases, sample sizes for this type of research are small; participants are carefully chosen based on certain demographic criteria to meet the research objectives. Because the major goal of using this method is to have a complete understanding of the subject under consideration. Focus groups, individual interviews, and observations are among the unstructured or semi-structured approaches to qualitative data collection (Wyse, 2011; Silverman, 2013).

Regarding a qualitative approach, the approach is inductive with the theory and research method used (Bryman, 2015). Instead of testing an existing theory, the approach rather observes certain phenomena, and then a theory is derived from the results. It focuses on meanings, which individuals allocate to them. Qualitative research according to (Blaikie, 2009) deals with words, meanings, descriptions, and interpretations and is better for in depth investigation of a subject. Moreover, (Creswell, 2014) explain, this approach seeks as much information as possible on a few qualitative units, and it is specific which means find out what

can be said to be unique and special. In addition, this approach has high flexibility with open answers and variety of interpretations. Regarding the above, Qualitative research can be used to expand our knowledge about the inner workings of complex phenomena (Neuman,2014). Consequently, this approach was chosen to learn more about teachers' experiences using social media as a teaching tool. And the reasons why these apps were chosen.

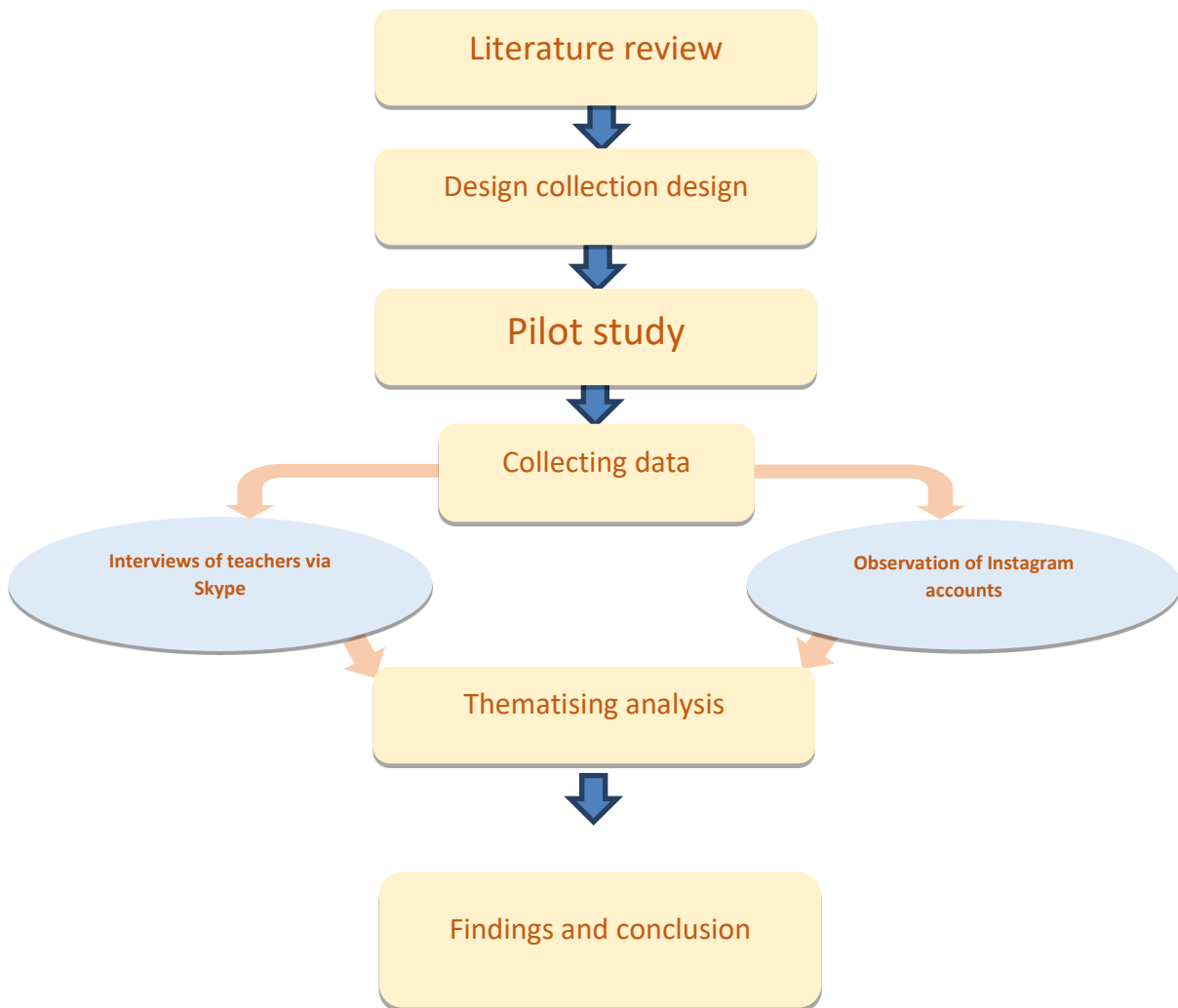
To sum up, as previously mentioned, the primary aim of the present research is to obtain an in-depth understanding of Saudi teachers' motivations, challenges, and benefits about integrating social media such as Instagram in their teaching of English as a foreign language, as well as concerns and uses thereof into education. Thus, a qualitative approach is best suited to the present study considering the interpretivist viewpoint.

### **3.3 Methods of data collection**

The present study's objective is to focus on the teachers and afford them the chance to talk about their own experiences and perspectives' regarding their use of social media through Instagram. It seeks to present Saudi EFL teachers' experiences with Instagram in their teaching of English. The focus is on their own teaching using Instagram - their motivations, the challenges and benefits experienced from their own perspective and their perceptions of the outcomes for doing so. Therefore, rather than designing the research in such a way that depends on the researcher observing the classroom, the researcher observes the teachers' observations and their own reflections on their experiences using Instagram. The aim, therefore, is to present how teachers see social media, such as Instagram, in shaping their teaching and use as teachers. The following are two study methods used to gather the:

- Semi-structured individual oral interviews with open-ended questions to support collecting data from English teachers who use Instagram for teaching.
- Observation of Instagram accounts, where interviewees had their accounts checked weekly for two months.

These methods will be discussed in detail below. Figure 6 shows the process of research design.



*Figure 6: The research design designed by the researcher*

### **3.3.1 Interviews:**

The interview was chosen in this study because (Cohen, 2018) asserts that qualitative interviewing is a flexible and powerful tool for capturing people's voices and the ways in which they give meaning to their experiences. In relation to interviews, there are three main types: (i) structured, (ii) semi-structured and (iii) unstructured. Structured interviews are when there is a predetermined set of questions, structured (as the name suggests) to be asked in a certain

order (Creswell, 2015: Cohen et al, 2013). Semi-structured is flexible, as questions can be added or omitted based on the participants response. Although the questions might be listed, they do not need to necessarily be asked in the same order or be given the same amount of time to be answered for each participant. This allows for the participants to show their interests or concerns (Creswell, 2015: Cohen *et al*, 2013). Lastly, according to Creswell (2015) unstructured interviews give total freedom to the interviewer and the participant, as there is no specific list of questions, but it can be seen as an open discussion about the subject under study.

The aim of conducting interviews in current study is to gain a rich description of the practises, beliefs, and perspectives of the participants on the use of social media in the context of teaching. Additionally, it sought to know the experience of teachers' use of social media and to understand how, and why teachers used social media for educational purposes. Interviews, according to (Bryman, 2015) are a useful technique for gathering qualitative data because they give researchers good access to participants, especially when they want to understand the perceptions and meanings that participants have of specific phenomena or experiences.

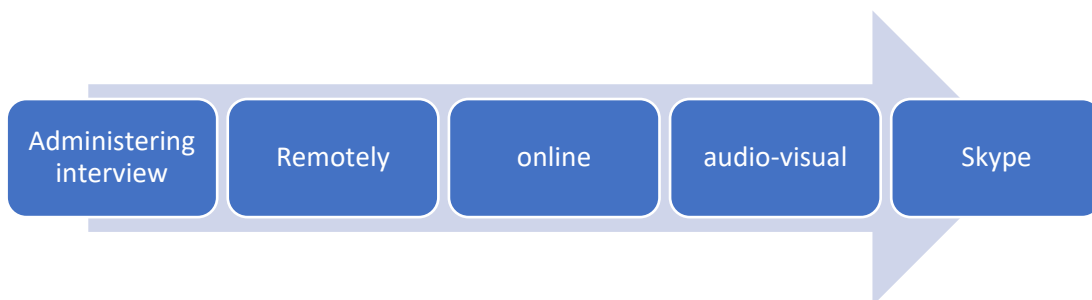
For the current study, semi-structured interviews seem the most appropriate choice for current study because as (Cohen *et al.*, 2013) stated that semi-structured interviews considered one of the most widely used methods in exploring user perception. Moreover, for Cohen *et al*, participants in semi-structured interviews have the freedom to express what they think and feel, further encouraged by the open-ended nature of the questions asked, and the interviewer is able ask for further details where necessary. Furthermore, according to Blaxter (2010), unclear responses can be clarified while the semi-structured interview is still in progress.

As this study would conduct semi-structured interviews which is requires the following six stages as (Cohen, 2018) Suggested: (a) selecting the type of interview; (b) establishing ethical guidelines, (c) crafting the interview protocol; (d) conducting and recording the interview; and (e) reporting the findings.

To achieve the second and third objectives of this study (see introduction chapter 1), in-depth individual oral interviews will be used to collect data on way and how English language teachers use Instagram. Boyce and Neale (2006: 5) describe these as "intensive

individual interviews with a few respondents to explore their views on a particular idea, program, or situation". Therefore, open-ended interview questions were used (Cohen et al., 2013). This method indeed appears to provide more helpful information and useful data. It also allows the qualitative data to be analysed thematically (Cohen et al., 2013) as the thematic analysis was used in this study to analyse the data. Since this study aimed to involve obtaining information from teachers. The researcher has decided to use interviews as a tool because it enables the participants voices to be captured and giving meaning for interpreting and understanding their experience in teaching with Instagram.

The current research involving the use of online interviews. According to (Cohen, 2018) online interviews refer to virtual reality questioning, which can take a variety of forms, for example: combination of text and images such social networking platforms; or voice-only such WeChat, WhatsApp; or audio and visual presentations e.g., Skype, and mobile meetings. In addition, for Cohen, online interviews have the same advantage and disadvantage of face-to-face interview. Figure 7 shows the method of administering the interview.



*Figure 7: Method of administering interview designed by the researcher.*

On the other hand, Creswell (2014) claims that interviews are costly and time-consuming, and that a significant amount of time can be spent conducting a single interview, transcribing it, and then analyzing it to determine what relevant information can be extracted. In addition, Cohen et al., (2018) emphasised, in qualitative analysis, explanation necessitates a higher degree of thinking because the researcher should hunt for causes for most of the findings, they also illustrate that interviews should be prepared and organised before conducting. However, one of the primary advantages of conducting interviews is that the interviewer is present to provide an explanation of the study's aims and clarify questions' meanings. This is not provided by other methods of inquiry, such as questionnaires (Creswell (2014). Additionally, another advantage as stated by (Cohen et al., 2013) interview as a method



consider a flexible tool for data collection. Thus, the interview used in present study to collect the data.

By considering the significance of this type of interview, particularly when investigating subjects with a variety of complicated aspects, the researcher utilised online interviews instead of face-to-face interviews for this research as the most suitable and available method that has similar benefits to face-to-face interviews (Cohen et al., 2018). Because face-to-face communication in interviews, as claimed by Cohen et al. (2018), allows researchers to guide interviewees in the direction of key matters in the research. Hence, this technique will enable the researcher to pose probing questions, allowing a detailed insight and enhanced understanding.

Then, it can be concluded that current study was consider qualitative research, conducting online interviews as a data collection technique, through in-depth individual oral interviews which assists the researcher look at the issues and challenges teachers encounter, and asking in-depth questions to investigate how the Saudi teachers successfully managed their accounts over the years.

#### **3.3.1.1 Open-ended interviews**

This study applies the open-ended interview. In the standard open-ended interview according to Gall, Gall, & Borg, (2003) the same questions are commonly asked to participants, but they are worded to allow for open-ended responses. For Gall, Gall and Borg, this open-endedness allows researchers to ask more questions, and participants to provide as much detail as researchers need. Because open-ended questions, according to Creswell, (2007), allow participants to express their opinions and experiences openly. Standardized, open-ended interviews are perhaps the most common type of questions used in research investigations. However, for Creswell, if one points out the limitations of the open-ended interview questions, it would probably be pointing out the problem with data coding.

In addition, since standardized open-ended interviews require participants to express their responses in as much detail as possible, it is difficult for researchers to extract similar themes or codes from interview transcripts, as they do when there are fewer open-ended responses. (Creswell, 2007). Hence, the researcher may face greater difficulty trying to make sense of the narrative responses to accurately and represent a generalised position from all

of the interview responses from the coding, even though the respondents provided copious amounts of qualitative data. Nevertheless, Gall, Gall and Borg (2003) assert that this reduces researcher bias in the study, especially when the interview process involves many participants. In the case this study which have 16 participants, this size of sample could provide the study with the convenient themes and codes that used later to answer the research questions.

### **3.3.1.2 Probing**

To focus, extend, clarify, or further explain the comments provided by study participants, follow-up questions are used for probing (Schurink, 2001). Semi-structured interviews can include this feature, which is not as common in structured interviews. In addition, Grinnell and Unrau (2008), further identify two key characteristics and purposes of probing or follow-up questions in qualitative research. First, they contend that the purpose of probing is to get the respondent to offer an answer that is at least minimally acceptable while also being more thorough, specific, and correct. That means that if the respondent is hesitant to answer or provides a vague or incomplete response, a follow-up inquiry may be appropriate. When a question's response is insufficient for the study's objectives, this is frequently done. The second purpose of probing, for Grinnell and Unrau, is the structuring of the respondent's responses, also ensuring that all aspects of the research problem are covered, and that avoiding unnecessary information.

However, Legard et al. (2003) state that probing should continue in interviews until the researcher feels they have fully understood the participant's perspective and reached saturation (Legard et al. 2003: p. 152 cited by Saunders, et al., 2018). Thus, Probing is used in this study to focus and clarify the participant responses. When respondents may not provide enough information, the researcher would ask them to expand on their responses.

### **3.3.2 Observation:**

Online observation method for teachers' accounts also be used for this study because the suggestion by Al-Husseini (2004:179-180) was that "this method helped in overcoming the subjectivity of the other tools" such as questionnaires and interviews. Furthermore, observational techniques are occasionally additional tools for verifying research findings, and observational data can be used into primary or supplementary research (Jamshed,2014). In

addition, according to According to Kothari (2008:96), the observation method has three primary advantages. They are:

- 1) If the observation is accurate, subjective bias is eliminated.
- 2) The data gathered in this manner pertain to the current situation; It is not complicated by past actions or intentions or attitudes from the future.
- 3) This method does not depend on respondents' willingness to respond, so it does not require as much active cooperation from respondents as the interview or questionnaire methods do (Kothari, 2008: 96).

Therefore, in this study, the online observation aims to observe how teachers interact with students and receive feedback on their accounts, considering Instagram's communication model in its analysis of teachers' use of the platform. This decision was partly based on research (Russmann and Svensson, 2016) who suggested that, when the researchers studying other type of organisations adopting Instagram, they can apply the question which is, is Instagram only used to share one-way information or is it for two-way communication? In addition, the observation might give first-hand information about lesson activities in Instagram. For example, according to Liliia and Gulnara, (2016) do the teachers identify a specific teaching objective, have preparation and structured lessons. Moreover, the main purpose to observe the participants' accounts is that it may prove to be beneficial when trying to understand the process of using posts to deliver teaching material. Also, the on-line observation would help answer the following few extended questions from research questions:

- To what degree did the on-line observation agree/disagree with teachers' responses on the interviews?
- How did teachers-learners interact on Instagram?

Furthermore, Berger (2014: 162) has discussed the advantages of the two primary types of qualitative research; *interviewing and observation* as explain in the table below:

*Table 3: Comparing the benefits of observation and interview as methods of qualitative research collection.*

Observation	Interviewing
Present	Past and Present
Action	Attitudes
Context	Motivations
Seeing	Hearing and Probing

In this study, observation was used to help to understand active teachers in their natural setting. The number of Instagram accounts that observed depends on how many teachers are participated for the interview. Accounts were checked weekly for two months, interactivity was observed, including interactions and comments which were considered as feedback between users. As well as the types of lessons/posts that using provided it as examples in this study.

In addition, the on-line observation helped the researcher to take note of actual teachers' usage of Instagram as the interview could not give the sort of data that observation could provide. Also, this assisted the researcher to compare and constant what was seen from the participants' accounts and the information provided by the participants' during the interview. In other words, this would give the researcher the opportunity to contrast formal responses in interviews with lived practice. Therefore, data collected from online observations were used to supplement data collected from interviews. To conclude, this step helped to achieve the second and fifth objectives of this study (see 1.3 research aim and question in chapter 1).

### **3.4 Participant selection and Sampling:**

The participants in this study were chosen using purposeful sampling. The following section discusses this point in more detail.

#### **3.4.1 Purposive sampling**

As the current study is built on choose qualitative study, it will follow Cohen's (2018) suggestion that the point is that qualitative research does not suggest random sampling or selecting a large number of participants and sites. But purposefully select participants, or sites (such as documents, or visual materials). Also, according to Creswell (2007) who states purposive sampling is utilised for qualitative studies.

Therefore, purposive sampling is used in this study, which is defined as “process of choosing a sample for a specific purpose” (Cohen et al, 2013:475). Another definition is “Purposeful sampling is based on the assumption that the investigator wants to discover, understand and gain insight and therefore must select a sample from which the most must be learned” (Palinkas, et al, 2015). Also, according to (Maxwell, 2005; Maree, 2007). This is a strategy in which specific people, places, or activities are chosen with care to learn about participants' perspectives and experiences with the research problem. In addition, purposive sampling is used to access ‘knowledgeable people’, that means people who have depth of knowledge about particular issues, maybe because of “their professional role, expertise or experience” (Cohen et al, 2013:115). It means that researchers select participants to purposefully inform an understanding of the research issues. In this way, they construct a sample that satisfies their specific needs (Cohen et al, 2013:115).

In the case of this current study, to ensure strength and richness to the data, the researcher will purposively seek to select a particular sample which include English Saudi teacher who is already using social media and they have been active users this means they are still using the app at this moment. In addition, this study is focusing only on Saudi teachers at university level who teaching general English and interviewing them. Specifically, Saudi English teachers who have been using their professional accounts in Instagram as a mean communication for English teaching purposes.

This study represents, with these criteria, teachers who are not at the very start of using Instagram. In other words, a sample of teachers who may considered to be early adopters, because of their consistent participation on Instagram and they are still utilizing Instagram in their teaching even though new applications have been released. Instead of focusing on a specific age range or number of years of teaching experience, it was decided to focus on the primary objective, which is how teachers use social media in teaching based on their experience. However, according to Cohen et al., (2013), researchers may have encountered some challenges related to define the sample size through the sample selection process which often brought considerable thought and pressure on researchers. To deal with specifying the sample size, according to Bryman, (2015) and Cohen et al., (2013), for example: researchers can use the snowball sampling, which means researchers identify a limited

number of individuals with the features that they are interested in. Then these participants are used as informants to help the researchers in contact with others to include in the sample.

In this study, the researcher encountered this challenge when recruiting the participants. Then, an alternative approach such as (snowball sampling) were used for collecting data alongside the previous method (purposive sampling). (See section 3.8.2. Access to the participants).

The sort of data that the interviews would be expected to collect include teachers' perspectives on using Instagram from their own experience, and the motivation, benefits and difficulties involved in teaching English via social media. In addition, ideas could be obtained from interviewees about the practical of using Instagram in their teaching, as well as how the teachers communicate with the learners.

### **3.4.2 Number of samples**

For the number of samples, one problem that novice researchers are often confronted by is exactly how big their samples will be for study. There is no straightforward answer, since the appropriate sample size is determined by the nature of the population being studied and the purpose of the study (Cohen et al, 2013; Bryman, 2015). Cohen et al (2013) claim that in qualitative studies the sample size is more likely to be small, the sample size may be constrained by cost and a considerable amount of time, energy, stress, and resources. Moreover, Barkhuizen (2018: 120) claims the number of participants in a study depends largely on the purpose of the study, as well as several other factors, including participant availability, the needs of the research design and methodology, and time restrictions. Hence, considering the above, the current study is based on the following factors: First, the number of teachers in current study is determined by their availability and willingness to participate. Second, the time allotted for this thesis research. To ensure that the data are as rich as possible, the researcher chose a number of teachers (up to 16 teachers). The selected this number, according to Mason's (2010) research, when using a qualitative interview as the primary method, the most common sample size for qualitative research is 15-50 participants.

The purposeful selection of participants (documents or visual material) that will best assist the researcher in comprehending the problem and research question is the idea behind qualitative research. This does not necessarily imply a selection of a large number of

participants or a random sampling. In most qualitative studies for example Mason's (2010) study, the aim of the study is to stress a detailed, highly contextualised insight into phenomena, which is ideal for studies with small sample sizes. To these ends, as a criterion to determine sample size, qualitative researchers use criteria like saturation or redundancy for collecting data instead of statistical criteria (see section 3.2.1 Purposive sampling) saturation, according to Aguboshim (2021) that continually recruits new participants into the study until the data set contains no new information, as indicated by data redundancy or data replication, is the viewpoint of many qualitative researchers.

As a result, it seemed appropriate to use a small sample size and was used purposeful sampling, an essential distinguishing characteristic of qualitative research (Patton, 2002). Therefore, Patton (2002) proposes various purposive sampling strategies. One of these is 'homogenous sampling', which was selected for the present study. It enables the researcher to choose a small sample to permit a careful examination of the depth of the information gathered, as opposed to the number of participants. Homogenous sampling, for Patton, seeks to describe a particular group.

Thus, for the current study, the sample is the Saudi English teachers who teaching in high education, and teaching English by using social media Instagram. In general, according to Aguboshim (2021) in qualitative research, samples should be evaluated based on how well they accomplish a particular study's objectives.

in terms of the findings' transferability, as previously stated, generalisation is not the purpose of the study as quantitative research, but to gain a deeper understanding of how these teachers use social media to teach. As claimed by Gass & Mackey (2016) Qualitative research works intensively on a small sample to discover the studied phenomenon, without seeking to generalize its results to society. compared to quantitative research, which aims to represent the community, and generalize the results of the targeted sample to this community. However, the aim is to provide readers with an understanding of this situation thus they can relate to and use the information in the study. Therefore, to confirm the reliability and truthfulness of the research findings, diverse kinds of data was generated from individual interviews and observing teachers' accounts, to observe of the teachers' students' and interaction on social media which obtain the necessary qualitative data.

### **3.5 Data collection**

The data collection procedures that were followed are outlined in this section. On July 27, 2020, the School of Human and Art at MMU University approved the Certificate of Ethical Approval. The researcher starts the study's implementation and data collection after this date. Therefore, this sub-section discussed in detail the Piloting interview questions, Procedures of Recruit the participants, Procedures followed during the interviews, and online observation Process in bellow:

#### **3.5.1 Piloting interview questions**

According to Bryman and Bell (2015) recommend that, upon obtaining ethical approval, the researcher should conduct a pilot study were participants are involved to ensure that problems such as participant comprehension of questions, difficulties answering questions and data recording are identified and resolved. A pilot study is defined as a procedure that leads to a major study by conducting some experimental tests on a miniature version of the study (Polit et al., 2001). Thus, this process is representing an opportunity for the researcher to establish the validity of questions and reliability of resultant data. The researcher can use this procedure to verify the validity of the questions and the reliability of the resulting data.

Using a pilot study method before starting the main research has several advantages. Conducting a pilot study, according to Teijlingen and Hundley (2001), is essential because it can serve as an indicator of any weaknesses or inappropriateness of the research methods. Also, conducting a pilot study also has the benefit of familiarising the researcher with the research process. Therefore, considering the advantages of the pilot study the researcher can be more confident and certain that the instrument measures what it was designed to measure.

Therefore, based on all the arguments above, the researcher conducted a pilot study before beginning to collect the main data, it made it possible for the researcher to identify any potential obstacles in the practical process and made it possible to make any necessary changes to the questions or the way they are asked. Thus, after ethical approval and before the actual implementation, the researcher conducted a pilot study in July 2020. During the pilot, questions were translated from English to Arabic, forward and backward, with two academics who were like the to the potential study participants. These academics teach English as a foreign language at a university and are using social media in their teaching. The



purpose of the pilot is to confirm that the data collection approach was applicable for adopting the research questions (Bryman and Bell,2015). In addition, it was useful for evaluating the viability of using Skype for online communication to conduct synchronous interviews and record responses.

Furthermore, regarding the pilot study result, most of the questions were understandable and the participants were familiar with the topics discussed. However, the researcher modified some questions to be clearer and specific. Overall, the researcher gained insight into the interview process. For example, the researcher had a clear picture of how long an interview would take and what to do if the connection between interviewer and interviewee was disrupted.

### **3.5.2 Procedures of recruit the participants.**

Populations were gathered by exploring hashtags related to teaching English as a foreign language. As a part of the collocation sample, the researcher used hashtag (#) as a starting point for studying activity on Instagram. The Instagram's API provides good support for the researcher given that it has a search algorithm dedicated solely to hashtags. This offers a direct comparative opportunity (Instagram, 2018). A sample was searched for using the following hashtags (#) on Instagram on the subjects relative to #sauditeacher #saudienglish #englishonline #teachingenglish. Then, the researcher was trying to find the sample that matched the conditions mentioned previously. When the researcher used the hashtags to search for population, substantial number of users were found, the researcher then checked posts/pictures to find out if the user is a Saudi teacher, a student or if it was just a normal post in a personal account. Once the user is identified to be a Saudi teacher, further observation is carried to have an overview on the account. Moreover, along the search for samples, new boundaries were made, for example, whether the account is set to teaching English or just to post class activities, is the account personal or professional.

Second, several accounts were chosen by the researcher and contacted to participate in the study; the actual sample is chosen by selecting the accounts that responded first. The researcher contacted the participants in two ways, either via email or direct message via Instagram, to obtain their consent if they are willing to participate in the study. A short message was sent that contained an information about the researcher and the purpose of the study, likewise, got some information about the most effective way to reach them later on.

In addition, at first, the researcher sent a direct Instagram message; if did not receive a response, the researcher attempted to contact the teachers via email, which already found on their Instagram page. Based on availability, the first 16 teachers who responded to the research request formed the sample.

Thirdly, the researcher took the participant teachers' permission to conduct the interview as well as to observe their accounts and posts for this study. This was done via Information sheet and consent forms sent in advance to them by email. Then (if researcher needs more participants) snowball technique was followed in this research to identify other teachers to help reach the required number. Ultimately, in this study, recruiting participants is a two-step process, as explained bellow:

In the first step, the researcher recruited the target participants through a direct message on Instagram and explained in simple language what he had chosen for their target and whether they would be willing to participate in the study, e.g. 'Would you like to participate in this study as a participant', and if so, what the best way they are preferring to contact them, so use 'If interested, please send me a DM'. Then, when the participant responds, we move on to the next step.

Secondly, before collecting any data, the researcher sent participants a consent form and information sheets. The researcher required participants to confirm understanding of the process and aims of the research. Honesty was crucial in this step; the researcher needs to ensure participants understood the data collection process and explain its intended outcome; due diligence about security and data sharing.

### **3.5.3 Procedures followed during the interviews.**

After the participants agreed, the researcher was sending an information sheet and consent form and ask them about their preferred interview format. The researcher then had sent them an appointment for the online interview. Each interview approximately takes 30 – 60 mins (See appendix C). It is important to note that Skype application was used as a tool to do the interview with the participants and acted as a recorder for the interviews for writhing the transcript. Skype have developed a new recording program that has a specific features of recording data with high clarity with easily applicable feature (Skype, 2018). Recording semi structured oral interview is important in this study since it makes the process easier for the researcher to focus on the interviews' conversation. According to Jamshed (2014), video

recording a semi-structured oral interview facilitates the researcher's ability to focus on the interview's content and verbal cues, and therefore allowing the researcher to create a "verbatim transcript" of the interviews. Therefore, for Jamshed, it is considered that recording the interviews is appropriate option for ensuring that the interview data is captured more efficiently.

Additionally, the researcher was making a schedule featuring the participants' names and interview dates (See appendix C). Moreover, when the researcher begins to hear the same comments repeatedly, data saturation is being reached, "It is then time to stop collecting information and to start analysing what has been collected" (Saunders et al., 2018:2). Moreover, in qualitative research, saturation has attained broad acceptance as a methodological guideline. It is generally understood as Given (2015: p. 135) considers saturation to be the requirement which additional data do not lead to any new evolving themes. Thus, the decision of the saturation to be taken by researchers seems to be related to the presence of new codes or themes and then considering that additional collected data and/or analysis are not required. Yet, in this stage of collecting the data, there was some challenges that were faced regarding COVID-19 pandemic (for more details see 4.7.2 Access to the participants).

### 3.5.4 Online observation process

The sample chosen for interviewing given a consent form requesting their agreement via email to allow the researcher to observe their accounts, in the manner discussed earlier. The researcher asked for permission to allow sharing some of their posts as examples in the study (See appendix D). After getting the consent, the required data for observation were collected manually during the observation period. This includes any videos and/or photos posted by the teachers in their accounts (Laestadius, 2018). Then, the observations were recorded through written notes that were then transcribed into a document. Each participant has personal table for the observation purpose, the researcher observes one of a sample of posts every week for two months. Table 4 shows an example of the observation process, Interviewee number (1):

*Table 4: Example of observation process, designed by the researcher.*

Week's observation	Posts subjects	Note
For example. Week (1) September 2020		

### 3.6 Berlo's model: Source (S), Message (M), Channel (C), and Receiver(R),

Berlo's model of communication, as seen in Figure 8, contains four main components that describe the communication process: Source (S), Message (M), Channel (C), and Receiver (R). Each component includes various sub-components that influence the main components and that are necessary to satisfy a communication link (Berlo, 1960). Figure 4 below demonstrates different components of the SMCR model of communication which is the most basic form of communication in which people engage today (McQuail and Windahl, 2015).

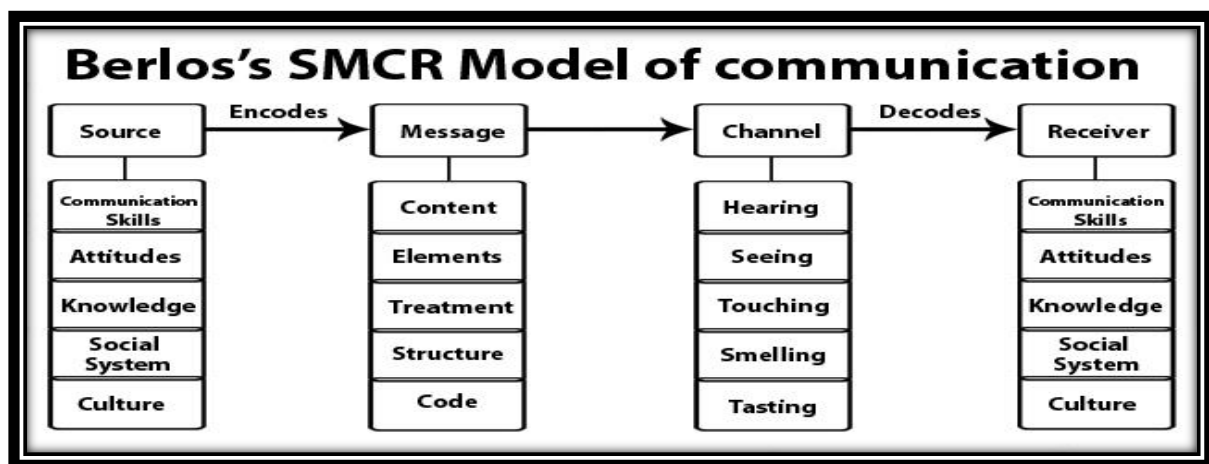


Figure 8: Berlo's SMCR model adapted from <https://www.communicationtheory.org/berlos-smcr-model-of-communication/>

Figure 8 presents the SMCR model, which focuses on four main components: The person who created the message is referred to as the Source, or the Sender; The content is what is created by the sender to be shared is the message; The medium through which the sender transmits the message is the channel; The person who receives the message from the sender is called the receiver. Additionally, under each of these elements are factors that influence communication. In this model, there are two inherent acts: decoding and encoding the message. Encoding is performed on the sender's side and includes sending the message. The message is decoded by the receiver using the selected channel or medium. In addition, in this communication model, as Berlo (1960) states, the sender sends a message through an appropriate channel to the receiver, and all parts of the communication must be active to maintain the effectiveness. However, if any of the four components of the SMCR model remain inactive, the communication process fails (Narula, 2016).

In terms of describing communication, Berlo's model has both advantages and disadvantages. The benefits include improved communication: As shown in Figure 9, effective communication cannot occur unless the source and the receiver are on the same level (McQuail and Windahl, 2015). This indicates that the model places an emphasis on the relationship between the source and the receiver. The channel and message must also both be in synchrony with the receiver. Although the simplified, linear Berlo's model depicts smooth communication, there are certain factors that can disrupt communication (Narula, 2016). These factors for example, according to Janse (2018), might include barriers such as noise, and loss or distorted messages as represent only a few cases of disturbances.

Indeed, in Berlo's model, communication is perceived to flow in one direction, with no apparent consideration for the receiver's reaction, making Berlo's a one-way model. Another criticism of Berlo's model is that it assumes that the message will be transferred smoothly to the receiver if the sender and receiver are on the same level in the sub-elements illustrated in Figure 8. Thus, Berlo's model does not take into consideration "barriers" that might prevent the message from reaching the receiver, such as the model's lack of noise (Janse, 2018). Additionally, mass communication, according to Janse (2018), is the process by which an individual, a group of people, or an organisation conveys a message to many people, such as the public or organisations. Print, social media, radio and broadcast television are all examples of information channels. These require the use of modern tools like phones and the Internet. Moreover, for Janse, since vision and sound are used to assimilate information in these situations, using contemporary media to communicate may either lessen or prevent these disruptions.

Whatever the case may be, according to Narula (2016), most communication models concentrate on the mode of communication. Examples of these models include Lasswell's model and the Shannon and Weaver model. For Narula, on the other hand, in Berlo's model focuses primarily on the goals and purposes of communication, this therefore makes the model applicable in general everyday communication. Additionally, Berlo (1960) suggests that effect analysis must be used to determine whether the message has a positive or negative effect on the audience. However, Berlo does not consider how this might be accomplished (McQuail and Windahl, 2015). Thus, the assumption is that, if there is no feedback, one will not be aware of the effect of message.

Several studies have evaluated and used Berlo's model. For instance, Saud et al. (2014) discovered that, when examining how students learn within an educational setting, the SMCR model of communication can be used in a profound manner. According to Saud et al. (2014), the SMCR model can be used to teach students how to write, because the model's channel section makes use of all five senses to interact with the receiver in an appropriate and effective manner. Saud et al. (2014) found that the suitable method for describing things and objects is using this model, which uses all the senses as channels for messages to be transmitted. Their study demonstrates that SMCR has been used to teach children language and writing concepts and has proven to be an effective communication model well beyond its origins in the 1960s (Saud et al., 2014).

In another study, also using Berlo's SMCR (sender-messenger-channel-receiver) model, Turaga (2016) investigates effective communication using the model to determine why employees must consistently take communication courses if communication takes place within an organisation. According to Turaga's (2016) analysis, everyone is aware of the dos and don'ts of effective communication, but they are unaware that there "are the simple ways as to how to ensure they use the do's and avoid the don'ts at that point in time while actually communicating" (p. 64). Thus, Turaga (2016) suggests that the awareness of the significance of communication within an organisation, as well as the fact that the success or failure of an organization's ability to communicate effectively can improve or break any organisation. Moreover, SMCR has been utilised in studies related to behavioural research (Patton et al., 2017), as well as utilising Berlo's SMCR to investigate financial institutions worldwide and in the United States (Lafferty, Lueth, and McCafferty, 2016).

Therefore, SMCR as model has been applied for the present study to understand how communication takes place. It should be noted that, as Narula (2016) asserts, the SMCR model is not exclusive to any communication medium, which means that it can be applied and used in most communication processes. In addition to this point, Saud et al. (2014) state that SMCR is an ideal model of a communication conducted in systems such as those found in classroom communication. The application of the model's components to online teaching makes it particularly useful for the present study because it focuses primarily on the encoding and decoding processes that take place prior to the sender sending the message and the receiver

receiving it as a teaching and learning process. Applying this model is discussed in detail in the following section.

### **3.6.1 Development of the integrated communication model:**

All models of communication provide a simple insight into communication processes. For any study, the models of communication and their elements are chosen to help develop research questions and expectations, or to explain the relationships between these elements (Croft, 2004). Before Berlo's model, discussed above, there were no models that included all four elements: sender, message, channel, and receiver. However, Berlo's SMCR is one-way model of communication, having no feedback. Narula (2006) stresses that effectiveness of communication cannot be assessed without feedback, and that it should have the same weighting as the other elements in any communication model. The present research seeks to present these elements and expand upon them by adding a fifth element, namely feedback, because communication via social media depends on interaction.

Instagram follows the two-way model of communication theory, given that it falls under non-traditional media. Users can add "like" and comment under the posts, ask questions or share their preferred accounts with friends (Moustafa, 2018). This can be considered as feedback in social media for measuring effectiveness of communication, as Narula (2006) suggests. Moreover, to address the model's limitations, this researcher will account for noise and barriers because Berlo's model does not contain any communication obstacles. Barriers will be taken into consideration; the study will seek to establish whether there are any barriers and what causes them. These two elements feedback and barriers could hinder effective communication in the case of Instagram.

Using Instagram for teaching and communication allows interaction between teachers and learners, with a continuous process of sending and receiving messages from both teachers and learners (Moustafa, 2018). As the effective communication requires feedback, Narula (2006) emphasises the need for a feedback loop between sender and receiver to assess effectiveness in communication. Similarly, Hargie (2018) notes that positive feedback provides information about results, reinforcing and motivating the source to continue. For Flensburg (2010), the receiver is important in successful communication because, while the sender may spend much time preparing the message and selecting the channel,

communication only occurs when the message is received. Thus, feedback is vital for establishing that the message has reached the receiver and achieved its goal.

To clarify, the present study investigates the communication process between the sender (teachers) and receivers (learners) and the focus on the feedback and interaction between them as essential elements to enhance Berlo's model, and to understand the nature of communication in the context of social media such as Instagram use for language teaching purposes. In other words, on social media, there is feedback from the audience which can change the nature of communication. Moreover, on social media, there is more direct communication with the audience in the form of "likes" and comments. This, in turn, can help create an updated model (see 1.2. the study's contributions to knowledge, proposed model, in the conclusion chapter).

The researcher believes that the sender (teacher) could maintain interactions and controlled communication with receivers (learners), influencing the result of communication. Thus, the manager of the communication process should be the sender (teachers). According to Berlo's model in Figure 8, the communicator should have sub-elements, such as communication skills, attitudes, knowledge, social system, and culture. Concepts of 'goal' and 'motivation' are added to the developed model in this study as essential sub-elements under the sender element.

A goal affects communication skills and is an essential aspect of skills (MacLean et al., 2017). Therefore, where the goals are known, they lead to skilled performance. To achieve their goals, people may use a variety of tools (Hargie, 2018). Thus, social media platforms including Instagram pose the question of how teachers can use the platform to achieve their educational goals. Moreover, motivation is of different types: extrinsic, intrinsic, and integrated motivation. Motivation could have internal and driven goals (Rodríguez et al., 2018), meaning the motivation is coming from within the person that needs to achieve their desired goal. Consequently, the desire to reach that goal increases, performance improves, and the goal is achieved with motivation (Hargie, 2018). As a result, motivation can be used as an element for the present study because, as Hargie (2018) states, it is self-directed and follows the goal. Likewise, teaching is structured and has goals; teachers plan toward the goals, where motives are the main driver for their work.



Figure 9 below shows how the Berlo's model applied to Instagram from a researcher's perspective depending on the nature of the communication on social media. to Evaluate the communication process using Instagram as a channel and two-way communication that allows interaction between teachers and learners. Moreover, it has the new essential elements added: feedback, barriers, and noise. Communication via Instagram as a social media is interactive, which means a continuous loop of sending and receiving information two ways. As shown below, teachers and followers (students/people wanting to learn English) can interact by sending and receiving messages via comments. The present study utilises this model, which expands on and develops Berlo's model. This will contribute to the understanding of the communication process and teaching on social media Instagram. It is graphically presented in Figure 9.

The research also explores the characteristics associated with each element of interaction that may act as facilitators or barriers to communication, for example, what the characteristics of the channel (Instagram) or the message itself contribute to the effectiveness of communication.

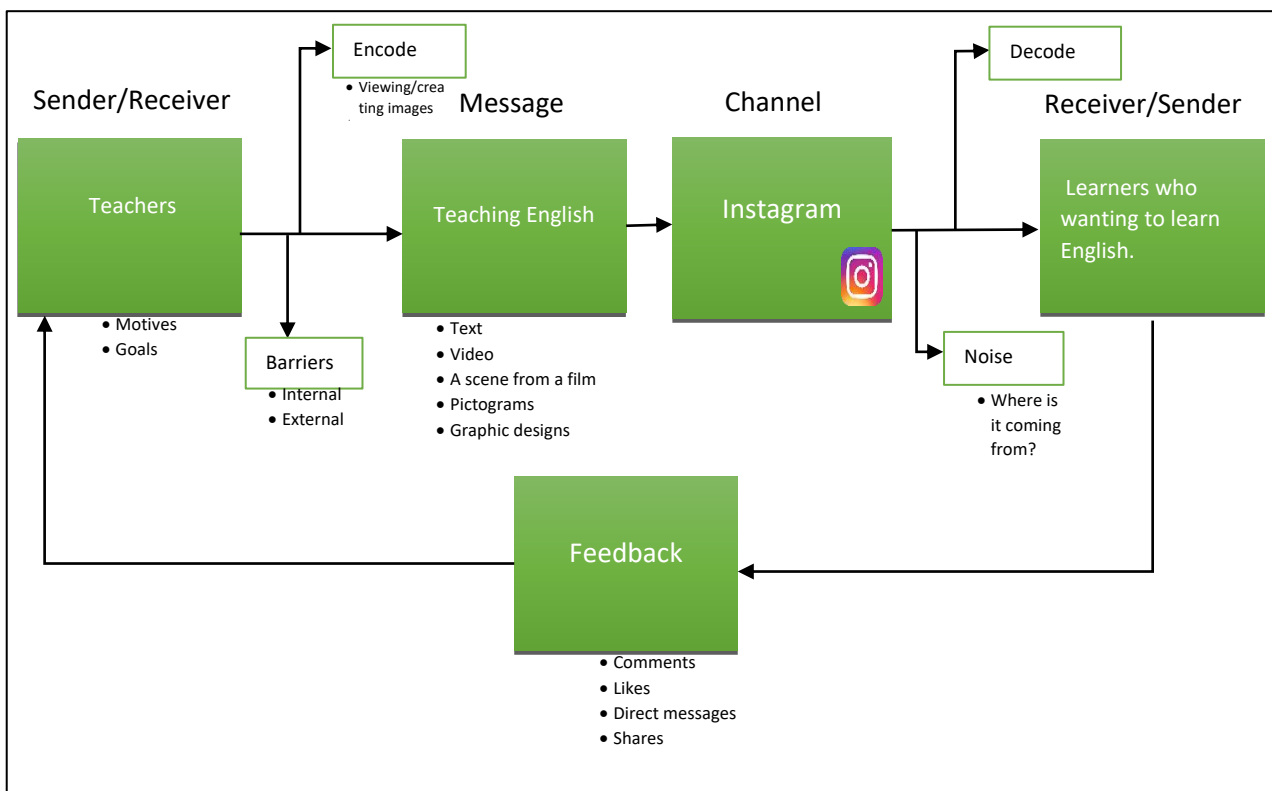


Figure 9: The proposed communication model designed by the researcher.

### **3.7 Data analysis methods:**

The data analysis phase is crucial in obtaining accurate results from the collected data. According to Minichiello, Aroni and Hays (2008), data analysis can be defined as “a process of systematically arranging and presenting information in order to search for ideas” (p. 258). Furthermore, qualitative interpretations are not an intrinsic element of an interview text; they are something that the researcher constructs. As such, the researcher’s role as “interpreter” is of great importance as the interpretation should be done in a way that allows the reader to comprehend the phenomenon being studied (Creswell, 2009). After interview data is collected, there follows data analysis (Cohen et al, 2013). In current study, after participants’ interview the researcher will transcribe audio recordings to create interview notes. Then, according to Nomnran (2008) the interview analysis will be taking place in “seven analytical stages: organising the data, immersing myself in the data, generating categories, coding the data offering interpretation and themes, searching for alternative understanding, and writing up the findings” (p71-72).

In the process of coding, immersing the researcher in the data means reading each interview multiple times to become familiar with the data. Because Braun and Clarke, (2006) has been argued that novice researchers should read the transcripts of interviews multiple times to be able to analyse the data. Then the Important point from the interviews is highlighted and subjected to a thematic analysis, using coding and themes. This is followed by relating these points (alongside observational data) to the study aim and objectives.

Approaching transcripts for qualitative analysis according to Cohen, (2018) requires practice to be able to identify significant units, their differences and how they interrelate. This is to try to understand what data is applicable to the research questions. In addition, as stated by (Smith et al, 2008) data interpretation involves the researcher going back to individual transcripts for clarification to ensure the reasonableness of data categories and the meaningfulness of emerging themes. However, in different research projects they consider this stage of the study to be the most time-consuming (Smith et al, 2008). In the final stage of qualitative analysis, the researcher will be reducing the text to identify what will be of most interest and importance regarding research questions and objectives, by utilising a constant comparison method of coding passages, and through an inductive analysis of the data (Carswell, 2014). (For more details See 4.6 Data analysis Procedures).

Next, data will be sorted into categories and coded as a process for reporting the findings. Additionally, in the stage of writing findings, the searcher will involve quotes from the interview transcripts. These quotes are helped to describe the exact view of the participants. According to (Cohen et al, 2013) suggested that by using participants' quote, it is important to be faithful to the exact words used. Also, as they reported "direct conversations can be immensely rich in data and detail" (p462). The findings will be presented in English and relevant quotes from the English version of the transcript will be put into the findings to aid transparency (see 4.6.1 Process of Arabic interviews: Transcription and translation).

From the discussion above, the steps bellow is suggested as an approach to analyse qualitative data that were collected through two research tools: observation and semi structured interview involves the following stages.

- 1) Arranging the data: once all the data had been gathered, the researcher then began the process of transcribing the data, which involved organizing and formatting it all in text format.
- 2) Organising all the data: The researcher organises the data in accordance with the study's questions after transforming and arranging the data. In this stage, the researcher considers the research objectives and returns to them.
- 3) Coding the data collected: Coding is a key step in qualitative data analysis, after assigning codes to the data, the researcher begins to build codes on the patterns (themes) to gain in-depth insight into the data.
- 4) Presenting the findings: the researcher in this step has been presenting the findings that were gathered from the interviews and the observation in details.
- 5) Concluding the analysis Process: this is the last step of the data analysis process, the researcher is systematically presenting the data, by stating conclusion of the findings which are limitations, suggestions, and future research. (For more details See 4.6 Data analysis Procedures)

### **3.7.1 Process of Arabic interviews: Transcription and translation:**

For the transcript translation, issues with translation are discussed from the angle that interpreting meaning is the very essence of qualitative research. Because translation is also

interpretive in nature, meaning can be lost during that act (Van Nes et al, 2010). Moreover, qualitative research is deemed valid when the distance between meanings as seen by participants and meanings as per interpretation of findings is minimised (Polkinghorne 2007). However, in this study, word for word translation from Arabic to English would have been meaningless.

Therefore, to reduce potential loss of meaning, the researcher should go by the language as it was before translation as much as possible, because it has been argued that it preserves the meanings of the interviews (Temple and Young, 2004). Similarly, Van Nes et al, (2010). stated that, the researchers who are analysing the data in another language than their original language, would have some influence of the meaning for that they suggested to remain in the original language, if possible, to avoid potential limitations in the analysis. However, after analysing the Arabic transcripts, all findings were translated to English and presented to be read and interpreted by the reader. Therefore, the researcher decided to analyse the data in its original language before translating the parts that would be used in the thesis. This is because the goal in this doctoral study is to achieve the best representation and the experience of the Saudi teachers who participated in the study.

This study, in short, the collection data were through three phases. The first step, the researcher was transcript all interview from digital audio-recording immediately after each individual interview. The next step, the researcher was analysing the data in Arabic. In the last step, translating result of study with participants' quote from Arabic to English, checking the translation, then start to code all the data to produce the findings.

### **3.7.2 Coding process and analysis of interviews**

Based on the findings from observation and the transcription of semi-structured oral interviews, thematic analysis was used to identify emerging themes. Based on coding units of information and categories relevant to the study conducted, the data collected was analysed. This section explains overview of the coding procedure. In addition, Kerlinger (1970) defines coding as the translation of question responses and respondent information to specific categories for the purpose of analysis (as cited by Cohen, 2017). Cohen (2017) himself defines coding method as a procedure for organising the text of the transcripts and discovering patterns within that organisational structure. Furthermore, Creswell (2013) asserts that, in

qualitative research, this process has the effect of aggregating data into a small number of themes.

In the coding process, every interview was manually transcribed by the researcher from the recorder in the original language, highlighting the key concepts to help answer the research questions, dividing those concepts into themes and categories. Moreover, as interviews were conducted by researcher in the original language (Arabic), then interviews were also coded, followed by data analysis in the original language. The findings are presented in Chapter 4, and the researcher presenting and supporting the themes in this way:

**Theme one:**

Regarding theme A, Teacher #1 says "....." (T1, English translation).

To support these themes, the researcher wrote the actual English translations in parentheses. For the quotations used in the thesis, the researcher prepared an abstract translation of the original content into English. Here is what the researcher did:

1. All interviews are coded in their original language, without translation. Hence, it will not lose the meaning.
2. Only translate those parts of the interview into the English language that the researcher intends to use as a quotation.

For the Mind map of how illustrates the themes and codes of the qualitative data (see appendix D).

As part of reading the Arabic data (see Section 4.4 Data Analysis Methods for details), notes were written, as well as creating codes, alongside the data. The notes were generated, and the codes, in English and not Arabic. This may be because the researcher often checked what participants say against the research questions, influenced also by the literature.



Image 1, Original interview data showing researcher coding notes in the Arabic data, written by the researcher.

### 3.8 Ethical considerations:

Academic research is governed by research ethics, according to Cohen et al. (2007), the following points are useful when considering for ethics in education research: Obtaining participant consent, and anonymity; the researcher must uphold respondents' rights, keep all information provided secure and use it confidentially. The ethical guidelines below apply (Bryman and Bell, 2007; Cohen et al., 2007) and have been followed in planning the current study:

- Participants will be provided complete and accurate information about the rationale for the study.
- Interviews will avoid personal questions.
- Participants will be informed how their information will be used.
- All data provided will be treated confidentially and handled strictly within the purposes of the research project.
- Great care will be taken to preserve participant anonymity.
- Any bias in the research process will be rigorously avoided. (Bryman and Bell, 2007; Cohen et al., 2007)

Alongside these considerations, the researcher sought ethical approval from Manchester Metropolitan University before commencing data collection. Consent to participate in the study also sought from interviewees, with detailed information about the research process and objectives, assuring strict confidentiality of their information, explaining how it will be

held and used, thereby protecting their privacy. The researcher informed that participation is entirely voluntary, and that they may withdraw at any point. The researcher assured Participants that all data handling will be limited to the researcher and supervisors, and that responses presented in the study will be anonymised to reduce chances of identification.

### **3.9 Data analysis procedures**

To make sense of the data, several researchers such as Given (2008) recommend posing questions about the data to help recognise important ideas and topics such as: What is going on? What was done? How is it being done? Who did it? What are the goals? What was the meaning of it? What was the intent? What feelings or thoughts are being communicated? It is argued that these questions should be followed when starting to be analysing data. Additionally, good qualitative study focused on semi-structured interviews is dependent on the researcher's knowledge experience, vision, and honesty in doing the analysis. Training and experience for this endeavour are crucial (Dingwall, Murphy, Watson, Greatbatch, & Parke, 2002).

Moreover, coding, can address fundamental questions such as 'who', 'why' 'what', 'where', 'how', 'when', 'how long', 'how much', 'how strong', 'what for' and 'by which'. These questions are relevant in guiding the coding exercise, especially in the case of open coding (Cohen, 2017, p.671). Kerlinger (1970) defines coding as the translation of question responses and respondent information to specific categories for the purpose of analysis. Coding is a method for organising transcripts and finding patterns within that organisational structure (Creswell,2017; Cohen,2018). In qualitative research, coding refers to the process of generating ideas and concepts from raw data such as interview transcripts (Given, 2008). This method is the primary method in current study.

Furthermore, according to Carswell (2014), thematic analysis is used when the researcher can identify themes emerging from interview transcript analysis. Following transcription, the first step of data analysis data is coding. This involves diligently reading the transcripts to identify recurrent ideas and key points for the purpose of organising them then generating themes. These themes are categorised to address the research questions. Cohen (2018) defines coding as the process of sorting and categorising data through systematic analysis of the interview transcripts to gain meaningful categories. Moreover, according to

Creswell (2013), in qualitative research, the effect of this process is aggregation of data into a small number of themes, typically in the range of five to seven. In addition, the researcher must bear his/her research questions in mind constantly to organise data into the appropriate themes and categories to answer the research questions. Hays (2014) states that researchers who use this approach can discover a great deal of interesting data that is not related to the research questions. These must be side-lined as the researcher concentrates on the research questions. Moreover, analysing data intending to sort, focus, organise and reorganise them allows the researcher to derive accurate findings and make appropriate conclusions. Hays (2014) asserts that all these practical processes should produce a set of categories that meaningfully answer the research questions. Additionally, this process, in qualitative research, as Creswell (2013) suggested, helps combine data into relatively few themes, ideally five to seven themes should be sufficient.

For the purposes of the current study, which is interested in the subjective experience of the participants by using Instagram as teaching tool, the research will follow open code that might provide the opportunity for describing this experience. According to Given (2008) who suggested that open coding should go on until such a point that nothing new of interest emerges, as well as codes begin link and stand out as significant; until data reaches saturation. From, this discussion above, the process below, as represented in Figure 10 is utilised as an approach to analysing to the data gathered from this study.

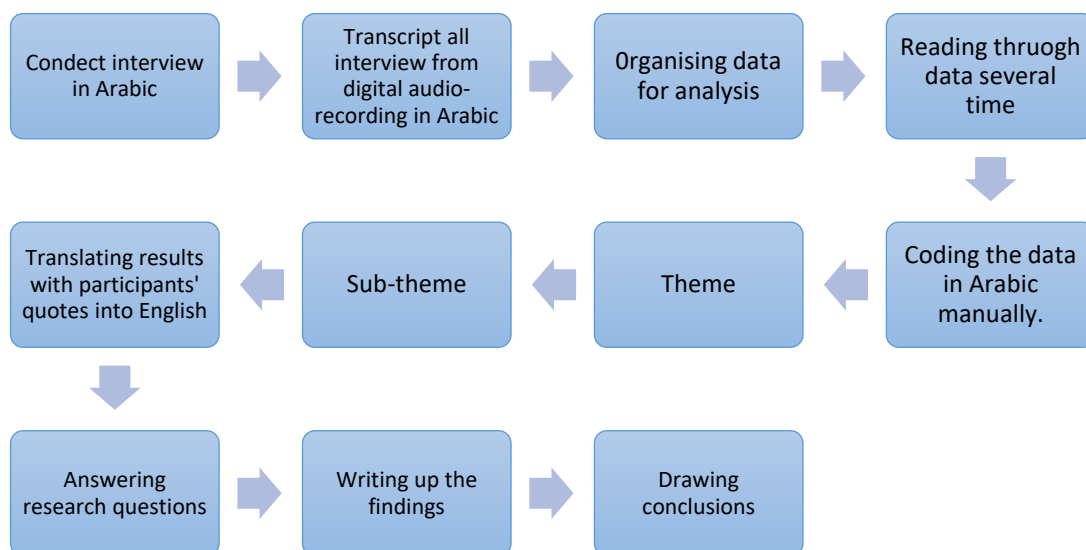


Figure 10: Data analysis framework, designed by the researcher.



On a practical level, all audio recordings of the interviews have been transcribed verbatim, this is to ensure that no important data is lost. Then when the transcription was complete, the researcher read it while listening to the recording to correct any spelling or other mistakes; anonymize the transcripts in order not to distinguish the speaker from something that has been said. As well as insert all punctuation, such as full stops and commas, also, notations for pauses (Sutton and Austin, 2015). Moreover, writing notes on transcripts so that the transcription is practically appropriate for analysis purposes (Braun and Clarke, 2006). After that the researcher written the transcripts with a new vision and in an organised way. The researcher kept both copies as a reference for the raw data, to use it when needed. Because as (Braun and Clarke, 2006,21) stated coding is an "ongoing organic process", therefore, the need to recode from the data set is expected.

In addition, during and after data collection, initial codes were generated to establish categories and subcategories for the data gathered. Transcripts had to be read several times to become familiar with the data, as well as to find key topics and recurrent points, to be organised in such a way as to identify multiple themes. This technique could result in generating a large quantity of data, so the focus was that data most relevant to the research questions. Thus, everything done was to find the best answers to the research questions and reach conclusions well-matched to the findings.

In the next step, the researcher presented the findings by themes, which is drawing together the codes from the transcripts, with examples from the transcripts "in a coherent and meaningful way" (Sutton and Austin, 2015). The researcher included quotes from the interview transcripts. These quotes are helped to describe the exact view of the participants. According to (Cohen et al, 2013) suggested that by using participants' quote, one is being faithful to the exact words used. Also, as they reported "direct conversations can be immensely rich in data and detail" (p462). Then each theme can become the heading and be supported with participants' own narratives. Thus, as Sutton and Austin (2015) explained, the study results are grounded in the "participants' lived experiences".

### **3.10 Challenges for representing data (overview of data collection)**

In this section, two main challenges are highlighted during current study. Below, the researcher discusses language considerations, given the fact that this study is multilingual,

and challenges associated with access to the participants. Then presenting that researcher reflection on the interviews.

### **3.10.1 Multilingual research**

Multilingual research has been tackled by a few researchers such as (Halai,2007; Holmes et al., 2013) in the field. For example, Halai (2007), states that multilingual research is difficult as it doubles the workload in the case of full translations. (Cited in Holmes et al., 2013: 287). In addition, Holmes et al. (2013) point to the divergent experiences reported by overseas students doing research in two languages, including the difficulties they encounter. These include extra work, analysis software that is not supported in every language, metaphors, and translation. Moreover, Holmes et al. (2013, p.287) suggest that multilingual research presents multiple possibilities that “create both affordances and complexities but often the issues involved remain hidden and unspoken”. Also, data translation between two different languages loss of subtle meanings and nuances. The lack of multilingual data analysis software can slow research down. However, “when the multilingual researcher fulfils a double role, as both the translator and interpreter this also brings opportunities” (Holmes et al., 2013, p.287)

### **3.10.2 Access to the participants**

Difficulty of access to the participants is considered a big challenge during the data collection, the study was affected from COVID-19, because the participants suffered from COVID-19 in diverse ways; Some of them had symptoms of COVID-19 or a member of their family, and others had cases of death in their family. Also, some of them had a reaction to the Corona vaccine itself. In the end, they withdrew before the interview date. In some cases, the participants agreed to share and arrange date for interview then the participants did not attend online interview or reply to message that the researcher have sent to them, without any reason. So, the researcher always tried to contact a new participant instead.

### **3.11 Chapter summary**

To conclude, in this chapter, the researcher has presented various key features of this study, which started with the research philosophy. Then it describes the study participants, how they were approached. Also, the methods the researcher applied to analyse the data. The chapter also outlines and data collection processes and the analysis process, and then moves to discuss the ethical considerations of this study. Concluding the chapter by addressing challenges such accessing participants and performing multilingual research. The next chapter

of this research will be devoted to answering the research questions by presenting the findings which were gathered by using the methodology detailed here.

## **CHAPTER 4: Finding's part one: Interview analysis**

### **4.1. Overview of Chapter 4**

Data analysis has been performed in the context of answering research questions to meet the research objectives and the aim of understanding how teachers can use social media in their teaching. Specifically, how teaching English as a foreign language using Instagram as a teaching tool can enhance teaching. Higher education Saudi teachers were interviewed to share their experience on this matter. The results of the data analysis address the research questions proposed in the study (See 1.3 research aim and question in chapter 1). This chapter will present the findings obtained from the interviews and the observation. In each of the data gathering methods, the relevant data will be presented, outlining its relevance to this study and how they help address the research questions. In the interviews section (Section 4.2), findings will be presented thematically, where each attempt at answering the research question will be followed by the relevant themes associated with answering that question.

### **4.2. Findings: Interviews**

The interviews facilitated the collection of data from the teachers' own lived experiences as EFL (English as Foreign Language) teachers of sharing experiences and practices, relating to their perspectives towards using social media to teach English as a foreign language. The challenges teachers experienced, and difficulties that they may have encountered, as well as the solutions they have adopted to overcome such obstacles are considered. Finally, identifying the benefits that teachers consider in using Instagram in real-world practice, to gain insight into potential factors that influence teaching through social media.

The data collected from these interviews capture the teachers' perspectives in their methods of adopting and integrating social media into their teaching. They shared their opinions, value judgments, their approaches and ethical considerations when implementing these tools. These perspectives would help clarify how and why a social media tools were used and provide examples of the benefits and limitations of using these tools. Qualitative data was coded and grouped into seven themes as shown in Figure 11 bellow:

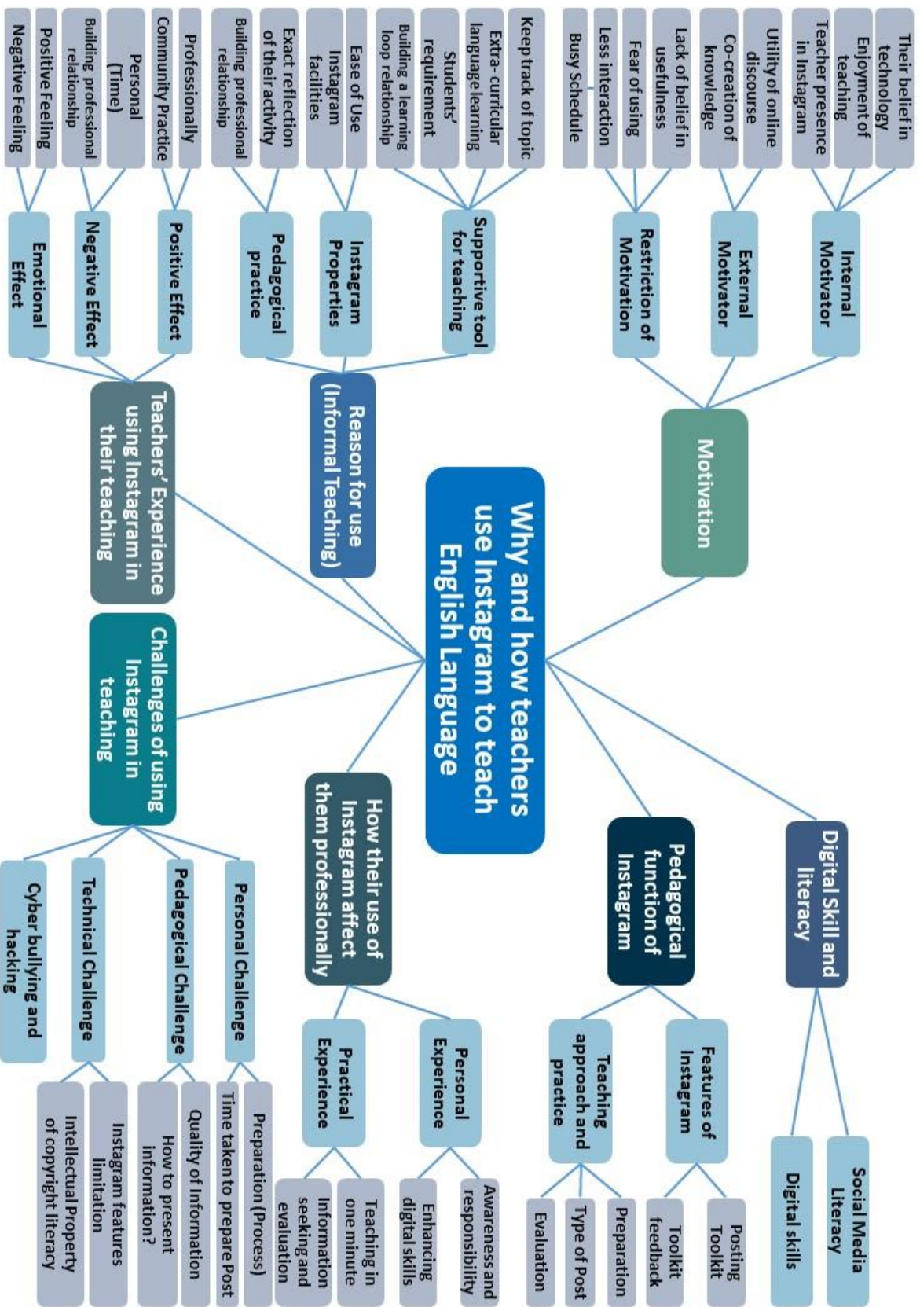


Figure 11: Emerged themes designed by the researcher

The definition for the above themes is:

**Motivation of using Instagram:** - The thought process behind the educators utilising the platform to teach English also includes being discouraged or unmotivated.

**Reason for use:** - This theme demystifies the reason for using Instagram over other platforms. It includes examples of how it acts as a supportive tool for teaching and pedagogical practice, as well as Instagram's properties.

**Teachers' Experience:** - The teachers' experience in practice teaching on social media platforms is the focus of this study. This theme describes teachers' experience of the positives or negatives of using the platforms.

**Challenges:** - the difficulties teachers have encountered when using Instagram in their teaching. This theme, in contrast to the teachers' experience theme, which focuses on the overall experience of using Instagram, focuses in-depth on illustrating the difficulties teachers face, such as personal, pedagogical, and technical difficulties, cyberbullying, and hacking.

**How their use:** -In using Instagram in their teaching, and social media in general, teachers have developed professionally to adapt to their new method of delivering information. They developed personally, by improving their digital skills and their awareness, and professionally, by improving their delivery time (limited to 1-minute videos on Instagram) and their information seeking and evaluation.

**Pedagogical function of social media:** -This theme explores the ways by which teachers utilise the features of Instagram to best serve their teaching material. As well as methods of assessing their material, either through evaluation or feedback.

**Digital skills and social media literacy:** - The skills teachers need to incorporate Instagram into their teaching, teachers need to have digital skills in how to create sharing posts (including editing, voice-over, and filming) as well as social media literacy (understanding the environment of social media and how can be utilised for educational purposes).

#### 4.2.1. Question One: Why do teachers use Instagram to teach English language?



Figure 12: Themes to answer the First Research Question, designed by the researcher

Figure 12 contains themes that answer question 1: Motives and reasons for using social media. These themes are covered in detail below.

##### 4.2.1.1. Motivation of using Instagram

This section discusses factors that contributed to the teachers' initiative to use Instagram in teaching the English language. Through participants' responses the results showed that, there were two factors behind this initiative. The first factor is the motivation, which in turn was an internal motivation derived from the teachers themselves who are using technology. Additionally, an external motivation, the motivation expressed by teachers through their continued use of this application in teaching. Other motivations relate to the app itself and how it functions as a supporting tool.

#### 4.2.1.1.1. Internal motivation

The results showed that there are internal motivators shared by teachers, factors that led them to use the social media Instagram. This includes teachers' belief in technology's usefulness, enjoyment of teaching, and teacher presence in Instagram, as shown below:

##### 4.2.1.1.1.1. Teachers' belief in technology's usefulness

The teachers in the interview expressed their belief in the importance of the current technology and the need to keep pace with development. They also explained that it has become nowadays a tool of teaching language because of the possibilities it provides the communication it provides and how it saves effort and time as one teacher described it as a cornerstone:

“In education, I strongly believe that the use of social media is a **necessity and not entertainment**. Social media is **not only an addition, or an obstacle for the teacher**, but has become **a cornerstone** of teaching in current time”. They emphasised this point again and said: “I strongly believe that social media, in our current time, is a cornerstone of teaching” (T5, English translation).

“I found social media, such as Instagram and Snapchat **very beneficial tools**, because they **save effort and time**, as well as providing the opportunity for learners to view lessons anywhere and at any time, so time and place are not limited” (T15, English translation).

Another teacher commented: “Because the technology has developed, I took this opportunity to start teaching English, given it is the language of the world.” (T2, English translation).

Also, their belief in the importance of social media from the fact that it brings them closer to students and contributes to communicating information to them in ways that are considered among the students' preferences and interests. One teacher said:

“Even if you are a professor in English, you will not be passing the simplest information to your student if you do not understand **how they think** and **how to exploit social media**. To pass the information in **the way that suits them**, their **preferences, and interests**” (T11, English translation).

Therefore, this believe leads teachers to try several types of social media platform in their teaching and through this journey they have the chance to test them and then choose the best one that they found to be useful to deliver their educational message and to keep contact with their students. As one teacher explained this journey:

"I had **four or five years**, where I **used numerous programmes and applications** starting with WhatsApp then Twitter, and each year I would change applications. The experience with WhatsApp was beautiful and successful"(T5, English translation).

Then the teacher continued describing this passion and continuing to experiment with these applications until they finally settled on Instagram due to the interaction and engagement of the students, reported:

"Afterwards I **used Instagram to initiate projects** for the students. They were split into groups of four or five students on an account and having an idea. Some students chose to make short clips. Others focused on vocabulary, a word, and its meaning/pronunciation. The students' styles differed in the accounts, and it was beautiful, some students made accounts for listening, posting quotes weekly. The accounts were published and shared through the school's official account. **There was a good interaction from the students' side**" (T5, English translation).

That may explain how this belief influenced their educational journey and made them have the motivation to get the benefit of using different social media, as one teacher, for example, claimed they attempted to try any new technology to connect with students and without any fear for testing and trying the technology, and how they ended up with Instagram:

"**For Instagram, there was no fear.** I am an **active user of social media since the days of Paltalk in 2004**, I made a **room to teach the English language**, so the method communicative, giving and taking with the students. **Instagram is an extension to my work in Paltalk**, so I am used to technology, and **I do not have any fear of usage or technical issues**" (T4, English translation).

Another teacher mentioned this point as well:

"I used Telegram, but there was no presence and was difficult to communicate with students there, like they did not like the idea, so **I stopped and continued with Instagram**. I have an account on Twitter and Instagram" (T16, English translation).

That suggests teachers' prior experience with social media has influenced their use of social media in Education, by their ability to choose and use social media tools, that experience was useful for their English teaching.

Additionally, teachers explained that using social media in general, and Instagram in particular, is part of their belief that incorporating such technologies is beneficial to develop the teaching process from one side, from another side it fulfils a religious belief that "Science's



charity is to spread it out". This belief motivated teachers to adopting the social media in their teaching. one teacher commented as follows:

"Feeling responsible, it is **a social role to pass one's knowledge** to society and the Arabic world in general, free of charge" (T3, English translation).

They do so because they believe God understands what they are offering up and that it will be rewarded as a noble act. An example for this one teacher commented:

"To help those who **lack financial support and time to learn English**, wanting to provide something **free of charge**. This work for students and to **earn reward from Allah**" (T3, English translation).

#### 4.2.1.1.1.2. Enjoyment of teaching

Teachers were found to express their interest in using technology in general to enhance the teaching experience, which stems from an internal motivation and enjoyment of teaching, as few teachers claimed:

"The motive and the catalyst for me is always **the passion to teach**. Like I feel that I **was born a teacher**, I always **love to teach** and post information regardless of what it is. I **publish in accounts with every information that is important and beneficial**, and especially for English language." (T4, English translation).

"**I love to teach generally**, and I **have a great passion** to learn English language" (T15, English translation).

They found the joy of teaching via social media and that the old methods do not provide them with enjoyment in the practice of teaching and dissemination of useful information to students. Therefore, by utilising social media, teachers will be close to students' thinking and this as they believe is a good motivation for them to learn. As some of the teachers commented":

"For this generation, where we must adapt to **them and their way of thinking**, and we find the things that **could motivate** them to learn. Following **old teaching styles will not bring enjoyment** to you as a teacher and the **valuable information** you have might not be delivered" (T5, English translation).

"Traditional teaching is very typical and passive; very **boring so Using Instagram**, it **becomes always interesting/enjoyable**, most importantly **being 'more fun for them'**" (T2, English translation).

Moreover, Teachers have expressed through interviews that one of the reasons they use Instagram and social media is their love of teaching and engagement. Teachers enjoy communicating with students and spreading language. As well as their love for the English language itself and their eagerness to spread this love and experience to learners, this is made easy with Instagram, so they owe a credit to this app for their enjoyment on engagement and sharing information and knowledge. The following quotes from three teachers are representative of the love for teaching and the love of the languages:

“The goal that I want to achieve is to make the person in front of me **love** the English language, and that is especially important, because if **the person loves something they last and do not give up**, because they will face difficulties and problems through the journey of learning. My delivery method is simple and shows the receiver that English language is easy” (T8, English translation).

“I always clarify that English language is easy and that in a short period I reached higher levels, not because I am better than you, **but I loved this language** and tried to improve more” (T14, English translation).

“The interaction from the audience to pass on information was satisfying for me as a teacher to teach the English language. As you know, teachers **love to convey information and benefit the students**, so that was **the major motive for me**” (T4, English translation).

As all teachers stated in the interview, sharing posts, and interacting in the comments section were the most common activities that teachers engaged in on Instagram. Furthermore, the processes for posting contents allow opportunity for teachers to enhance their own teaching presence by creating or repurposing their contents, as well as enabling teachers to personalise their tone within these posts. As this is considered as enjoyment of teaching through social media.

“The teacher may upload lessons in direct posts without any effort. However, the more you become a professional teacher by adding videos and pictures, editing, cutting, and modifying, and **you have a logo that represents your channel and lessons**, the **more presence you have**” (T8, English translation).

#### 4.2.1.1.1.3. Teacher presence on Instagram

Teachers expressed the importance of their presence in SM, because this presence is important for students, in that some students, for example, don't like to communicate with strangers, and the fact that the teacher who know them is online, this might create a kind of

trust for the students to communicate with the teachers. One teacher, for example, emphasized:

“As for the negative side of social media is that you do not know who is behind the screen, it is **a virtual and open world. Strong flaw dealing with someone unknown**” (T7, English translation)

Another commented about the important to support students learning via SM:

“The teacher should **encourage and support their students with each step** so that they **become excited to show their best**. This is from my experience that the students will present more than what is expected from them. **Connecting with the teacher boosts the performance of the student as well as their self-esteem. It encourages them to ask questions**” (T5, English translation)

As well as it allows teachers to suggest to the student’s other educational accounts to help them develop their learning. One teacher, for example, explained that it is important for students to be able to communicate and collaborate in a digital setting:

“I received one comment saying that they have **been a long follower of mine** and that they **redirect their students to my account, it was very encouraging**. So, I think they are in **need for creativity and finding solutions for teaching beginners that supports them when it comes to interactions** and learning the English language” (T3, English translation)

Another teacher also commented:

“I would **provide the students with informative accounts**. For example, if I find an account that talked about the topic, I delivered in class I would **share the video with my students**” (T5, English translation)

As teachers highlighted, the presence of teachers on the social media will motivate students to engage and acting teachers as assistants and guides save students effort and time. Also, teachers helped them to filter information by dealing with the overload of information by focusing on the important or related information in their learning, extracts from three teacher' interview show this idea:

“ It is important to use tools and technology in teaching **to facilitate, motivate** and aid learning. It allows **teachers to communicate simply and succinctly/concisely** with their learners”. (T9, English translation)

"Instagram as tool has made communication quicker and simpler with students, and aid to better comprehension by discussing with each other. Also, I believe **it drives**

**students' motivation to engage if the teacher present on this app"** (T12, English translation)

"My aim by utilising Instagram is to **simplify complicated information that stumbles the majority of learners who want to acquire the language to achieve their career and academical goals** in a storytelling way that is customised towards Arabic speakers" (T11, English translation)

This signifies the importance of the presence of accuracy in the information the students receive via social media. Two of the teachers made an interesting comment:

"Intrusive into the specialty', given **everyone can open an Instagram account and teach does not mean they qualify** or should. Especially **true when the material delivered is false**" (T2, English translation)

"The negative effects that I have seen is that everyone delivers a lesson in their own way, **this leads to a conflict of information and imprecision** when it is **not delivered by professionals**, which is language teachers". Then the teacher emphasised this point and said "Teaching, and **teaching English language, through social media and Instagram must by professionals in language** and its teaching **to give information that is correct and clear for the learners**" (T6, English translation).

Another teacher claimed the accuracy information is useful for both teachers and learners in some way. As they commented:

"I take care to publish information I feel that contain benefits, like for example, I publish information I benefit from, like things I came to know for the first time in the language. I know that the learners will benefit from, the **teachers learn along with the learners at the same time**, because when **they deliver the information, they have tracked the information and verified its correctness, truth and source, is the source native speakers or an author**, for example, idioms" (T7, English translation).

Therefore, providing accurate information would help the students to reduce the time that is spent on learning on the social media. Teachers, for example, emphasized:

"An amazing way for teachers to **clarify and deliver a complicated information in less than one minute** to learners, this **will encourage learners** to learn, it is **saving their time** as well"(T11, English translation)

"I found social media, such as Instagram and Snapchat very beneficial tools, because they **save effort and time**, as well as **providing the opportunity for learners** to view lessons anywhere and at any time, so time and place are not limited" "(T15, English translation)

"They were short 15 second videos then become one minute, because I've found a lot of students don't have time to watch 4 minutes video that I make, so that's something

that's been **helpful**, making bits shorter and **save the students time**"(T1, English translation)

In addition, teachers here were in the social media, facilitating the students learning by recommending valuable and useful accounts for them to receive knowledge as well as providing the credibility of the information that can help students to save their time and avoid those fake accounts. However, the data analysis revealed that five teachers attempted to describe themselves on Instagram as an Authorship. So, they use Instagram to publish their own works for English language. Which means they want to promote their digital identity by having an on-line identity:

"I aspire to be **influential**" T15, English translation).

One teacher commented:

"Other students share the videos; some videos are widespread on WhatsApp and that honestly means a lot to me. Seeing my videos shared with others gives me the feeling I am **influential in society**, and that is a **great blessing**" (T15, English translation).

Publishing posts and interaction in comments' section were the common activity that teachers were doing on Instagram as all the teachers' emphasised that in the interview. In addition, through the processes of establishing the post content, this provides opportunities for teachers to instil their own teaching presence by creating or repurposing their contents as well as teachers be able to personalise their tone within the posts content. One teacher commented as follows:

"**My curriculum** prepares the Arabic mind to acquire the English language by building a basis for the language that suits the mother-tongue, and by correct common misconceptions" (T11, English translation).

Generally, there is a lack of structured guidance and the social media presence of teachers as facilitators and participants in the learning environment. This was heavily focussed on by the teachers' answers during the interview.

#### 4.2.1.1.2. External motivation

The results showed that there were external motivation factors that teachers share, it means factors that cause them to continue to use Instagram. These factors are utility of online discourse and co-creation of knowledge.

#### 4.2.1.1.2.1. Utility of online discourse (generating excitement)

According to data analysis of the interviews, the utility of online discourse is a motivating factor for using Instagram, it could be used to expand a basically pedagogical reach. Teachers stated that learners continued their on-line discourse with their teachers as well as with other learners.

**“There is also the question of whether the students are able to interact through Instagram on the topics raised, but in the end, it was an exciting experience and received a great acceptance, respond and collaborate”**(T12, English translation).

Then the teacher adding:

**“Instagram became an integral part of our daily lives, and this is what attracted and motivated them to study”**(T12, English translation).

In the same vein, another teacher, for example, asserted:

**“I found great reaction from the students. Also, if I add a phrase, they ask “is there a part 2?”, for example, phrases in slang. This interaction excites me to make a part 2 and give additional information. At the same time, it gives me an idea of what the students need exactly and what will help them to learn the language”** (T16, English translation).

Another teacher explained how they collaborate in a digital setting and students being able to communicate and exchange ideas. Teacher stating:

**“...there is a feature now that you can respond to the followers through a comment and this comment can add their comment, this feature is great for interaction and responses between the teacher and the students, and I noticed it gives confidence to the students and active participation, even students that are shy to participate, here they can participate and share their opinion without shyness and interact nicely”** (T13, English translation).

Findings indicate that by responding to the learners' requirements and feedback, as well as using the suggestions of the learners, which may encourage them to become more active learners and share more information. This, in turn, would make learners more motivated to communicate and exchange their knowledge. For instance, two teachers commented as follows:

**“The teacher must employ this point of the spread of social media to serve the educational process and continue the communication with the learners outside the classroom, during open times and according to the teacher’s ability to communicate and also the student”** (T13, English translation).

“In Instagram the **learner receives the information through an explanation of a picture or video in the post** and becomes **interactive through commenting and asking questions in the comments section** and through **direct messages**” (T6, English translation).

There were diverse ways of interactions between students, teachers, contents, or peers. Table 5 explains the type of interactions that occurred on Instagram and the tool of Instagram that used to enhance these interactions.

*Table 5: Instagram tools of communication, designed by the researcher.*

Type of interaction	Tool of communication
Teachers- students	asking, discussion, or chat in the comments section or direct messages DM.
Students- contents	Likes, save, or share the post.
Students- peers	discussion in the comments sections or try to answer questions that peer asked.

From these examples, it seems that the teachers were able to see the educational benefits of social media, they were adopting informal teaching and learning approaches. Instagram was an open learning environment. Instagram, according to the data analysis of the interviews, was an open teaching and learning environment in which students engaged in open discussions with each other and with the teachers (facilitator), who provided feedback and assistance throughout the process. This code is related to the next code as communication is two ways between teachers and learners alike.

#### 4.2.1.1.2.2. Co-creation of knowledge (two-way flow of information)

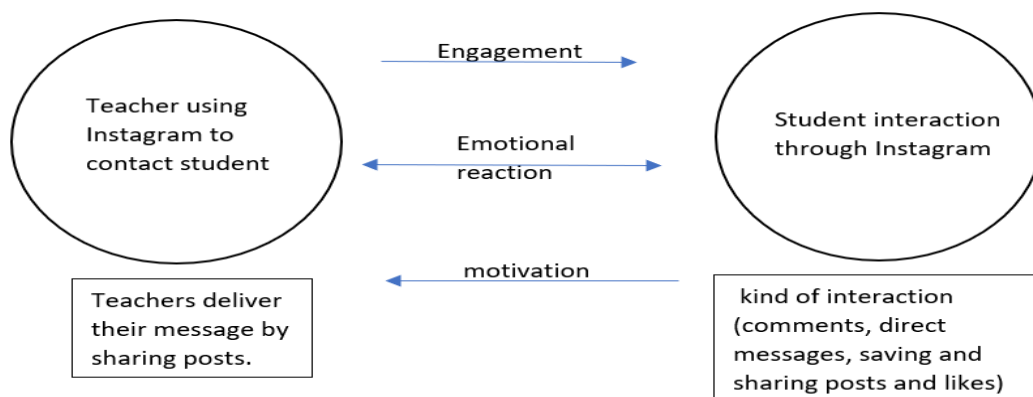


Figure 13: The interaction cycle between the teacher and the students, designed by the researcher.

Emotional reaction in Figure 13 refers to the teachers' and students' reaction to the interaction itself. Teacher's main goal is to spread the knowledge they possess to most student. In proceeding this goal, they went through social media to have access to large audiences to publish their material, and their primary source of motivation is the students' interaction as it provides them with 1) A sense of satisfaction about their work and 2) a sense of success in pursuing their goal.

"There are some barriers I face as a teacher; I have my job and my social life. But **I find great support from the students to continue**, social media is a great and beneficial way to teach language, this work is important for me" (T12, English translation).

Hence, through their experience of using social media, their methods change to attract most students to receive the interaction they need to be motivated to continue working:

"The number of comments, these are the tools that Instagram provide. **This gives me a motive** that the quality of the video and information is what made the students save the video" (T4, English translation).

"But students **interaction increased the motivation**" (T4, English translation).

"The interaction of the learners and the comments they write and share, **the interaction in the comments and the likes are motives to continue communicating and teaching through social media**" (T7, English translation).



From the students' point of view, they desire information to be given in the quickest, most simple, and fun way and they have the option to show their appreciation of a certain post by giving positive comments and likes:

“Short videos, and I reiterate short videos are necessary such that **the students do not feel bored and instead have a motive to share and participate**” (T6, English translation).

“The lesson should be interesting, this is very important for the students and especially for learning English language because if the lesson was **fun and interesting the students will not be bored** from the lesson **and becomes motive for the students to learn and practice** the language outside the boundaries of the class... language especially needs interaction and need to be fun, from my experience and my practice, language is not taught in a formal way...”(T7, English translation).

Students learning directly under the teacher also have the option to save the posts to refer back to during revision, and the teacher can see how many times the poster was saved which, as mentioned earlier, is a great indicator of success for them:

“The student can **save the information in their private library or somewhere** else and they could go back to it if they needed to. I notice that the saves are in the thousand sometimes” (T1, English translation).

Figure 13 shows representation of the interaction cycle between the teacher and their students. Using Instagram as the tool, a teacher would make a post with the purpose of attracting student engagement, then it is the students' interaction that gives motivation to the teacher, continuing the cycle. The success of the interaction can be assessed by referring to the emotional reaction, if the emotional reaction has grown bigger then the teacher is encouraged to continue and make better, more useful, posts that attracts the most interaction from students, for example:

“The interaction from the audience to pass on information was **satisfying** for me as a teacher to teach the English language. As you know, teachers love to convey information and benefit the students, so **that was the major motive for me**” (T4, English translation).

“The likes are also important for interaction, as well as **a motivation to continue** teaching using the application. It gives an incentive” (T6, English translation).

In return, the students would be encouraged to interact with the new posts because they now capture their interest more. It is a self-fulfilling positive loop. Teachers, for example, asserted:

“Benefitting from the experience as well, **emotionally/morally rather than financially, from Interactions**” (T2, English translation).

“The feedback I get from the students is that they **loved** the idea of using Instagram to learn the English language, they receive the information **they need**, and there is **always motivation from the comments** and positive **message like “we learned a lot from you”**. When they say this, it’s a message that makes **me feel completely satisfied** about what I present” (T14, English translation).

In the light of connectivism theory, which emphasises the importance of being connected and belonging to digital communities, this can be through the range of experiences and knowledge that can be shared. In the case of this study, teachers using Instagram to deliver their message (information and knowledge) which builds their experience about what students need or prefer, by exchange of knowledge. At the same time, students develop their experience by sharing their needs and interests with their teachers by interacting using comments to show agreement or give suggestions, and adding like or asking questions through direct messages, which gives the teacher good ideas for a next post.

In addition, the intended role of the Instagram service is to facilitate two-way interaction with students, leading to more opportunities for engagement. Based on teacher-student feedback received through two-way communication channels, teachers can share information and exchange knowledge, and students can co-create knowledge. One teacher shared that:

“The communication is through the comments and direct messages... the students send sometimes questions so I can help them with a specific thing, or that is related to the post, for example ‘how do I say this in English?’ or to translate a sentence or a word... so **they ask me about the things they need... a variety of things, sometimes from the content of the post and sometimes from outside the content of the post, this help to build idea for next post**” (T7, English translation).

Another example comes from teacher 2, they said:

“Students follow my account, anyway, while **still taking their comments into account for future Posts**” (T2, English translation).

This point will be discussed more in 2.1.3 Subcode: students’ requirement.

#### 4.2.1.1.3. [Restriction of motivation](#)

Despite the variety of teachers external and internal motives for using Instagram in their teaching, the teachers explained that there may be reasons that reduce these motives. In other words, they faced some obstruction in implementing these apps in their teaching, for

example, fear of using and lack of belief in the usefulness of social media before utilising. As well as busy schedule and less interaction after utilising. These factors are presented accordingly.

#### 4.2.1.1.3.1. Fear of using

Teachers expressed the factors that may prevent teachers to use social media in teaching. There were two main factors that teachers commented on in the interviews: fear to appear in social media and lack of belief in the usefulness of social media in education. In illustration, teacher 4 and 15 asserted:

“Before use, I did not know Instagram, but I was **afraid of media appearance**. I considered Instagram as a platform exactly as a classroom, where I stand in front a large group of students to explain a subject” (T4, English translation).

“First barrier was the **fear and hesitation to appear on social media**”, Teacher added to explain that worry conferring “Just a fear I had, also maybe not finding **acceptance or engagement from the learners** to learn the language. Right now [thank Allah] there are no other barriers.” (T15, English translation).

Then they crossed this fear after a while. As they stated:

“There were not any **fears**, because at the end, it is an account with **purposeful content to teach the language**” (T4, English translation).

“Maybe after 3 or 4 video posts [thank Allah] I crossed this barrier and it **became very normal**” (T15, English translation).

Other teachers emphasised the point of learners’ acceptance or engagement as a fear as well. Following one teacher reported:

“The **fears are of the students’ acceptance of this idea, also the negative criticism**, but [thanks to Allah], I did not encounter any of these” (T17, English translation).

In addition, one teacher commented as follows:

“Most teachers may have a **fear of social media generally** and Instagram especially and are resistant to using it. I think it's more about dispelling **the idea that a social media can't be beneficial** in an educational setting or a classroom” (T4, English translation).

There are also fear of effect on religious and cultural factor, for example, using social media might affect them, therefore the need of regulating these apps according to their tradition. As two teachers claimed:

“Also, the cultural influence on people, especially when society is **conservative**, and **affects the Arabic and Islamic culture**. Social media the main close for the defacement of the Islamic and Arabic culture, in the Arabic nation especially.” (T4, English translation).

“The only negative side **effect is that as Muslims, easterners, and Arabs, we need it to be regulated according to our traditions** (social media is vast)” (T16, English translation).

Despite this fear of affecting traditions, teachers talked about the steps Instagram provided to make complaints if the users have any issues reporting:

“Social media is an open world and **difficult to control** it or what can be shown in it, but in Instagram there **is a feature to prevent any account through spam if the content was not suitable**, and also any advertisement that appear through browsing Instagram if you can report it and its contents and why you want **to block it**, and this by itself is **a beautiful feature in Instagram**” (T4, English translation).

Teachers considered another fear which was about the nature of these applications as some of them may disappear after a while. As one teacher explained:

“I was **afraid people might leave the application** because it is very suitable for me. I was afraid that **Instagram might disappear like other applications**, I was always worried about this” (T8, English translation).

However, this fear disappeared with time, as teachers explained that Instagram is an application that is continuously developing, and that it adds new features to the app roughly every four months or more. It's also interested as a company in seeking users' feedback as a means of ensuring its continuity and development, as one of the teachers explained it when they said:

“a while ago, a year before, **was picked by Instagram to give them feedback from educational accounts, I asked for some features and were achieved within less than two months**. One of them once for the **clips to be longer and have the ability to write in a freeway on the story**, this is available on Instagram more than Snapchat, even though stories are the nature of Snapchat, but **Instagram adopted it and improved it in a very effective manner**” (T4, English translation).

#### 4.2.1.1.3.2. Lack of belief in the usefulness

From the data, it was found that teachers expressed their belief in usefulness as one of the factors that motivates them to teach by social media:

“I think it's more about dispelling **the idea that a social media can't be beneficial** in an educational setting or a classroom” (T4, English translation).

However, the lack of this factor may contribute to teachers' lack of using Instagram or social media in general in teaching. Teachers, like most people, think that the goal of these apps are fun and entertainment and that's true. But it can also be used in the field of education as an assistant and a contributor to communicating with students, as one teacher said:

“Teachers want the **traditional methods and do not want to accept new learning and technology**, so those who wanted to use social media to teach have to have a **cultural background**” Then teacher added:

“Preparing people, teachers and students and make a revolution to accept this matter, most people would not have accepted this, **nor students and teachers**, if it was **not for this pandemic**, because it is a **novel way of teaching**” (T9, English translation).

Teachers assume that the role of social networks in education will keep growing and become more widely used in the next years because of the (Covid 19), as due to it all teaching and learning practices were carried remotely.

In addition, this factor “belief in usefulness” is not unique to social media, but in technology in general, because most of the teachers' initiatives in this regard, which is their use in education, is a real belief in its importance and effectiveness. As well as the keenness of these teachers to use advanced and modern technology in education, which contributes to the effectiveness and continuity of education outside classroom. As one teacher said:

“I believe that Instagram specifically, or other social media platforms, **fills this gap of providing free material for learning**” (T2, English translation).

“So, it is a supporting application **to expand the use of the language and explaining it outside the class**” (T4, English translation).

#### 4.2.1.1.3.3. Busy schedule

However, nine out of the sixteen interviewed teachers commented that there is no factor that prevented them from using Instagram, except for the days of university exams, which are at

the end of every semester where teachers are busy with students' exams. Teachers, for example, asserted:

“There are no negative effects. However, using Instagram in teaching and uploading posts is an engagement, especially when someone is **busy with other things**. Instagram is like other applications I have to upload videos and lessons regularly. **I am busy with academic life, lectures, and exams**” (T3, English translation).

In addition, it was found that, in the time of semester exams, teachers reduce participation in their account, because they are busy with the exam. They also in this time, do not prefer to share topics outside the syllabus or that learners may not need during this period. In addition, during this period, students' interaction decreases, unlike outside exam time, there are more opportunities for participation and interaction.

#### 4.2.1.1.3.4. *Less interaction*

As mentioned above the interaction between teachers and learners is a principal factor that keeps teachers' motivation to continue teaching on Instagram. However, all teachers emphasised that less interaction and engagement from learners would affect their motivation for using the app in their teaching as a connective tool with students, and this engagement takes diverse ways through liking or adding comments which gave teachers good insights about their posts and how students are benefiting from them. As one teacher commented:

“**Adding likes or comments from students very important**, if they don't leave likes and comments then **the teacher won't continue because yeah it shows that like if nobody really cared about it, it wasn't helpful, so I am just not going to make any more videos**” (T1, English translation).

#### 4.2.1.2. **Reason for use**

The purpose of this theme is to explain why teachers continue to utilise Instagram as a teaching tool. This includes a discussion of the codes Instagram as a supportive tool, Instagram's properties as an application, and its pedagogical use for teachers.

##### 4.2.1.2.1. *Supportive tool for teaching*

All teachers agreed on that they think of Instagram, as a supportive/complementary tool, and not primary tool for teaching English which they can explore its features to extend learners knowledge. For instance, one teacher mentioned:

“I think Instagram can be a **supportive tool** for teaching English alongside classroom teaching” (T1, English translation).

Moreover, findings based on the interview show that, social media may be utilised for several educational purposes in that many opportunities were afforded by Instagram for language teachers. These opportunities include keeping track of topic, extra-curricular language learning, students’ requirement, and build relationship of learning loops.

#### 4.2.1.2.1.1. Keep track of topic (create space for teaching and learning environment, create more learning opportunities)

Teachers have shared that using Instagram increases the chance of contact between the teachers and the students, for example, by allowing communication with different classes, absent students and those who need help with the homework. Teachers have also noticed that Instagram has helped shy students, those who are afraid to communicate their ideas in front of the class, by giving them a chance to communicate directly with their teachers. Teacher 5, for example assured:

“The use of social media helped in general has supported a category of shy students in a big way. When we were in school, the shy student never had the opportunity to participate, innovate or talk. So now, with social media, the student can come through private chat and tell that they are shy to talk in front of others. Of course, as a teacher I would motivate and encourage **her to overcome the shyness**, but at least as a preliminary step it would not be good for the student to lose marks because they are **shy or afraid** to make mistakes” (T5, English translation).

In addition, using Instagram can help in creating learning communities outside classrooms to continue class discussion, as one teacher said:

“As I mentioned, due to the short length of the classes, social media provides this **connection outside the classroom** and Instagram is one of the important applications that I use in this field.” (T9, English translation).

“There is also **support through asking questions and giving their answers** through posts; there is **great interaction and an opportunity to discuss a topic**” (T4, English translation).

Another teacher, for examples claimed:

“The primary goal of using it, is that **Instagram is now common**, and also **the goal is to communicate with the students outside the classroom and provide them with information on the language that will help them to develop their vocabulary** to speak

the English language, which is **outside the school curriculum**" (T16, English translation).

Based on the data, the most crucial point raised is the role that Instagram plays; and its flexibility by allowing teachers to respond to students:

**"Using Instagram in teaching gives you the chance to communicate with students about the subject you delivered and in other topics.** In the classroom, where time is limited, **you cannot listen to every student, also the students' questions you cannot answer them all if each student** has more than one question. Instagram is excellent because **time is open, maybe I get a question from a student today, I do not answer it today, but I answer it tomorrow or after two days, so the question is still there and my answer to it"** (T5, English translation).

Another example teachers expressed is the students' need for dialogue, and that Instagram facilitated this for both teachers and learners, which encourages cognitive discussion, as one teacher commented:

**"The advantage of Instagram is that it is easy, we could converse under the post collectively as a group"** (T12, English translation).

#### 4.2.1.2.1.2. Extra-curricular language learning.

Teachers also pointed out that Instagram gave students better opportunities by expanding their English practices outside the classroom, lifting the limits of time and place. Teachers emphasised that it helped them improve learners' language, especially the students' speaking skills. For example, teachers 5 and 6 claimed:

**"Instagram advantage is that you can encourage your students to use the English language for more than 45 minutes (the length of the lesson),** meaning using the language **outside the class** through the tasks given in a fun way so that the **student does not feel like they are doing homework,** so it is very fun for them in a smooth and simple manner". Then they added that: **"We have to try and make the English language part of the day for the student,** because the **student needs to have a good daily outcome"** (T5, English translation).

**"Instagram is a supporting tool for teaching to an extent,** I personally believe that **language is acquired through practice"** (T6, English translation).

One teacher commented as follow:



“Using Instagram in teaching gives you the chance to communicate with students **about the subject you delivered also in other topics. In the classroom, where time is limited**” (T8, English translation).

“We should try to activate it in beautiful way, like make it a **smooth and simple that the students engage and answer small quizzes**. I suggest that we try, as best as we can, **to utilise social media in an attractive and effective way, not just share some accounts for them to follow**” (T9, English translation).

Based on the results, Teachers turn to social media because they want learners to learn the language in real life and in context, because the curricula do not provide real lesson that are relevant to reality and serve the learners, and the class time is limited so that there is no time to practice and develop their language.

“The problem with learning **English as a subject in a classroom** is that it **differs completely from what the students actually need from the language in daily life** for speaking their daily routine. If we **relied only on curriculum**, they would **not develop in their speech** and that is the opinion of most teachers, the student learns the language and grammar of the language but **cannot speak it**” (T16, English translation).

“They **study and learn grammar only**, but they **do not know how to speak, because the curriculum does not teach daily speech** and things about everyday language” (T12, English translation).

That suggests that Instagram offered opportunities for students to practice speaking and experience a real-life situation of an English-speaking environment. Which could span the gap between formal and informal learning. In addition, it offered opportunities for learners to extend their information outside the curriculum, as one teacher commented:

“Instagram in this case serves the communication, through it, **outside the specified lesson that follows a curriculum**, so it is a supportive tool for the **information and extending it outside the class**” (T5, English translation).

Ultimately, educators are attempting to draw a distinction between English as a language subject and English for a new purpose—using the English language for communication—to better prepare English language learners for life outside of the classroom and to bridge the gap between the classroom and the real world. in addition to English for academic purposes, which prepares non-native English language learners for various disciplines and exams like the IELTS and TOEFL. As one teacher commented:

“Some students were motivated to take IELTS and TOEFL tests and **I was able to support them by providing them with the most important points and extracurricular activities.** There must be a way, other than class, to cover these ideas. We can expand our language practice, but in a responsible and careful way, being cautious of anonymous people and accounts” (T5, English translation).

Due to the school curriculum, there is usually limited chance for learners to discuss and share their opinions with the class. Hence, Instagram is facilitating for the teachers to provide students an additional educational environment outside the classroom to support the students when necessary.

#### 4.2.1.2.1.3. Students' requirements

Findings highlighted the reasons of exploiting Instagram were to be best connected with the learners, which provides the opportunity for teachers to reflect students' needs and reviewing what is important to them. Teachers indicated that they are utilising Instagram to give and receive feedback from learners about the post that teachers uploaded, or any other topics or questions learners need that are related to English language in the comments section or private messages.

“I upload a post in any topic **and see the reaction of the students**, whether **they liked it or not**, through **the comments, likes** and the feedback through **private messages**” (T1, English translation).

And another teacher expressed confirmed this point, as they asserted for example:

“This builds **the student's knowledge to be able to identify what they need to learn**, also be focused on **the learning process**, and so be **participating in the creation of the content and a contributor**. The student gives feedback and asks questions about the things **they require**, meaning the focus in not only on the teacher to find topics. **The student would feel that their contribution is part of the learning plan, they would be happy**, they would **follow and engage**, and you as a teacher would feel a greater responsibility. This **would grow the educational development between the sender and receiver** of the information” (T14, English translation).

In addition, another teacher explains how the students' interaction and engagement by feedback is important for teachers to identify the students' needs and motivates teachers to engage and share more information as well. One teacher emphasized:

“I found great reaction from the students. Also, if I add a phrase, they ask “**is there a part 2?**”, for example, phrases in slang. **This interaction excites me to make a part 2 and**

**give additional information.** At the same time, **it gives me an idea of what the students need exactly and what will help them to learn the language**” Then teacher emphasized that:” **Good feedback is what motivates the teacher to develop and continue** “(T14, English translation).

Another example comes from teacher 12, they commented:

**“Comments reinforce communication between the students and the teacher. Honestly, I get to know their personalities and understand them, from their comments I understand their needs exactly.** Answering them is in order of priority and need” (T12, English translation).

That means teachers and students make interactive dialogue. Therefore, this interactive dialogue in the comments, helps teachers to gain a better understanding of their students' real and actual interests, and then integrate lesson planning that are completely relevant to each student. For example, as two teachers commented:

**“Any enquiries in the direct messages or through comments,** and I see whether the answer could benefit all, if so, I go back and **make a post about it for everyone**” (T6, English translation).

**“In comments or private messages, I receive questions about a post, or sometimes outside the post like "what do you think about this word?" or "is this phrase correct or no?" to develop a certain skill.** It is an **excellent way to communicate with learners and to answer their questions**” (T8, English translation).

And that could promote the students' personal construction of knowledge and understanding because of individual experiences. However, as teachers reported in the comments most of time there were interactions between teachers-learners or students-students which was beneficial for learners to express their needs and share their knowledge at the same time. Instagram has made this feature available as a real-time messaging feature, providing meaningful interaction amongst learners. One teacher, for example, commented that:

**“As for Instagram and how to communicate with learners it is good.** For example, if I upload a post of a certain clip, **inquiries arrive in the comments so that everyone may benefit from**” Then teacher explain more and adding: **“I go to the comments and find answers and inquiries,** if someone answered correctly, **I find that someone from the learners had replied to them before me. Sometimes I find comments and discussions between learners in the comments section.** That is for the comments” (T8, English translation).

In this case, teacher-student, student-to-student communication takes place on one platform. Furthermore, the teachers confirmed that the communication was primarily interactive. Examples for this were sharing information about language, asking questions, commenting, and discussing topics while they are referencing each other's posts. Connectivism, on the other hand (as discussed in chapter two), is clearly different from constructivism in that its purpose is to develop accurate and up-to-date information. Additionally, the connectivism approach claims that it can promote creative discourse, with learners expanding their connection with tools, and more vitally with one other, as they are participating in online dialogues. Teachers also pointed out the importance of edutainment, especially when utilising social media with an educational aspect, as a prerequisite for motivating students to learn English:

“The lesson should be interesting, this is **very important for the students and especially for learning English language because if the lesson was fun and interesting the students will not be bored** from the lesson and **becomes motive for the students to learn and practice the language outside the boundaries of the class... language especially needs interaction and need to be fun**, from my experience and my practice, **language is not taught in a formal way**”(T7, English translation).

Besides that, giving learners the chance to listen to them and their requirements, helps students to be involved and communicate with their teachers. As two teachers, for example, talked about the listing as a vital motivation for students to interact, they said:

“The receiver, **to be motivated, has to feel that whoever is giving the information is listening**, not just passing information, and leaving. **Meaning interaction and exchanging opinions, giving, and taking**, so it is good for communicating with learners” (T12, English translation).

“It **reinforces in a strong way the communication with the learners**, paying attention to the fact that **if the student feels the connection with the teacher and that their issues are being heard, this will lead the student to be more rested and comfortable mentally** as well as giving their best in the lessons. This is from my experience” (T5, English translation).

Based on the findings, teachers emphasised the need of teaching content that is both relevant and authentic to students for them to succeed in language acquisition. For example, some teachers claimed:

“English is the English that is spoken, **the English that the learner needs in their daily life**. Some phrases and words **that we need on a daily basis**, language is a **necessity for communication**, so I see **what the students need in reality**” (T4, English translation).

“Generally, I love putting up posts on **English language that benefit learners on daily life speaking and conversation**. The information is from books and are general and useful” (T15, English translation).

That could help to bridge the gap between the theory and practice in teaching English, (theory here is actually the subject of English, where practice is the actual speaking of English) as the conversation around the subjects that follow the curriculum in the class, is static and not dynamic. In other words, the subjects are fixed and do not meet the students' needs from the language, in their real life. The curriculum provides the information and knowledge, but this information is not related to daily life or improving learners with speaking. Moreover, as teachers emphasised in the interview, utilising Instagram was to connect students with real life language practice and to provide a chance for students under the teachers' control. As one teacher argue that:

“...one of the teaching approaching is **linking the taught material to actual reality for students** to alleviate the rigidity of the information...” (T13, English translation).

Teachers share their perspective on educational content on social media, and while there is a large amount of content, it is not always useful. Therefore, teachers are needed as guides for organizing this content. This can be facilitated by building communities to share such content and exchange knowledge in a digital environment. It can also help teachers to overcome the difficulties that learners encounter when learning English. For example, as one teacher claimed:

“The student **can open the account whenever they like, whenever they are free**. Also, in Instagram, there **is a chance for the student and see and repeat the information more than once until it sticks in their mind**. Meaning they can check it today, tomorrow, after a week or even after a month, the information is **still there and available at any time**. Also, **there is not effort on the student to reach the information**” (T15, English translation).

Teachers also talked about how useful it is for learners if teachers engaged and contacted them by social media as this method is the language of this generation, and for all the world nowadays. Teachers, for example, emphasized as follows:

**“I consider Instagram as a new teaching and teaching through it is a modern method and it breaks boredom. I also consider it a novel way of learning. Today teaching over the world can be through e-learning, distance learning and remote learning, this supports teaching over the world”** (T9, English translation).

**“Social media is important and is the language of this generation, most teachers head towards it for its closeness to the students and their daily lives”** (T7, English translation).

**“Otherwise, I, honestly, highly recommend it and I always say to my colleagues to start on social media because, firstly, communication is now through them most of the time, whether with the old or young. We have a goal and content but do not know how to deliver it. We, those in education, cannot deliver it inside schools and universities. So, we have creative people who we can find on social media. I am a supporter of using social media for language learning”** (T16, English translation).

**“The new generation does not like traditional methods** in explanations that are used inside classrooms in schools and universities. **They like technological things more”** (T14, English translation).

However, the data analysis demonstrated that teachers are interested when they use social media to provide the information that is suitable to this generation and the nature of social media, which means information that is fast, simple, and short but at the same time meaningful and useful for students to improve their English skills. This is also considered as a challenge for teachers when they use the social media. For example, as one teacher claimed:

**“From my experience, students like the information to be quick and immediate; the long explanation is not useful in Instagram. Even though that Instagram has features like live broadcasts that are suitable for lectures, but from my point of view the interaction in the posts is through short information and presenting it in an easy way and there is a kind of attraction and motivation.”** (T10, English translation).

#### 4.2.1.2.1.4. Building a learning loop relationship.

Teachers talked about how the use of social media has changed their teaching online experience, for example, their ability of applying technology to teaching such as using Instagram and other social media, which are just for fun and posting pictures, to be a new approach to teaching and try to build relationship of learning loops with learners.

“The communication is through direct messages, comments, and video/voice calls inside the direct messages. It means **Instagram is evolving and we find inside the direct messages another world**, an independent section; there is **the option to reply to specific messages and that ensures communication with the learners**. There is also **the ‘mention’ and timelines**, I respond to those often and it is public. So, some students want to ask questions privately, but the **public comments every student sees the response and benefit from the discussion**” (T9, English translation).

“**Communication and feedback are via direct messages** as well as the **comment section** at the bottom of the post I find questions from students, and we **try to help them and answer their questions**” (T10, English translation).

As communication in teachers’ accounts keep being a two-way process, teachers-students, it is these relations that keep the conversation flowing and builds communities via Comments and Feedback. Likewise, feedback loops can be considered flexible because interactions on Instagram allow it to expand and contract based on the immediate requirements of the learner:

“**Instagram provides exchange of information, and it is two ways between the teacher and the learners**” then the teacher added:

“I respond to **everyone individually**. I do not make one general response, **I give all the students the same chance**” (T9, English translation).

“**I give all students the same opportunity to participate, comment and ask questions**” (T12, English translation).

Also, this loop, as the teachers commented, is how they support their students by interacting with them through comments section and how they encourage them to build their self-esteem to speak without any fear of making mistakes, as English language is not their first language and that even the native speakers could make mistakes as well:

“I felt the psychological barrier is what pushed learners to speak privately, although the speaking was intended to be publicly. This is **not their mother language**, and there is **no shame in mistakes**, in fact **the people of the language make mistakes all the time**. I refer to these mistakes, **for example when previous president of the United States, Trump, made a visit to the United Kingdom and while speaking, instead of saying “origins”, he said “oranges”**. So, I was **trying to reinforce the confidence [of the students]**, it got to the point that some, instead of sending private messages, come and speak” (T14, English translation).

It is worth noting that, this can democratise vertical academic relationships by opening horizontal forms of reflective discourse among teachers-students, as teachers were commenting that they gain feedback from students in their ideas of posts, and they teach and learn at the same time from students. Besides, extending the base of learner consultation beyond the classroom, also, empowering students to take responsibility for knowledge construction by giving them a chance to explore what they need to improve their English language, that which curriculums are not covering these needs, whether general or academic language, as discussed in (2.1.3 students' requirement). Instagram's ability to educate students on subjects that are not explicitly covered in the curriculum was a significant unanticipated benefit.

#### 4.2.1.2.2. Instagram properties

This section discusses the factors that contributed to shaping the teachers' reasons for using Instagram in their teaching, these are reasons related to Instagram itself as an application.

##### 4.2.1.2.2.1. Ease of use and accessibility

The results showed that the most important reason for teachers' motive to employ Instagram as a supporting tool for teaching was its ease of use; it is accessible and its constant improvements. The teachers expressed the ease of use in two ways, the first, regarding the application itself, as it is clear, easy, uncomplicated and does not require training to learn how to create an account and then use it, as the teachers said:

**"Now Instagram is like a portable school, more correctly, the phones are portable schools and for the majority of the time we as humans tend to like things that are accessible and easy to use."** (T6, English translation).

**"It is easy to use, even if the person has no background on social media or technology. It is extremely easy to use, whether making stories or uploading a post on their account"** (T11, English translation).

**"Maybe with little additions on the video it becomes attractive and joyful, with small additions. Through applications on the phone, one can add adjustments on pictures and videos without needing a computer, I consider it particularly important"** (T8, English translation)

**"The application is very easy and beneficial in communicating with the learners"** (T1, English translation).



“Good as an **“archive” for information, accessible** on the clock for when information needs to be revisited” (T2, English translation).

The second aspect of ease of use is how to use the application itself in terms of using its features, which is to create posts even pictures or videos and then share it with students.

“Instagram as an application is easy to use. You need to download the application then you can **use its available features from taking pictures and filming** to explain an idea or information...” (T6, English translation).

“Instagram is **easy and requires no time to learn it, like a 5–10-minute sitting, and you are done learning it. It is an effortless application and clear** and has a **popularity amongst youth**” (T12, English translation).

“The **app is very easy**, it does not have **any complications in use** and its **feature to post multiple photos and videos in a single post, which cannot be found anywhere else** even in Twitter and this made a **comfortable platform for my teaching**” (T12, English translation).

Also, one of the factors that teachers talked about is that Instagram is accessible, because teachers and students can easily have access to their accounts by their phone and without verification to access. As well as the low cost which is another factor that makes it easy for students to access when they have internet. The teacher also expressed that they want to provide information and lessons for students for free without any cost.

“I created the account with **the primary motive being a member of a medium-income family**, I was not able to access information on the internet or find valuable resources and tutorials that was the primary motive. As for the motive to use Instagram, if we see the numbers no household regardless of the person’s status...” (T6, English translation).

Based on the results, this can be considered as technical affordance, hence teachers were perceiving this affordance through the ability to deal with using multiple advanced features of Instagram. This will be discussed in depth in (3.1Theme: pedagogical function of Instagram). The next aspect identified is Instagram facilities as a motivation factor for teachers to utilise Instagram.

#### 4.2.1.2.2.2. Instagram facilities

In discussing Instagram facilities, teachers have mentioned similar ideas in which Instagram was useful. Teachers have noted that Instagram has provided a place to create content, to

document their classroom activities and a place to archive their content for students to refer back to at any time. Teachers argued that Instagram provides a variety of supplementary services to users that enhance the delivering of their educational message by sharing information and interacting with their learners in many ways. For example, one teacher commented as follows:

“...Instagram, as a **supporting tool, transfers the discussion to it after class in an extensive way to encompass all students**” (T13, English translation).

One of the important reasons that teachers agreed on in their use of Instagram, is that it is a renewed application and that it is always adding new features, and at the same time these features are useful for them and were not among the irritating things that might prevented them from using it. An illustration is what teacher 12 asserted:

“I see Instagram as a renovating application, always **renewing** and does not stick to single rhythm, and this is always to the better, **so they have not added a feature or update that prevented me from using it**”. Teacher added and compared Instagram with another app reporting “I have other applications, but I use Instagram a lot up until Snapchat appeared, I started appearing on it daily because it's spontaneous. But the update on Snapchat two years ago was annoying, it deleted many followers I had.” (T12, English translation).

Another teacher gave example for some features that Instagram developed, and they found it useful to utilise in their teaching, commenting that:

“Instagram is keeping up with the development that is happening, there did not used to be the **"Story"** and the daily stuff that we capture so they added it, because they do not want people to leave Instagram and head towards other applications that has this feature, **now users can post stories like on Snapchat**”. Then they contained explanation and emphasise:” Also, the **"highlight" feature** that is pinned to the top of the page, **this feature and others prove that Instagram is developing and won't stop**” (T8, English translation).

“There is a **live feature in Instagram**, I used it **for a course I ran for two weeks, it provides an hour which is a good amount of time for explaining**” (T3, English translation).

Instagram as teacher stated is always adding new features that the teachers have utilised in their teaching. For instance, the live feature was suitable for delivering lectures and having direct interactions with the students as though it is a real class. In addition, teachers evaluated

their usage of different social media, they highlighted that there are existing features of Instagram that were helping them to present information easier for learners, and at the same time making it easy to recall information and facilitating the connection of knowledge for learners as well. As teachers commented that:

**“The second thing is the information inside it are permanent unlike Snapchat which only saves it for 24 hours. In Telegram when I send information and things on top of each other it pushes them up and becomes difficult to browse, similar to WhatsApp it pushes it up so anyone browsing need to go up high and the app might freeze on them... Instagram’s advantage is like it is a library, posts containing videos and pictures are in front of you and it saves work, it is easy to pick the post, browsing and moving between posts because they are clear... this is honestly is the thing that distinguishes Instagram from other apps...”**(T7, English translation).

To sum up, using Instagram to teach English could enhance the possible new paths for change in Saudi education context that recent technologies have opened. Publishing posts and interaction in comments' section were the common activity that teachers were doing on Instagram, as all teachers emphasised that in the interview. In addition, through the processes of establishing the post content, it provided opportunities for teachers to encourage their own teaching presence by creating or repurposing their contents as well as teachers being able to personalise their tone within the posts content.

The teachers in interviews commented on their use of social media saying that they see the value of Instagram from their experience from using diverse types of applications to support students' engagements, for example:

**“As for features there are many, one of which is the presence of the story specific to Instagram, where you can put your explanations in the form of multiple options. Also setting up questionnaires”** (T5, English translation).

**“With posts, you can share more than one image, and also share a video in the same post with the ability to move from one image to another in the same post.”** (T10, English translation).

**“Instagram Live is very amazing. Useful to present lesson, courses and interviews. It can be utilised greatly to support teaching”** (T2, English translation).

**“Also, there is a way in Instagram, short quiz, so I can add a question or multiple questions in the stories where the learner can enter and check their language level and participate, a comfortable way to learn”** (T15, English translation).

**“Instagram added a feature recently which are groups, allowing you to create groups in the direct messages, which is good because it would be more flexible, replying to messages (as present in WhatsApp). Instagram became an inclusive application”** (T9, English translation).

**“Social media platforms are numerous, but it was the most popular in Saudi and had a high turnout. Lately, there are many applications, but I felt that Instagram still preserving its audience and subscribers by trying to develop its services and the features it has. I have been using it from the beginning and I am still using it, even though sometimes I vary with other applications, but I am still on Instagram”** (T11, English translation).

#### 4.2.1.2.3. Pedagogical practice

Under this code of pedagogical practice, as teachers were mentioning, is factored to their continued use of Instagram, there are two components that shaped this code which are reflecting critically on their activity and building teachers’ professional relationship. This section is discussing the elements of teachers’ personal growth and development.

##### 4.2.1.2.3.1. Exact reflection of their activity

Findings indicated that, teachers believe that Instagram provides an opportunity to critically reflect on their work virtually through engagement and social interaction with learners and peers. As one teacher explained:

**“I benefitted with some ideas from websites and other friended accounts, this is a good connection between me and some colleagues and sharing of posts, we sit for private meetings to negotiate and develop and also share ideas and guidelines, a mutual benefit”** (T3, English translation).

In addition, they highlighted that by being involved in social media, teachers were able to explain and reflect on teaching activities taking place on Instagram from an educational aspect. For example, one teacher commented:

**“I rely on fellow colleagues to check my posts before I publish them”** (T2, English translation).

This point will be discussed later further in details in (4.2.3.1.1.3 Evaluating their lesson on Instagram)

##### 4.2.1.2.3.2. Building professional relationship

One of the important reasons that teachers have reported is that Instagram as an application that gives the ability for teachers to collaborate with others and gives them the chance to share posts, whether it is photos or videos. That could include ideas, how to use them and

how this might help teachers to enhance their professional development. For example, two teachers claimed:

“This helps a lot from my view to improve **their professional's teaching and professional development**” (T1, English translation).

“The **professional network also increases which is helpful**, you can **exchange the information** with peers and friends in original way” (T9, English translation).

Another teacher explored these benefits, considering Instagram as a resource for teaching, saying that:

“Instagram can be a **wonderful resource for teachers**. From **networking to resource sharing, the possibilities are endless** with Instagram teachers need to be creative” (T7, English translation).

In addition, they talked about the importance of these links and connectivity for building professional relationship by sharing the same interest with other teachers and providing engagement, as two teachers evaluated in the following quotes:

“From my opinion, teachers may find Instagram to be a useful tool. It is a fantastic method **to obtain latest ideas and share the same interest** and passion for teaching as other instructors by interacting broadly with them” (T12, English translation).

“For teachers, Instagram may be a valuable resource. Connecting with other instructors is a fantastic way to **meet new people who share my interest in teaching that help me gain new ideas for teaching English**” (T11, English translation).

Furthermore, teachers, for example, asserted that they developed personal experiences through creating learning communities, such as virtual communities for collaborating and exchanging ideas. One teacher commented as follows:

“For me as a teacher, there are no negatives from using Instagram. The opposite, I see most of them as positives, like how easy it is to find information, saving time and effort and the flexibility of teaching. Also, it is **easy for teachers to cooperate between them, through exchanging ideas and experiences**. For example, **one teacher made a broadcast, and I joined them, we got to know each other and there was an exchange of information and suggestions between teachers**” (T15, English translation).

Then, on the other hand, this experience was encouraging the teachers themselves to take this step and participate in a broadcast through Instagram in cooperation with other teachers, and then to post these clips on their account on Instagram for the students to benefit from them, one teacher commented:

**"I was in a broadcast myself once in cooperation with a teacher who is natively speaks English (Teacher Will), other teachers were also there.** This teacher had sent invites to teachers, and I was one of them, so I welcomed the opportunity and spent approximately an hour. **Afterwards,** I uploaded clips from the session on my Instagram page. The broadcast was live, and it is one of Instagram's features, **I enter as a viewer and whoever wants to ask a question becomes a guest"**(T15, English translation).

In fact, all participants reported that, Instagram is becoming the tool teachers use to build their expertise and the medium that where they shared these experiences. Moreover, this enhances the educational experience and teaching skills for teachers by giving them the opportunity to critically reflect on their production through participation and social interaction, also, the impact on their knowledge construction by gaining knowledge and becoming familiar with other educators' best practices. That means, as teachers commented, Instagram is useful for sharing and constructing their knowledge and getting involved with other teachers on Instagram. In the following section, I present teachers' teaching experiences that highlights the social media-context.

#### **4.2.2. The themes of the second research question**

While the findings of the first research question, why do teachers use Instagram to teach English language, were addressed in the previous section, this section discusses the second research question: What are the benefits and limits of using social media to teach English language?

I found three themes in the data. The first theme is teachers' different experiences with Instagram in teaching, followed by challenges with utilising Instagram in teaching, and finally, how its use affects their professional experience. Figure 14 demonstrates these themes and their subtheme.

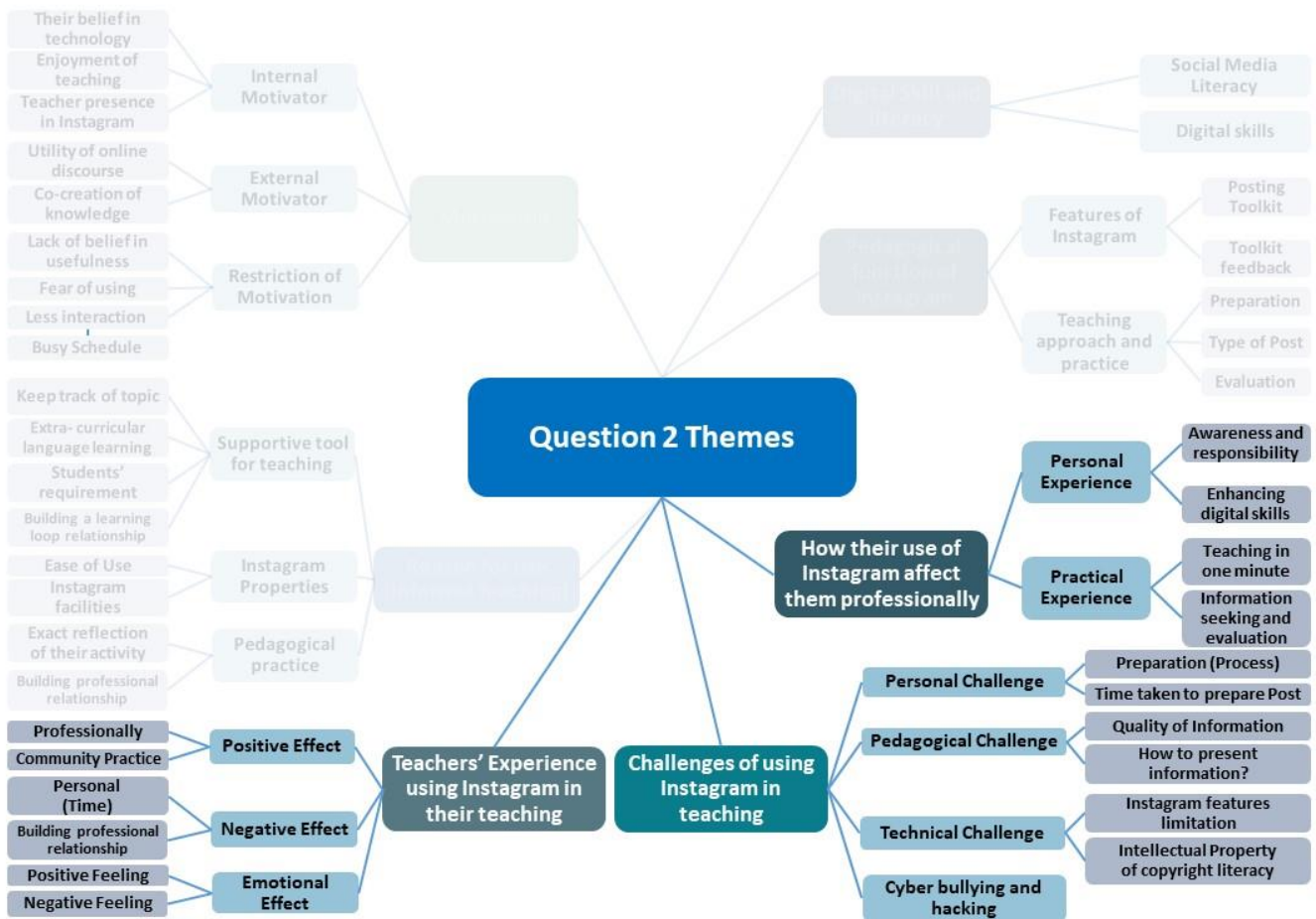


Figure 14: The Themes and Subthemes of the second Research Question, designed by the researcher.

Teachers shared their perspectives on how social media has shaped their teaching experiences. Teachers' skills, for example, include challenge, adaptation, interpersonal, and communication skills. The most significant parts of these transcripts are highlighted in bold.

#### 4.2.2.1. Teacher's experience using Instagram in their teaching.

The teachers' experiences from interviews are the focus of this section. The experiences relate directly to Instagram use in their English teaching, but teachers also chose to share their experience with other social media apps, they made a comparison between the applications they use for the same goal, which is teaching English. When I asked them, "In

what ways can you use Instagram to teach English?", for example, the following comments from some of the teachers revealed:

**"I have accounts in all applications, namely Telegram, Snapchat and Twitter, but like I said, due to Instagram's features I am committed and more active in it"** (T2, English translation).

**"From my experience, it is better than Snapchat and Twitter greatly. The interactions in it are good and the ability to add and delete in the comment section is suitable"** (T3, English translation).

**"As for me, I see that Instagram is better because it's visual, especially for teaching. And this does not stop teachers using Twitter and other tools, but I see the move towards Instagram is more as for educational accounts"** (T4, English translation).

Also, another teacher compared between Twitter and Instagram, who commented:

**"Compared to Twitter (a famous social media) where it focussed on construction of sentences: the focus in Instagram is more towards the pictures. Social media apps inherently give the ease of connection between users, hence students and teachers, but Instagram has a more attractive way of exploiting this, I believe"** (T2, English translation).

On the other hand, social media platforms are not inherently suited for educational purposes, which has the potential of creating negative experiences when trying to adapt them for teaching. However, teachers who are willing to use technology in their teaching, such as the teachers in this study, have a habit of searching for the next thing to improve the teaching experience. For example, some teachers in this study have reported to have used other social media platforms before Instagram, such as Snapchat, Twitter, and YouTube. For example, one teacher said:

**"Instagram is an evolving application and is always updating its features and benefits from features in other applications. From my observations, I tried Snapchat, there is not a clear development at all, whereas Instagram in a year would have many updates, two or three"** (T9, English translation).

The rich experiences that teachers have with the different social media platforms stem from their habit to learn and use these apps for the goal, as a support tool, for teaching English. Teachers also talked about the apps that appeared as a competition for existing applications and how then they disappeared after a period, which means any applications are still working could be successful apps between users. One teacher, for instance, named some apps:



“Other application has appeared, like Clubhouse, as a competition for existing applications like Instagram, to reduce their importance and spread. But I think they will not be able to compete and would die out like Twitter’s Periscope” (T9, English translation).

In addition, teachers talked about the importance of exploring and utilising any social media app to decide on which is common in their region or between the students.

“One should compare applications, Facebook does not have much of a popularity to us compared to Egypt, so one must utilise the application that is popular in their region and they could use it and adapt it for teaching” (T3, English translation).

Another example is teacher 9, who said:

“Facebook is the number one for number of users, but in our eastern culture, and specifically GULF countries, they do not use Facebook, may be only a small number” (T9, English translation).

Also, another teacher said:

“The cultural factor. The teacher should have an infrastructure inside the educational environment, and in is necessary that the society or the educational system be accepting of this culture” (T12, English translation).

Teacher in this study have demonstrated how the use of social media apps for educational purposes can be context-specific and teachers should adapt them to their educational broader social and cultural environments.

It is worth mentioning that this experience is based on the teachers’ own perspectives related directly to social media use in teaching English. Reflecting on their practices, there are different experiences; positives, negatives and emotional which affect teachers’ experiences as well as challenges. The next section delves more into this sub-theme.

#### 4.2.2.1.1. Positive effect

The primary positive effects in teachers’ experiences are professional development and building a community of practice that are made from English teachers that were interested to teach by social media such Instagram. The next section explores these codes in more detail.

##### 4.2.2.1.1.1. Professionally

Starting with the advantages, teachers gave some examples of employing Instagram. All teachers in the study stated that they had the opportunity to increase their skills and knowledge. For example, they had an opportunity to continue learning and have more options for developing their teaching. Additionally, they felt that Instagram gave them a

chance to learn from other teachers' accounts, peers or otherwise. As one teacher explained that:

**"I benefitted with some ideas from websites and other friended accounts, there is a good connection between me and some colleagues and sharing of posts, we sit for private meetings to negotiate and develop and also share ideas and guidelines, a mutual benefit"** (T3, English translation).

Another teacher stated:

**"I rely on fellow colleagues to check my posts before I publish them"** (T2, English translation).

Some teachers claimed that they considered Instagram to be valuable as it provides resources that help with their English teaching such as sharing their interest and gaining current ideas. As one teacher explained below:

**"For teachers, Instagram may be a valuable resource. Connecting with other instructors is a fantastic way to meet new people who share my interest in teaching that help me gain innovative ideas for teaching English"** (T12, English translation).

Also, one teacher mentioned that Instagram is a suitable place for sharing ideas that are related to their English teaching by using hashtags to search other accounts, stating that:

**"Instagram is a suitable place to share ideas with others such as sharing classroom activities or ideas that help to gain a new vision about teaching English by simply searching on the hashtag, as I do usually"** (T12, English translation).

Another example is teacher 11, who talked about Instagram and how it allows teachers to locate teaching ideas remotely, saying:

**"Instagram is a great tool for teachers as it allows teachers to find lesson ideas remotely from the comfort of their home without wasting any time"** (T11, English translation).

Additionally, teachers by using Instagram as an educational tool are enabled to create a virtual community with other teachers that are interested in teaching English as a foreign language and sharing this with students. This could help students to practice their language and benefit from other teachers whom English is their first language. Teacher 15, for example, described this saying:

**"Every so often, I specify a time to get together [with teachers] on a live broadcast speaking about the language [English]. At the same time, I am connecting these**

**teachers with the students by leaving the chat open so students can ask their questions and I see great interaction.** They write their questions in English, because the guest's language is English and not Arabic, so **the students are forced to speak to them in English.** This very great because **they are practising their language** and at the **same time benefit from other sources other than the original teacher.**" (T15, English translation).

Another teacher explained how they collaborate in a digital setting by using Instagram and how the students communicate, exchange their knowledge, and build teacher networking, stating:

**"I get interaction through live broadcasts and engagement between the students and I, also I use it occasionally to invite guest teachers, whether native or other Arab teachers, which helps the students to receive advice from teachers other than me. Every person has a distinct attribute when compared, we can benefit from picking every good attribute from different people. Hosting these teachers is beneficial for the students, it engages communication between me and those teachers, but also between the students. The constant thing I have is to host students as guests to speak."** (T13, English translation).

Another example of utilising Instagram for professional purposes is when teachers made it socially acceptable to use it for teaching, as the Saudi society might belittle the idea of learning through entertainment media, by creating a separate professional account for their students that is different from their personal account. This creates an image that the teacher is serious about teaching through a social media platform by separating their personal life entirely to create a dedicated space for learners to engage. As one teacher shared their experience:

**"I do surveys at the end of every term about the account and the strategies used for teaching. It is unbelievable how students can add and support you in improving the content. I share my work with my co-workers, I send the activity before class or making a post and I take suggestions."** (T7, English translation).

Teachers are using Instagram in their practice, even if it was not created for educational purposes. They have presented examples in the ways they communicated with their students using Instagram. Additionally, ways for its use as a motivational tool for their students, giving it another functionality by allowing them to practice their English language beyond the classroom, which could increase learners' language aptitude.

**"...As I mentioned, due to the short length of the classes, social media provides this connection outside the classroom and Instagram is one of the important**

**applications that I use in this field.**” The teacher added “The teacher **has a chance to stay in touch with the students to give them tips to help** them learn the language.” (T5, English translation).

Furthermore, teachers discussed the possibility of using Instagram as a classroom support tool, as some classes are still not smart, meaning they do not use any technology integrated into the classroom. As an example, one teacher claimed:

**“Most classrooms are still not smart classrooms, with no projectors or screens, Instagram is effective in that regard because it provides a solution”** (T2, English translation).

According to these experiences, in addition to the fundamental reason for utilising Instagram to communicate with their students, Instagram enabled teachers to connect with other teachers who would otherwise be inaccessible, thus assisting them in their professional practices. As a result, teachers were exploring opportunities that Instagram could be offering, and were inspired to create communities of practise that collaborate through the development and exchange of knowledge. This will be addressed in further detail in the next section.

#### 4.2.2.1.1.2. Community of practise

Indeed, in this subtheme, the participants presented a positive experience of using social media in their teaching, which is giving teachers the opportunity to learn from each other which means the benefit between teachers on social media was mutual, as one teacher explained this by saying:

**“I received some comments saying that they (other teachers) have been a long follower** of mine and that **they redirect their students to my account**, it was very encouraging” (T3, English translation).

Other participants discussed the value of Instagram as a resource to share interesting teaching ideas with peers. For example, one teacher said:

**“For teachers, Instagram may be a valuable resource. Connecting with other instructors is a fantastic way to meet new people who share my interest in teaching that help me gain new ideas** for teaching English” (T12, English translation).

**“Live broadcasts** for me are **two types, one where I am teaching** and I do not have any guests, and the **other is where I collaborate with teacher friends from America, UK, Australia and Mexico”** (T14, English translation).

Another example from teacher 16 who talked about the opportunity that Instagram provides to teachers to share their posts and see other teachers posts who may have ideas that are useful, which means sharing best practices, as they commented:

**“Instagram as an app offers teachers the opportunity to collaborate with others and give them the opportunity to share their posts, provided the photo or video is amazingly creative and usable, from my point of view, it helps a lot to improve their professional teaching”** (T16, English translation).

Another teacher reported:

**“ I benefit from the questions in the comments because it clarifies exactly what the students need”** teacher adding **“It's an interaction between the student and the teacher through knowing the student’s needs, and also gives feedback on some of the information and on posts in the account for the teacher”** (T4, English translation).

Also, teachers have mentioned that learning goes both ways. As a teacher, they have learned as much from their students as they teach them:

**“I use learners’ queries to get inspiration for material”** (T2, English translation).

This idea of learning from the students have appeared, in one way or another, in the responses of the teachers in the interview. They are approaching teaching on a new platform, which to some may appear novel, hence the students, being more involved with social media, could help the teachers with their delivery.

**“I consider Instagram as a new teaching and teaching through it is a modern method and it breaks boredom. I also consider it a novel way of learning. Today teaching over the world can be through e-learning, distance learning and remote learning, this supports teaching over the world. The application is extremely easy and beneficial in communicating with the learners. Instagram added a feature recently which are groups, allowing you to create groups in the direct messages, which is good because it would be more flexible, replying to messages (as present in WhatsApp). Instagram became an inclusive application”** (T9, English translation).

The data reveal that Instagram can be a resource for teachers and may be utilised for several educational purposes. One teacher explained how Instagram facilitated for them to help other students from another department. In some cases, it was the students’ request. As teacher 4 shared their experience:

**“I always create accounts in Instagram for my students and students of other majors to help them to learn terms and vocabulary in their respective major and explain**

some of the information especially for them like **students from health department**. I find great interaction from them” (T4, English translation).

From these examples, teachers highlight how Instagram helps them feel more connected to the academic community by allowing them to share their work and ideas while also receiving feedback from other instructors and learner. Although teachers have shared their positive experiences of using Instagram to teach English, they have also made comments on the negative effects as well.

#### 4.2.2.1.2. Negative effect

While some teachers had a positive experience, other had a negative one. Conversely, the primary negative effects are personal, which comprises the time factor for teachers, and social which comprises sharing inappropriate things from learners. The next section explores this code in more detail.

##### 4.2.2.1.2.1. Personal (time)

Teachers experienced various negatives with using Instagram in their teaching. The major first negative side that emerged from the teacher’s interviews is how Instagram is time consuming, as teachers indicted previously that they save students time in social media when the teachers engage and share knowledge under teachers-direction. Time was an important challenge, teachers very clearly highlighted that Instagram is time consuming in several diverse ways, teacher 13 states that:

**“Negative sides, it is a time waster**, this is one of the biggest negatives in it, **because if you go on Instagram it takes your time**, it takes many hours. This is **one of the biggest negatives of social media**” (T3, English translation).

Another teacher confirmed that their job and social life are important to them, hence they might not find the time for social media activities:

**“There are some barriers I face as a teacher; I have my job and my social life. But I find great support from the students to continue ...social media is a great and beneficial way to teach language**, this work is important for me” (T4, English translation).

However, teachers claimed that this presence in social media is considered time consuming for teachers and they have explained that in diverse ways. For example, one teacher described how using Instagram takes time when responding to students’ inquiries:

” The **issue of time**, which takes two or three hours for researching the topic, preparing for the topic and **responding to inquiries.**” (T10, English translation).

Another teacher described that keeping responding to comments or messages as a risk and that teachers should set a limit, stating:

“that’s a risk, you got to be able to set limits. I have some days where it’s like **I just keep wanting to respond, and the more you respond, the more they respond and that you end up being on Instagram for 16 hours!** Plus, there’s **probably other things you didn’t finish, so that’s the biggest risk there**” (T1, English translation).

Another example of how “Instagram is time consuming” as a negative side is below in teacher 4’s extract:

“Negative sides, it is **a time waster**, this is **one of the biggest negatives in it, because if you go on Instagram it takes your time, it takes many hours.** This is **one of the biggest negatives of social media**” (T4, English translation).

Although, the time was the main negative effect on teachers’ usage, teachers are continuing to use Instagram for teaching and they try to find suitable ways to deal with this matter by providing some solutions, for example, one teacher explained how they manage their time by selecting a certain day to be on their account:

“The pressure on teacher, but **the teacher could make a balance.** This **could be selecting a day to work on the application,** and it is particularly **important to select a day and avoid interruptions from the students** so that it can have an effect” (T5, English translation).

Another example is teacher 1, who said:

“I guess just time aspect where **like social media in general can suck up a lot of time,** you could spend you entire living on social media, **so that’s something you really have to set boundaries** like sometimes I will set a timer where I’ll go maybe on Instagram for that amount of time to check it and so” (T1, English translation).

One of the experiences highlighted by the teachers was how to deal with time. Some teacher stated that:

“Sometimes I will **set a timer where I’ll go maybe on Instagram for that amount of time** to check it and so yeah that’s a risk, you got to be able to set limits” (T1, English translation).

In addition, teacher 13 below explains the ways that help them to save their time when they are responding to students in the comments, which may help both responding to all students and save time. The teacher reported:

“there is a **feature in the comments that I honestly like because it shortens the time** for me to respond in the comments, and it is **the use of fast responds where you can add a shortcut and include it in a response**, or when I respond to a question and this question is repeated you **can save your response to use on the same question later to save time, meaning it could help me in the next times** if a question was repeated...”(T13, English translation).

In these examples, it appears that teachers were improving their skills as such problem solving when they acknowledge the issues and try to deal with them in a positive way. As this will be discussed in detail in section 3.3 in how using Instagram affects teachers’ professional experience.

#### 4.2.2.1.2.2. Social (students’ online behaviours)

The finding, which stems from a teacher's second negative experience, reveals the teachers' struggle when sharing shocking things, such as: students may disrespect and treat teachers as a friend, which may then allow themselves to share anything outside the lesson with their teachers. As one teacher explained:

“Some **manners that are not suitable from the student**, unfortunately. They start to **treat you like a friend**, and they **could possibly share ‘shocking’ things, anything outside the lessons**, regardless of whether you are a teacher or not.” (T5, English translation)

Instead, teachers also talked about sharing inappropriate things as a negative side of using social media in general, they commented:

“One of **the problems of social media is that anything can be posted**, even **stuff that can be inappropriate**” (T3, English translation).

“**Social media is an open world and difficult to control it or what can be shown in it, but in Instagram there is a future to prevent any account through spam if the content was not suitable**, and also any **advertisement that appear through browsing Instagram** if you can report it and its contents and why you want to **block it**, and this by itself is a **beautiful feature in Instagram**” (T4, English translation).

Thus, it is important to highlight to the interesting point that social media may blur the boundaries between the students and teachers’ relationships. Moreover, one of the teachers also made an interesting comment concerning the student’s behaviour, which the teachers encountered with the students when they were using Instagram, such as negative comments between students and when they report other students accounts, they claimed:



**“Negative comments between students and reporting.** For example, a student would have a beautiful account that they worked on, and the followers have increases, but **suddenly we find the account has been closed because a student have reported it”** (T5, English translation).

Then the teacher pointed out that:

**“Bullying in comments, this issue we are still facing until now and unfortunately have not found a solution to”** (T5, English translation).

In addition, one teacher commented as follows:

**“Instagram, like any application linked to the internet, the negatives would be bad use practices and hacking”** (T12, English translation).

On the contrary, teachers agreed about the importance of instructing students and spreading awareness about the best practices on social media by sharing purposeful content, and avoiding bad content; two teachers, for example, said:

**“Bad content, this can be overcome by spreading awareness of the importance of digital citizenship and avoid sharing bad, not purposeful content”** (T5, English translation).

**“Spreading positive things like things on morals and religion, we post them, and the learners benefit from it”** (T4, English translation).

Teachers have mentioned digital citizenship, which means how to be a responsible citizen through the optimal use of social media, whether for personal use, publishing or using them for educational purposes. The next negative aspect identified another concern that teachers have underlined, which is that using social media could be distracting for the students rather than supportive for their learning:

**“My fear is the student falling in social media mess instead of focusing on schoolwork and learning, meaning it becomes distracting rather than supporting. I have not noticed this yet”** (T9, English translation).

The result has shown that cyberbullying is a vital concern that teachers encountered in their practice on social media. This point will be discussed in more details in (2.4 Code: cyberbullying and hacking).

#### 4.2.2.1.3. Emotional effect

The emotional experience of the teachers was another concept that emerged from the data. This including positive and negative feeling presenting bellow:

#### 4.2.2.1.3.1. Positive feelings

Teachers have shared their positive emotional experiences of implementing social media in their teaching. This was established from the language they used while answering interview questions, expressing their positive experiences with words such as **“satisfaction,” “confidence,” “being proud”** or **“I love teaching”**. As well as sharing their negative experiences using words such as **“fear of rejection,” “losing respect”** and **“being afraid to appear online”**. This shows that teachers may face many emotional dilemmas while implementing social media in their teaching. While this idea might give an opportunity to study the teachers’ psychology through their transition to implementing recent technology such as social media in their teaching, this was not part of the aim of this research, thus it was reserved for further studies.

**“Benefitting from the experience as well, emotionally/morally rather than financially, from interactions”** (T2, English translation).

In addition, during the teachers’ interviews, most of the participants were passionate about sharing their views about a variety of topics, including their position and identity on social media, where they considered themselves to be influencers, as well as their emotional experience. Even though this is a critical issue to address, it is thought that this element is mostly out of the scope and the purposes of this study. The influence of these components is only addressed in terms of the link they have with teachers' use of social media for teaching and learning.

#### 4.2.2.1.3.2. Negative feelings

In contrast to what is mentioned above, findings indicate that, five out of the sixteen interviewed teachers shared some common negative emotional experiences, before and during Instagram in their teaching. In doing so, they used some language that is conveying this feeling such as **“fear”**, **“fear of rejection “and” loss of respect”** before they first using Instagram although teachers were able to overcome this feeling after a period of time. The expressions such as **“stress”**, **“cyberbullying”** and **“annoying”** were used to describe when teachers first used social media for teaching. For example, one teacher said:

**“In the beginning of use, there is the stress that when you present an information, you could get it wrong or present it in a wrong way, which you do unintentionally, and it could happen”** (T4, English translation).

From the interview data, another example comes from teacher 4 who talks about the negative feeling reflecting the Instagram's policy in which the teachers were given the opportunity to discuss their hopes and recommendations for Instagram, as teacher shared:

**“Instagram is it as it is continuing and the same quality and integrity, even though it was not paying attention to us teachers and educational accounts. They don't consider us as celebrities, they consider us normal users.”** (T4, English translation).

Likewise, lack of support is one of the negative feelings that teachers commented on. The teachers shared experiences that reveal they were struggling with their university. Teachers demonstrated how when they utilised technology such as social media they were challenged, they did not rely on their universities to support them in using social media officially. For instance, one teacher reported:

**“I wish that we have in the English language sector in the university a move towards Instagram as Twitter”** (T12, English translation).

Teachers felt that the support was important for the development of social media for teaching and learning. In addition, the finding, indicated one interesting negative effect that was shared by teacher 6, who was talking about how the increase of educational accounts could affect the information that is provided in these accounts:

**“Another negative effect is the increase of educational accounts, this might affect the information itself, there might be trust only on some accounts”** (T6, English translation).

Outlining these feelings is helpful to show that teachers who are new to using social media in teaching might face the same emotions, but they should not be discouraged. However, to reiterate, teachers' feelings and psychology falls outside the scope of this research, they are merely outlined to set the stage for further research on these ideas.

#### **4.2.2.2. Challenges in using social media in their teaching**

Teachers in the study talked about various challenges that they faced in their use of social media in their teaching. These challenges are grouped into four sub-themes which are personal, technological, pedagogical, and cyber-bullying and hacking associated with using Instagram for educational purposes. The following sections discuss these points in more detail.

#### 4.2.2.2.1. Personal challenge

the personal challenges that teachers face when using social media is the process that teachers have follow to prepare for sharing posts, and the time that spent in this process, these challenge present bellow:

##### 4.2.2.2.1.1. Preparation and process

The findings show that all teachers have obstacles in terms of preparing posts and the process of making these posts ready and appropriate for sharing with students. Teachers also mentioned the additional apps they use to support Instagram; these apps help them edit, cut, and record voice over photos. Teachers agreed that even though Instagram has enough features that could be used in their posting, they prefer to use extra apps because they want their accounts to be more organised and attractive as they consider their accounts to be their identity.

**“Content creation is especially important, also learning supporting applications to present the content and the general idea of the lesson in the post. For example, the Arabic Designer [phone application] (used because it all supports Arabic and English), you learn how add pictures and write text on them. There is another website for adding audio over the images, also important. There is also a website for adding clips from movies”** (T16, English translation).

Furthermore, teachers explained the process that was followed to publish one post. For example, one teacher demonstrated that:

**“I publish lessons through posts. Before publishing the post there is a process beforehand using other apps to make one post. To create a single post, there are three or four processes while using other applications to record voice, audio, mixing voice and photo, because Instagram does not have the capability to record voice over photos, so I rely on other applications for this task”** (T4, English translation).

Other examples from two teachers reporting:

**“However, the teachers are required to use other applications to support them in delivering the message, those are which help to cut videos or add effects. With the development of technology and the development of other applications, this helps the teacher to use other applications to support them in publishing their posts on Instagram”** (T6, English translation).

**“Challenge I faced like trying to merge videos and photos”** (T2, English translation).

Another personal challenge teachers stated was, how they make their accounts and organise the information content in a logical organisation and make it easy for students to follow and

find the post they need. In the interviews, the data reveal that teachers are considerate and interested in organising their own personal account to manage the information that is provided to learners. One of the teachers made an interesting comment:

“I targeted daily life, like words and sentences that they need daily and will not find in the curriculum or a paid course for learning English language, which start by focussing on grammar. So, **it an easier and faster way was through Instagram, by using simple, important, and useful sentences presented in beautiful and organised colours, along with simple drawings**, to make information stick better.” T16, English translation).

In addition, from the teachers’ experiences, teachers are working hard on their accounts because of the organisation of the reliable information they provide, due to their importance in teaching their students; they do not want to lose their effort by hacking.

“My **content kept changing to maintain a high level of interaction**, it started with “Home Phones” then “Correct translation” then “Phrasal verb”. **“One must change and develop continuously to ensure the continuity of the work**, account and learner’s interaction” (T3, English translation)

“My posts are influenced by beginners **when choosing fonts, colours and pictures**, I care a lot about the beginner level” (T3, English translation)

The personal challenge for the teachers was the amount of time required to prepare for the lessons and apply the post, as the following quotes highlight; One teacher said that:

“Before I publish the clip, **I go over it more than once, 6 or 10 times**, so that there are **not any mistakes**, like the first letter not capitalised in the beginning of the sentence to the full stop, commas, and punctuation. **The information has to be correct 100%**” (T4, English translation).

“It **takes a lot of time**, especially **in specific posts that have plenty of interaction**” (T2, English translation).

However, From the teachers’ experiences, teachers underline that regarding the time issue, it has no influence, if one has a considerable experience. For examples as teacher 9 claimed:

“As **for the time factor**, it **does not have an effect if one had a good background**, it would take much of their time, **may be 10-15 minutes approximately**” (T9, English translation).

#### 4.2.2.1.2. Time taken to prepare posts.

Although time has been discussed in the section (1.2.1 Subcode: personally (time) as a personal negative effect, here discussing time as a challenge that teachers encounter when using Instagram. This challenge that is related to the time has two parts. First, teachers were

reporting that they spend time before publishing the post on their pages, especially when the post is prepared by them, because it takes a lengthy process to make the post for students. All the teachers agreed on the point that if teachers are utilising Instagram and try to use it with the features that are provided on the app it is easier and don't take much time, otherwise, preparing the post from the beginning, from researching the information to applying the post. This includes editing, checking, and making sure that the post is publishable. For example, teachers 6 and 3 commented what follows:

“But now, the barrier that is **tiring me is time**, and it is **the need for time to prepare the post**, as well as the supporting tools to publish the post and delivery of the educational video...” T6, English translation).

“**Designing posts is tiring and time consuming given**, my primary barrier given I had no past experience” (T3, English translation).

Another example comes from teacher 10, who described:

“**The issue of time**, which **takes two or three hours for researching the topic, preparing** for the topic and responding to inquiries.” (T10, English translation).

From these examples, it seems that process of preparing the lesson online is a challenge and the time spent in these processes is challenge as well. This process and how to prepare educational posts will be discussed in more details in (section 3: teaching approach and Practise).

Second, as teachers believed that the challenge of time is the need for continuous content posting, which means teachers' commitments to be present, publish, and not interrupt students with the account to ensure engagement and communication of learners, so that they do not become bored and leave teachers' account. For example, teacher 12 believed that:

“There is **pressure** on the teacher that they **have to present during class, during preparing lessons, during social media**; if you do not open a channel and share with your students and you get interrupted for a long time, **you will encounter boredom from the students**. There needs to be a constant presence” (T12, English translation).

Also, another teacher highlighted the time challenge as a significant effort on the teacher, commenting:

“There has to be **at least a weekly connection** containing activities or videos that are shared with the students. This **requires a significant effort from the teacher**” (T5, English translation).

#### 4.2.2.2.2. Pedagogical challenge:

Pedagogical challenges relate to the use of social media in teaching and learning. Teachers need to be able integrate Instagram into their teaching in a meaningful way. This requires careful planning and consideration of the type of content that is appropriate for Instagram, that include the quality of information, and how teachers can present this information as apos. This discussed in bellow:

##### 4.2.2.2.2.1. Quality of information

In this subtheme, the pedagogical challenge for the teachers were two-fold. One was related to quality of information that teachers wished to share with students, and the second challenge was exactly how to make the information simple and fast enough to share with students. First, findings based on the interview indicated that, all teachers were highly following different methods to help them to provide correct information. For example, as teacher 12 claimed:

“Teaching, and teaching English language, through social media and Instagram must be professionals in language and its teaching **to give information that is correct and clear for the learners...**” (T12, English translation).

In another example, teacher 3 stated:

“The teacher **must deliver the information in a detailed manner**, and they **must check the information before making a post on it on social media**. the information should not be limited to one meaning but a more inclusive form. When you corner the students to one aspect and neglect the other aspects, whether it’s a word meaning or a sentence or anything, **this will send a sort of doubt and uncertainty** and this is my opinion...” (T6, English translation).

“Learner’s interaction is proportional to account activity, if I don’t find the time to post is a big problem for me. **Specially to maintain the level of accuracy**. This is **to avoid spreading false information and then not knowing how fix the mistake**” (T3, English translation).

Then they argued that:

“I think that is the **difference between a professional teacher and the hobbyist** who uses Instagram **to post correct teaching material**” (T3, English translation)

Besides that, teachers in the interview talked about their ways to check the information before they share it with the students through Instagram, which includes their use of a trustworthy resource such as specific websites to reach the information accurately. Teachers, for example, emphasized:

**“I am highly interested in information accuracy**, especially information related to words, spelling and pronunciation” (T1, English translation).

Then teacher 3 shared their approaches to check the information through:

**“I use certified dictionaries such as Longman alongside famous sites like the BBC website as primary tools”** (T3, English translation).

Another teacher shares their experience with benefitting from these sites for establishing accurate information, teacher explained:

**“I use YouGlish**, you put in a word and brings it up from YouTube with original speakers of the language so that they pronounce the word or the sentence. It's a very **powerful website for linguists and very beneficial for students**. I use it to **solidify the validity of the information**, because some **students and followers won't believe the information you present**. I have to **post something to prove to the students the validity of the information**, so sometimes I use clips from YouGlish, and other times I use the **dictionary; I look for a picture of the dictionary** and I place it in the post if the information is important and **it's worth that one verifies it in this way”** (T4, English translation).

The second part of this subcode describes the types of information that teachers provide via Instagram. As a result of the findings, there is an argument to be made for the type of information that should be simple and fast, short lesson. This type of information is appropriate given the nature of social media. The following are some of the teachers' comments:

**“I use Instagram to put a post the serves as a lesson as a reinforcement for the students by putting pictures or video clips that contain detailed explanations, in a simplified way**, for the lesson so the students can benefit from and improve their educational level...” (T9, English translation).

**“The nature of social media is presenting something that is simple and joyful**. Giving **information in a way that is correct, quick, in a minute**, makes the information easy and sticks in the mind of the student.” (T3, English translation).

Other teachers who shared the same point also commented:

**“Teaching through social media requires**, in my opinion, a **fast and correct message”** (T2, English translation).

**“You have to balance it where you know some students aren't super motivated, they just want something quick and easy and then you have to accommodate to that”** (T1, English translation).



“Teaching through Instagram, and social media in general, requires grabbing the attention of the learners. **The student needs summarised content without going into too much detail**” (T14, English translation).

In addition, findings indicated that, teachers also support their accounts by trying to present the information in organised ways by classifying the posts to be attractive and easy for the learner to find the information that they are looking for. Teacher, for example, commented:

“Honestly, I liked the idea **to sort my account into colours**, to make **it attractive for the students**” (T16, English translation).

However, teachers pointed out that the increase in the number of accounts that are interested in education in social media might work negatively with information accuracy. Teachers 12 and 2, for example, explained:

“Another **negative effect is the increase of educational accounts**, this might **affect the information itself**, there might be trust only on some accounts...” (T12, English translation).

“Intrusive into the specialty’, given everyone can open an Instagram account and teach does not mean they qualify or should. **Especially true when the material delivered is false**” (T2, English translation).

#### 4.2.2.2.2. How to present the information

The second pedagogical challenge for the teachers was about the method that teachers try to follow when they present and manage the information in their accounts, and how they try to present them in organised ways to help students to follow the information and benefit from it, as this method could help to stick the information better in the students’ mind. Teacher 16, for example, emphasized:

“I targeted daily life, like words and sentences that **they need daily and will not find in the curriculum or a paid course for learning English language**, which start by focussing on grammar. So, it an **easier and faster way was through Instagram**, by **using simple, important, and useful sentences** presented in **beautiful and organised colours**, along **with simple drawings**, to make **information stick better**” (T16, English translation).

Another teacher, for example, demonstrated that:

“**I do not publish a post immediately; I structure it in a certain form, also audio and colours. I want to present something professional, something soothing, I have a certain form I follow** so I have to use **other skills such editing and cropping...**” (T7, English translation).

#### 4.2.2.2.3. Technical challenge

Technological challenges can arise when teachers are not familiar with the platform and its features. Instagram, for example, is a highly visual platform that requires users to have strong visual literacy skills. Teachers may struggle to navigate the platform, create engaging content, and effectively use features such as hashtags, stories, and live videos. In addition, the results from the interviews show that Instagram provided several opportunities for Saudi English language teachers. The findings, however, indicate that teachers encounter three major technical challenges: Instagram feature limitations, intellectual property and privacy concerns, and cyberbullying and hacking. These challenges discussed in more detail below:

##### 4.2.2.2.3.1. Instagram feature limitations

In the interviews, the data reveal that, although Instagram appears rich in features (as discussed in previous sections), hence why the teachers were staying on this platform, they have all reported that their experience could be improved if the following features were adopted:

- Support links in the comments.
- The ability to stop / pause the video to play back at any point.
- Copy the comments.
- in-built editing facilities.

The first challenge in the technical challenge was centred around the lack of possibility to add a link in the posts or comments section, which teachers felt was necessary for students' engagement. The inability to add links was seen as a crucial element that can lead to additional learning opportunities. The following two quotes illustrate the teachers' frustration with Instagram:

“There are missing features, including the **inability to open links at the bottom of the post in the comment section**. If you can **open the link directly, this will be extremely useful**.” (T9, English translation).

“Sometimes I **want to answer a student's question by providing a link** to an application so they **can benefit more**, the **support of links in the comments and posts is missing**” (T13, English translation).

Another teacher, for example, asserted:

“Adding a **feature to allow sharing links and pictures in the comment section.**” (T3, English translation).

However, teachers reported that they can add useful links in the bio section and mention it to the learners in the posts or comments, so teachers were able to find ways to deal with this challenge. For examples as teacher 5 claimed:

“Of course, **sending links through social media is very important, but unfortunately Instagram does not allow this feature in the comment section**, but there is **the ability to do it in the bio in the main page**” (T5, English translation).

Additionally, other teachers explained that:

“Firstly, Instagram **does not support links**, as in **putting links on the pictures or below it, I place them in the bio or story and only for a limited time...**” (T7, English translation).

“Add a **poll, link comments to the teacher’s e-mail or their website to be able to answer them**, or delete them, on set time...” (T11, English translation).

The second challenge from the teachers’ experiences was that the users are not able to stop/ pause the video to play it back at any time, as well as the account owner inability to record audio. Teacher 9, for example, emphasized that:

“There are some missing features **like the ability to stop or pause the video to play back at any point**” (T2, English translation).

“The missing features are **the incapability of the account owner to record audio**, but the listener can. For example, if **I go live on Instagram to make a lecture, I cannot record it**” (T9, English translation).

The copying of the comments was the third technical challenge. Teachers have said that they are unable to copy the comments that learners have left under posts. Teachers believe that this is a technical issue, and they hope that this feature will be improved as Instagram develops in the future. One teacher commented as follows:

“Thirdly, **we cannot copy the comments under the posts or in the direct messages...**” (T7, English translation).

The fourth technical issue which teachers talked about was that Instagram did not provide in-built editing facilities, as a result, teachers had to use external editing and cutting programmes to prepare their posts.

“...in my opinion, **there needs to be another application or two to support Instagram**, for example to **edit, cut and add phrases on pictures and videos to make it more effective** and also **more attractive for the students and contributes to clearer explanations**” (T9, English translation).

“Maybe if we used or **brought features that are present on other applications for editing or creating videos, would make Instagram more suitable**, because I personally use other applications; I must change **those videos into a specific format or save them as videos and then just post them through Instagram**” (T6, English translation).

Another example comes from teacher 4:

“If they **could add a feature to search for specific information**, because **from a coding standpoint**, Instagram is bad when it comes to search. Like for example, **one of my students saw a video and wants to look for it, they must go to my account and scroll down until they find the text** because there **isn't a feature to search for text**” (T4, English translation).

However, the data analysis explained that these challenges did not make teachers give up because of all the obstacles they encounter. Because Instagram positives are many and are useful to them in their teaching. Teacher 16, for example, emphasized:

“For my point of view, **the positives outweigh the negative**” (T16, English translation).

In line with the previous comment, teacher 9 stated that:

“Although there are negatives, **the positives are many and overcomes said negatives** if care is taken to implanting them in the correct manner”.

Another example from teacher 14, who reported:

“**Problems in Instagram as an application, technical or usage, are less than other applications** such as Snapchat. **People are still using Instagram despite the spread of other applications**” (T16, English translation).

Additionally, this may relate to the teacher’s belief and their motivations, which were presented in (4.2.4. Motivation of using Instagram). One teacher reported that Instagram has a limit, which is that it does not provide the feature of creating groups. They commented:

**“A missing feature in Instagram is that I cannot gather the accounts of the students in one group, like Telegram and WhatsApp, because it does not provide the feature of creating groups”** (T5, English translation).

However, during the COVID-19 (when there was a gap between interviews), Instagram implemented some new features. After the pandemic and as the interviews resumed, one teacher has mentioned the same point about groups, but in a positive way, because groups were added to Instagram. As they explained:

**“Instagram added a feature recently which are groups, allowing you to create groups in the direct messages, which is good because it would be more flexible, replying to messages** (as present in WhatsApp) **Instagram became an inclusive application”** (T9, English translation).

It was interesting to see that Instagram in fact continues to develop, even during the length of the interview process. It managed to add a feature that was considered necessary and absent by some participants, but then acknowledged by later participants. Indeed, it seems clear that, from teachers' views, they wish for some features to be added to Instagram. However, this did not affect them from employing Instagram in their teaching. For examples as one teacher claimed:

**“Problems in Instagram as an application, technical or usage, are less than other applications** such as Snapchat” (T15, English translation).

#### 4.2.2.2.3.2. Intellectual property and privacy concern

In addition to the personal challenges that teachers faced on Instagram, such as cyberbullying/ bad comments that will be discussed in the (2.4 Code: cyberbullying and hacking), there are also ethical issues on social media. Teachers highlighted some of the ethical issues that teachers were concerned about when using social media for teaching and sharing knowledge. First, the main concern was about Intellectual property, that is, how teachers preserve the intellectual property of their published posts from being used by others without preserving their right, as well as how teachers themselves preserve the right of others when they use their information or posts. As one teacher shared their experience:

**“Some accounts use videos and pictures from my account without my permission, and these are rights that should be respected or at least give a reference to the account. Sometimes I am annoyed, and sometimes I say to myself that no, I published the information to benefit students; This person has followers let them publish the information to spread the benefit more.”** (T4, English translation).

Also, another teacher expresses this as a negative side of using social media, reporting:

“One of the most important negative effects is **the violation of rights, the rights of the content**” (T10, English translation).

Moreover, referring to the official sources is not only for preserving rights, but also considered by teachers as a crucial step for the confidence and validity of information when referring to its official sources, as emphasised by one of the teachers:

“I mentioned earlier that **the teacher should refer back to official and reliable accounts to track the information and its validity**” (T6, English translation).

On the other hand, this gave teachers a sense of responsibility for the importance of preserving rights on social media by taking steps to preserve the rights of others when quoting their ideas by asking for permission and mentioning the original texts. For example, one teacher stated:

“Publishing in Instagram would sometimes be from my own work, sometimes the internet and sometimes from other websites but **it is not a ‘copy and paste,’ as that would involve copyrights. I ask for permission** from an account user for taking a concept, but I edit it my way” (T13, English translation).

Therefore, in this case teachers were aware about the importance of the spread of awareness between their learners about respecting other’s work and not breaking copyright laws, as well as the importance of preserving the right of others by referring to the author of the idea or information when quoting or using the video or picture. Moreover, they encourage their learners to have a sense of responsibility and concern about the principles of copyright and moral right when they attempt to copy and paste other people's ideas without giving them credit. As one teacher indicated that:

“**Preserving ethics and values on social media platforms reason intellectual property right, and positive comments** and cooperation between teachers to spread the benefit and teach language skills, from conversations and daily use” (T4, English translation).

Another example from teacher 9 who said:

“And it is particularly important, are **ethical issues in this tool**. For example, they **could go into the direct messages and have a conversation that is not related to the learning objective**. Also, if I was to publish a post, and **it belongs to others, I take a permission first to use the material** or if there was a special curriculum, I must have a permission first. **Ethical issues are permissions, copyright, plagiarism**” (T9, English translation).

However, teachers mentioned this issue to still being present, indicated by the existence of users using other accounts' ideas as their own in social media, and how difficult it is to approve the user copyright. For example, one teacher said:

**"The violation can be by copying the post or the idea without mentioning the owner of the idea or who prepared the educational content"** (T12, English translation).

**"Some concerns, for example, when there is plagiarised content. The violation can be by copying the post or the idea without mentioning the owner of the idea or who prepared the educational content."** (T10, English translation).

Furthermore, the second major concern to the use of social media platforms have been expressed by respondents as privacy issues. Teachers take greater care for the purpose of privacy. As one teacher reported:

**"First of all, they need to know how to preserve their privacy from the beginning, because it is necessary to know that these accounts could be hacked by anyone. First, they secure the accounts, know how to do so in every social media platform."** (T4, English translation).

Another teacher, for example, emphasized:

**"Unfortunately, the has been a spread of hacking student accounts, privacy and accessing personal data"** (T5, English translation),

The finding is in accordance with what is expected in Islamic and Arab nations, which are usually affected by social and cultural factors and having a higher importance on women's privacy.

#### 4.2.2.2.4. Cyberbullying and hacking

One of the challenges presented by teachers was negative/bad responses. Teachers have mentioned that one of the challenges they face when using social media is that there might be some negative/bad responses in the comment section, which could affect the teacher or the learners themselves when reading those comments. One teacher has clarified this issue by saying:

**"Although it wasn't my responsibility, but I think it is important to try to lead them in the right direction and encourage them to use it more suitably"** (T3, English translation).

Teachers have identified this to be a type of “cyberbullying”, and the user should have enough awareness to face these actions and learn how to deal with these issues. As some teachers have said:

“...there is a **phenomenon of cyber bullying, and it is a negative phenomenon**, but it can be overcome by **educating the students on how to deal with it** by opening to the teacher or to a responsible when **exposed to it to deal with the situation...**” (T8, English translation).

Another teacher stated that:

“**Bullying in comments**, this issue we are **still facing until now** and unfortunately **have not found a solution to this**” (T5, English translation).

However, teachers have found some solutions to tackle these issues in their accounts, for example, on Instagram teachers are able to delete those kinds of comments, as one teacher had mentioned:

“Instagram has an **excellent feature which is ‘block.’** There is also the feature to **delete comments**. There is now an even better way which is **to make the comment restricted**, so that only you and the **person who wrote the comment can see it and no one else**, so that **it doesn't affect others**, and this is a new feature, one of the things that Instagram develops.” (T4, English translation).

Another example from teacher 14, who said:

“For example, I **deal with negative comments by ignoring them completely**. **Benefit from the feedback on the content, deleting negative comments** so that **it does not affect the learners**, especially if **the comment was on the student's performance and was negative**” (T14, English translation).

Another teacher emphasised the importance of teaching students the best digital practices, stating that:

“We **need to always alert the student to best digital practices, avoiding bad websites** and use **of bad language while replying, to understand that your account acts as your identity**. Encourage how to **use social media in an effective and beneficial way**” (T5, English translation).

However, one teacher has focused on the idea that the motivation to spread knowledge through social media platforms and benefitting learners is the positive mindset that helps to erase any negative responses:

“Continuing and thinking of **spreading benefit negates in my view the negative effect of these comments**” (T4, English translation).



The findings from the interviews show that bullying and negative comments are not limited to students; they may also affect teachers, which is something that teachers should consider before using social media and be prepared to cope with. Teacher 4, for example, emphasized:

**“Also, there is bullying, if the person is not fully prepared for this thing, it might affect them negatively with this kind of bullying from people, because most people are under fake names so it's harder to fix this matter in a lawful way. Those who can't endure bullying might affect them very negatively and it could break them”** (T4, English translation).

Another teacher said:

**“Users could be exposed to negative comments and frustration. If the person is weak, they might be affected by the negative comments, because they received cyber bullying, and they might integrate it to the real world and cause a lack in communication”** (T14, English translation).

One of the experiences highlighted by the teachers when encountering the bad comments and how they deal with them is by trying to delete them many times and make sure these comments are no longer there. Teacher 3 stated that:

**“If someone made a bad comment, deleting the comment does not register from the first time, there is deception, showing that I deleted the comment where it still exists. Not everyone will remember to delete the comment twice”** (T3, English translation).

Based on the data, another critical issue that raised was hacking. The teachers discussed that there is a challenge and fear of hacking their accounts, and some of them have already been exposed to hacking and issues of how to protect their accounts:

**“One of the challenges is hacking, I have been exposed to it many times, as well as ‘fake private messages,’ where they need your password, so they penetrate to your account. I am exposed to these almost daily, even though I have followed the safety procedures recommended like two step verifications”** (T13, English translation)

Moreover, one teacher developed strategies that could help them secure their account and avoid the possibility of hacking. Teacher 4 demonstrated that:

**“As for the fear of hacking the account, securing the account and authenticating it through two factor authentication, where you put your password then you receive a message on your email or phone, and phones are very personal, and no one can have access to it, and this is it the best thing technology has arrived at now”** (T4, English translation)

Teachers are working to avoid their accounts being hacked, as one of the teachers explained that this can be achieved through using different tools by opening other accounts to help with saving their efforts in their Instagram account. One teacher underlined that:

**“I guess the only concern I have with it is that if my account were to get hacked or if Instagram decided to delete my account, then I would kind of lose all of that, so that’s kind the only thing that I can think of that its very temporal, you can lose it very easily”**

Another teacher explained their alternative plan if they might encounter these issues by stating:

**“I thought about like eventually I’d like to get a TikTok going on so that if my Instagram account got deleted, I still have another one...”** (T1, English translation).

However, some teachers highlighted that Instagram as app protect users Information comparing with other applications such snapchat. Teacher 14, for example, commented:

**“Later came the Snapchat and the TikTok and the other newer applications who took the same idea; copied ideas. People are still, even with the spread of the new applications like Snapchat (it was not preserving personal information and was hacked), coming back to Instagram”** (T14, English translation).

Using social media for educational purposes can also expose teachers and students to cyber-bullying and hacking. Instagram has a large user base, which means that there are potential risks associated with sharing personal information and engaging with others online. Teachers need to be aware of these risks and take steps to moderate them, such as using secure passwords, monitoring comments and messages, and reporting any inappropriate behaviour to Instagram. Therefore, it is worth mentioning that these kinds of issues appear uniquely to be teaching online; teachers do not face these issues in a physical classroom. So, it is important for new teachers who are interested in the idea of implementing social media to their teaching to be aware of these issues, as well as having a pedagogical framework to prevent/overcome these issues.

In conclusion, while social media platforms like Instagram can be powerful tools for teachers to engage with students and enhance learning outcomes, they also come with a range of challenges that need to be carefully considered and managed. By understanding these challenges and taking steps to mitigate them, teachers can make the most of the opportunities that social media presents while ensuring the safety and wellbeing of themselves and their students.

#### 4.2.2.3. How Instagram use impacts teachers' professional experience.

Teachers talked about how social media changed their teaching experience. For instance, teachers' skills as personal and practical experience. The following section discusses this point in more detail.

##### 4.2.2.3.1. Personal experience:

###### 4.2.2.3.1.1. Awareness and responsibility

Teachers' experience with a variety of social media tools influenced their use of Instagram by taking responsibility for practising their online teaching, as facilitators and guides for learners, by learning how to use and adapt the appropriate digital devices to communicate and collaborate with their students and peers in a digital setting. This responsibility appears in different practices in their teaching such as their interaction with students by receiving feedback even if this feedback leads to deleting the post because it has for example inaccurate information. For instance, As the following teacher went on to say:

**"After receiving a comment on a post about false information, I deleted the post, even though it is a hard thing to do on a post that received thousand likes"** (T12, English translation).

In addition, teachers put an effort when they try to delete the comments that could affect students more than once, which take time. Teacher 3, for example, commented:

**"If someone made a bad comment, deleting the comment does not register from the first time, there is deception, showing that I deleted the comment where it still exists. Not everyone will remember to delete the comment twice"** (T3, English translation)

However, teachers at the same time avoid blocking learners as a step to deal with the bad comments or inappropriate online behaviour. For example, one teacher stated:

**"I don't particularly block learners"** (T3, English translation)

When the teachers established post and they have additional time, they try to communicate and receiving /give feedback and not just post information without any interaction. For example, one teacher said:

**"I try and give feedback, directly and one by one, to every student. Giving feedback publicly might embarrass the student and cause them to stop contributing. I do not like a student going through a mistake and they do not realise it, I like to correct them and commend them and their language and restore their confidence to continue speaking. I found this to be positive to correct them then commend them,**

which in turn **boosts their self-confidence, and the student continues to in same level of speaking**" (T14, English translation).

The third, teachers understand how to protect themselves and their students, even their colleagues, to stay safe in the digital environment. As this was addressed in detail in (2.3.2 intellectual property and privacy concern) and (2.4 cyberbullying and hacking).

#### 4.2.2.3.1.2. Enhancing digital skills

Four out of the sixteen interviewed teachers confirmed that they have not had any previous experience with using Instagram in their lives which means lack of skills and experience in using it, thus for the teachers, they commented as follow:

**"When I first used Instagram I had no prior knowledge about it,** so I searched on YouTube about courses on how to use it, until I learned using it and how to upload videos. In the beginning there is a difficulty of usage due to ignorance and that is the hard part. The content is already there about teaching the language, **I just needed to learn how it worked and how to edit videos and pictures**" (T16, English translation).

**"Designing posts is tiring and time consuming given, my primary barrier given I had no past experience"** (T3, English translation).

According to the interviews, it was found that teachers' experiences could be both encouraging and challenging, and they were motivated to take advantage of the app, rather than discouraged by the barriers. To clarify, an example is as teacher 2 demonstrated:

**"First time using Instagram was for teaching, it was not a personal account, I did not know the nature of Instagram of technology in general"** (T2, English translation).

Teacher talked about how their use of Instagram gradually changed from when they first used it, which was a big challenge for them, as some teachers followed traditional ways of teaching, then they realised that they have to improve their digital skills to share their posts with students. For example, one teacher said:

**"Biggest challenge at the start was following a very traditional way of teaching, with a notepad and pen. Comments were made the teaching style stating it would be "better" to improve the way of teaching"** (T2, English translation).

Then teacher continued sharing their experiences and how they improved their digital skills as they believed it was essential for using social media for teaching purposes. Teacher 2commenting on that:

**“I try as much as possible to provide the content in a presentable manner using appropriate programs”** then they add **“Having to teach myself programs for creating photos and tables. “I had to start on few programs for example: BoxArt, Cute CUT and other programs”** (T2, English translation).

After that, teacher 2 commented on the usefulness of having digital skills for teachers such as knowing how to use different software before trying to post on Instagram. They asserted:

**“ The necessity for teachers to have good knowledge in few programs before trying to post on Instagram”** (T2, English translation).

Another teacher also shares their experience as a digital content creator, which includes understanding and paying attention to the fundamentals of content design, such as adding images and voices to pictures:

**“As a producer of digital content, you must have, and take close consideration of, basics of content design. Adding pictures, adding voice on pictures, the voice can be yours or quotes voice taken from another place”** (T14, English translation).

Also, teachers talked about how they developed their digital literacy through individual experiences. They prepared themselves to teach online through social media. For example, as one teacher claimed:

**“At the start of use, there was a difficulty, but with time and experience things became easier and smoother”** (T9, English translation).

Overall, teachers using different online resources and tools helped them gain experience to convey their educational messages in interesting and attractive ways.

#### 4.2.2.3.2. Practical experience:

##### 4.2.2.3.2.1. Teaching in one minute

Instagram allows for videos only up to one minute; hence, teachers are restricted with the video length. However, teachers have shared their thoughts on this fact, and how it gave them an opportunity to summarise their ideas before sharing them with the students. For instance, few teachers have noted:

**“There is still the challenge to deliver an inclusive and useful information in minute”** (T12, English translation).

**“This time (one minute) is a double-edged sword, positive because students want the information in fast way and so makes the presenter of information (the teacher) shorten and summarise. But at the same time, some information cannot be delivered in a minute. Like for example explaining the meaning of vocabulary**

**and give an example on them and how use them in comparison to other words.** In this case there is **an inability to deliver the information in one minute**" (T14, English translation).

Teachers were provided multimedia resources linked to teaching English, such as texts, web links, videos, pictures, and images, via Instagram (see observation data section). Teachers have said that the educational videos and pictures provided have enhanced learners' academic performance, as seen by comments received from them, as well as learners requesting that teachers continue to publish such educational material.

"...the nature of social media and Instagram is **to use it for important, valid information that can be explained in a short time, leaving out complicated**, long and **what requires time to explain** like grammar for example, this is what I think..." (T13, English translation)

"Given it is not a class setting, the **teacher should know to deliver the points briefly, but without damaging meaning or benefit of their work**" (T2, English translation)

Even though Instagram has features like IGTV, or live broadcasting, that gives teachers more time to explain lessons in detail if they feel one minute may not be enough, as three of the sixteen participants agreed, they're using this feature to do English courses and as an open space to meet other teachers and their students to share knowledge, discuss, and ask questions. For instance, a teacher reported:

"There is a **live feature** in Instagram, **I used it for a course I ran for two weeks, it provides an hour** which is a **good amount of time for explaining**" (T3, English translation).

However, the analysis showed that thirteen of the sixteen teachers avoided using this feature and instead chose to publish posts, because they prefer to provide students with brief and simple information that is also interesting to them and meets their real-life language needs. For example, two teachers commented as follows:

"Having the feature **means more work on the content creator**, would not be a very bad problem for teaching **who love to explain or in need for the 2-3 minutes; I love to deliver a fast information**" (T12, English translation).

Another teacher, who stated:

"Teaching through social media **requires, in my opinion, a fast and correct message; moved away from IGTV**" (T2, English translation).

In the same vein, another teacher commented:

**“My favourite** Instagram feature is that it is **restricted to a minute**. I do **not prefer much talk, even though there is a feature in Instagram to make videos longer**, but it is **better to make it short and concise**. So, I use the delivery, meaning the lesson or information **short, quick and with depth**.” (T2, English translation).

Additionally, teaching in one minute is challenging for teachers, as they need to provide information that fits in this short time, some teachers may produce an informative post in just a minute. However, teachers in the interview emphasised that, teachers should not create information more than they require in one minute; one or two points should be enough. For example, one teacher explained:

**“At the same time, the content is simple; some teacher might make informative post in one minute, but when you check the post, you find for example 30 points. The student might run away if they see 30 points in one post in one minute, as it is too crowded with speech and information, more than they need in one minute”** (T14, English translation).

Thus, it could be argued that teachers in this study have adapted to certain social media features, such as teaching in one minute, and they have attempted to design materials that are compatible with these platforms. This may indicate that teachers are able to adapt to new technologies. Also, social media has had a significant impact on the teaching experience, both in terms of personal and practical skills. On a personal level, social media has allowed teachers to connect with one another and share ideas, resources, and best practices. This has led to a sense of community and collaboration that can be valuable for educators.

#### 4.2.2.3.2.2 Information seeking and evaluation.

In the interviews, the data revealed that the teachers do not only act as facilitators, but also as creators and structurers for the learning environment. On social media, such as Instagram, teachers evaluate and create professional content for teaching, regardless of their experience or level of expertise with technology. Teachers support their teaching by looking for information that is truthful. One teacher commented as follows:

**“Using Google search to look for information, searching similarities and for information accuracy”** (T3, English translation).

Moreover, the teachers evaluated their contents, sometimes with their peers as well. Teachers were also willing to communicate with students and ask them to evaluate the

contents, which indicates their keenness to exchange knowledge and ensure the usefulness of the information. For example, one teacher said:

**“Using questionnaires inside the story, also through the responses in the comment section and the likes, this show how satisfied the learners are from the presented content”** (T9, English translation)

**“It helps shy students and eases the dread intensity to appear in front of students. I love to listen from students because it generates ideas, the student might give me an idea that I never thought of, so they are sometimes a source of inspiration.”** (T4, English translation)

**“Of course, the purpose of the evaluation is to know and confirm the comprehension of the student to the topic of the lesson that was taught”** (T9, English translation)

These examples demonstrate how teachers are evaluating the opportunities, challenges, and limitations of using social media in teaching and learning. This might help to provide a better understanding of the issues with questioning social media's involvement in education. As well as, although 1 minute may appear to be a short amount of time to communicate effectively, teachers in this research rose to the challenge and created a lot of short videos to share with their students, addressing students' requirements to enhance their English as second language speakers. In the following section, I present teachers' teaching experiences that highlights the social media-context.

Overall, social media has had a profound impact on the teaching experience, both positive and negative. While it has created new opportunities for collaboration, engagement, and personalization, it has also brought with it new challenges and responsibilities that teachers should navigate carefully to maintain a safe and professional learning environment.

#### **4.2.3. The themes of the third research question**

While the findings of the second research question: What are the benefits and limits of using social media to teach English language? were addressed in the previous section, this section discusses the third research question: What are the teacher's specific practices on social media that are related to teaching English?



Two themes were found in the data. The first theme is the pedagogical function of Instagram, the second is digital skills and literacy. Figure 15 demonstrates the many themes and subthemes to be discussed in this section.

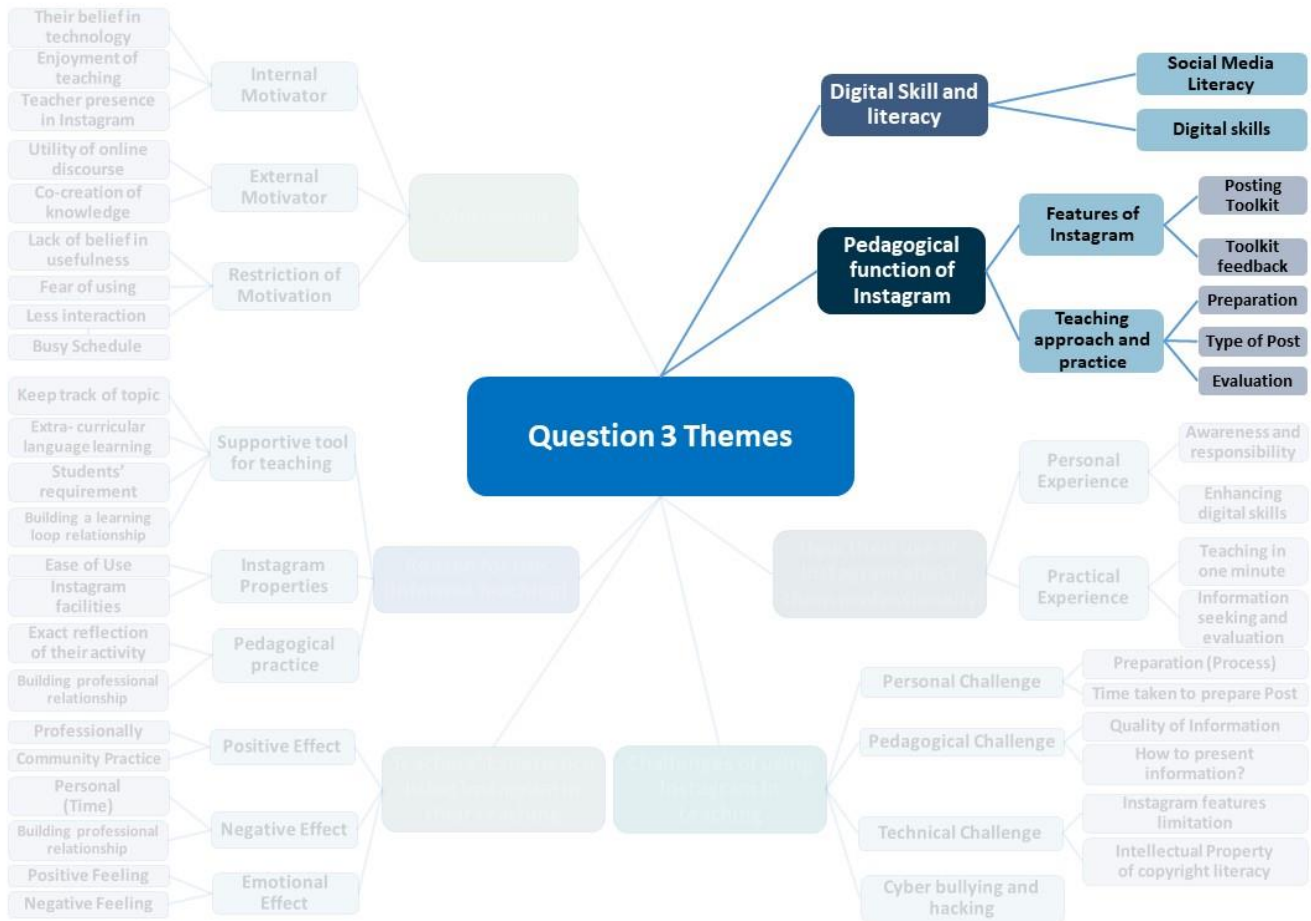


Figure 15: The Themes and Subthemes of the third Research Question, designed by the researcher.

The next section discusses the role of Instagram in teaching English in this context to develop a framework for more effective practices.

#### 4.2.3.1. Pedagogical function of Instagram (pedagogical practice affordances)

Interviewing teachers has revealed that utilising social media was seen as the next logical step, the teachers want to reach their students and social media is widespread among them.

What follows are a series of the responses that emphasised this thought:

"I really agree with using social media in teaching and learning English, because it is the **current tool used by teenagers to learn when the opportunity exists**, it is the **way of communicating and searching in this era**"(T3, English translation).

"The **new generation is good at following all kinds of social media**, from WhatsApp, Instagram and others. It is, in my view, an effective tool for interaction. The **students themselves would have the motivation to learn and ask questions**"(T4, English translation).

"**For this generation**, where we have to adapt to them and their way of thinking, and **we find the things that could motivate them to learn**. Following old teaching styles will **not bring enjoyment to you as a teacher and the valuable information you have might not be delivered**". Then they added this comment and said: "I strongly believe that social media, in **our current time**, is a cornerstone of teaching" (T5, English translation).

"Because **the direction now is towards social media**, social media now became a platform for marketing business, social media now is a platform for greater boundaries. **Now with COVID-19 everything became remotely**" (T7, English translation).

"Instagram is a great app because it is **famous and the students already are using it and have accounts in it**, this **makes it compatible with their orientation and preference of an app over others**" (T7, English translation).

"Social media is **important and is the language of this generation**, most teachers head towards it for its **closeness to the students and their daily lives**" (T3, English translation).

This theme contains two primary codes, teaching approaches and Instagram features, which will help address the pedagogical function of Instagram. The first code will focus on the content that teachers have found to work on social media and how they prepare it, as well as their method for evaluating the lessons' performance. The second code will focus on the Instagram features which the teachers found useful for delivering content and feedback.

#### 4.2.3.1.1. Teaching approach and practice (its potential uses in education)

The teachers offered several suggestions for enhancing the use of Instagram in teaching English. They provided clear practical examples of how Instagram can be used to teach English, which give a potential for the enhancement of discussing best practices. The following section will be presenting the teaching processes carried through Instagram.

##### 4.2.3.1.1.1. Preparation (prepared the educational content)

From the data, teachers outlined the steps and defined their attempt to create a successful Instagram post. All the participants described this process in three steps which were

preparation, process of editing and posting, and type of posts. The following three quotes paints a general picture:

**“Minimise information density in each post, minimise video/audio explanations,** this limits the faced issues but does not eliminate them”(T2, English translation).

“The posts that I publish contain lessons I **take from the curriculum that I teach,** from **websites or other accounts**”(T7, English translation).

“I expect that **creativity, design and montage are one of the most important skills for a teacher** to have while teaching on Instagram”(T4, English translation).

However, one teacher gave a detailed narrative of how they arrived at their current setup:

**“I use design tools such as Videoloop and Photofax, these have made it easy for cutting a pasting simple design.** These are the tools outside Instagram to ease the use of Instagram to post a teaching material”(T3, English translation).

“I used to take lessons **from my book and say “the lesson is from this to this”** but I have not received any response from the audience, but **when the subject is random, although easier,** it is annoying to try and find something to talk about” then teacher explained their afterwards saying **“I moved from following a book structured teaching to focusing on specific subjects,** stay with the subject for two months then change”(T3, English translation).

“My beginnings were to reiterate **parts of my books on Instagram,** later I would **pick a certain topic and make posts** related to that. It received much appreciation, but it was difficult for me. Like these innovative ideas are good and the learners are happy with, but it’s at the expense of my time”(T3, English translation).

Then they adding: **“My content kept changing to maintain a high level of interaction,** it started with **“Home Phones”** then **“Correct translation”** then **“Phrasal verb”**. **“One must change and develop continuously to ensure the continuity of the work, account and learner’s interaction”** (T3, English translation).

This demonstrates that teachers use a suited teaching methods to prepare content to teach on social media, because a fast-paced, entertainment-cantered social media platform cannot be a suitable candidate for the intensive material and structured curriculum of the classroom, particularly if the teachers want to engage their students outside of school hours. One of the methods the teachers have discussed for adapting the material is by addressing the everyday needs of the students and teaching in informal Arabic. These are discussed below:

- Using informal Arabic language

The idea of using informal Arabic (colloquial Arabic) to deliver lessons on Instagram might stem from the fact that social media, by their very nature, are platforms for entertainment. Hence, it is perhaps preferable to avoid copying a classroom environment directly into the platform without adapting it first to be suitable and easily accepted. Teachers have shared their thoughts on this idea with the following:

**“I received some feedback that when I explain using informal Arabic language, the lessons become easier to understand and simulates the Arabic mind. Using the informal language in explanations, I see it as a way to close the information from the English language to the Arabic language”** (T9, English translation).

**“Using informal language in my opinion, help to be close to the students with the explanation better and communicates the information in a greater way. Also, sometimes in a fun way. The nature of social media is presenting something that is simple and joyful. Giving information in a way that is correct, quick, in a minute, makes the information easy and sticks in the mind of the student”** (T4, English translation).

**“Language especially needs interaction and need to be fun, from my experience and my practice, language is not taught in a formal way”** (T7, English translation).

**“find things that they’d be able to benefit from in a short amount of time, so whether it’s something they’d been pronouncing wrong, some like grammar mistake that they make a lot, or just a vocabulary they don’t know, basically trying to find what’s a real need that the students have, that most Arabic speakers have when they speak English and then how can I address that, so like I use a lot of visuals when it’s vocabulary, I try to always show them it, I give them an idea of that and give them example sentences so they know how to use that word in context”** (T1, English translation).

**“The aim is to simplify complicated information that stumbles most learners who want to acquire the language to achieve their career and academical goals in a storytelling way that is customised towards Arabic speakers. My curriculum prepares the Arabic mind to acquire the English language by building a basis for the language that suits the mother-tongue, and by correct common misconceptions”** (T11, English translation).

As seen from the quotes, teachers believed that using informal Arabic helped with simplifying complicated information as well as making it fun and joyful. In doing so, teachers have realised that they do not necessarily want to follow a book while teaching their students but use the

platform to tackle their students' primary needs, such as learning English for academia, or simply day-to-day encounters.

- Students needs in their daily life.

As discussed earlier, teachers have shown how they adapted their posts to be a better fit for addressing the students' needs, one of which is giving lessons about daily life language. Some teachers in this study believed that this is the way English should be taught to students, arguing that presenting complicated words to the students is not necessary and should focus on "English that is spoken". The following quotes unravel this idea:

**"I always see it from the point of view of the learners, my major is in linguistics, and I have a strong belief that the English is the English used in speech by the original people.** Sometimes I get information or words and before I present them, I search them first, I see whether it is used or not, would the students be benefited by it or is it just extra information. **Meaning we don't bring strange words in English and present to the students; English is the English that is spoken, the English that the students' needs in their daily life. Some phrases and words that we need daily, language is a necessity for communication, so I see what the students need in reality"** (T4, English translation).

**"We have to try and make the English language part of the day for the student, because the student needs to have a good daily outcome"** (T5, English translation).

**"The teachers learns along with the learners at the same time, because when they deliver the information, they have tracked the information and verified its correctness, truth and source, is the source native speakers or an author, for example, idioms"**(T2, English translation).

It is worth mentioning that some teachers have admitted that they are learners too. Meaning that some teachers would be learning English for themselves but find something they believe might benefit their students, which then inspires an Instagram post. The following section will address the kinds of lessons presented in those posts.

#### 4.2.3.1.1.2. Type of posts

All teachers talked about the pedagogical approaches that they use when teaching English language on Instagram. These approaches were about using fast and simple lessons, meaning teachers were preparing lessons to be suitable for posting on Instagram, as a post that take only one minute or less, but also at the same time the post should be useful and informative so that learners are interested in it.

In interviews, teachers shared ideas of Instagram practices as well as their own experiences with the app in teaching, they provided a pedagogical method for online teaching environments. The teachers offered several suggestions for enhancing the use of Instagram in teaching English, these are listed below.

- Lessons on word meaning, pronunciation and vocabulary:

The data gathered from the interview has shown that the typical topics teachers like to teach on Instagram are those of word meanings and pronunciations, as the quotes below show.

"Focused on **vocabulary, a word and its meaning/pronunciation**"(T5, English translation).

"But like yeah for pronunciation, same type of thing where I try to get them to go between those, but the big thing I get with those is telling learners to write or to practice those in the comments, so if it's a new vocabulary, new grammar, new pronunciation, I'll ask them to write a sentence in the comments and then if it's a pronunciation tell them to try and saying it out loud, so that's kind of what I am able to do with the context"(T1, English translation).

"Educating the learners on, **what they are interested on, in English language without complicated, detailed explanation**. This is by sharing **phrases and quotes in a fun way**"(T11, English translation).

"The method of **question and answer is the method that I apply in my account**. For example, **asking "how do you say this particular word or sentence in English"** in the post, so **that the learner can think about it first and then swipe the screen on the same post and see the answer**. Which will help the student to **learn the information with repetition and focus**"(T10, English translation).

These topics tend to be elementary as far as teaching English is considered, few teachers have hinted that they like to ask questions directly towards the students to answer in the comments section when given new information, such as a new grammar rule. However, when it comes to grammar, the consensus is not in favour of it as a post material.

- Grammar:

For teaching English grammar as structural rules of the English language through using Instagram, teachers have two opinions regarding this. Thirteen out of the sixteen teachers agreed that they did not prefer to teach language by grammar, Teachers assumed that grammar is not essential to learn the language as they believe it will be a barrier to gaining the language. For example, some teachers reported as follows:

"As part of my specialist I **believe grammar should not be given to beginners**"(T3, English translation).

"I **don't like to explain grammar**, because I **think grammar is not everything and is not beneficial**, because I **didn't learn the language by grammar** "(T4, English translation).

"I **see indoctrination beneficial**, for example you see a **phrase as a whole and you memorise it and repeat it, this benefits more with fluency and acquiring of the language better than grammar**. This is one of my personal believes and you **might find this in the account; I don't have videos on grammar. Learning grammar in the beginning is one of the barriers to learn a language**"(T4, English translation).

Other teachers, three out of sixteen, have another opinion about using Instagram for teaching grammar, they agreed that grammar needs more time for explanation and needs detailed information, while the nature of Instagram is suited for fast, vital information. Therefore, they posit that Instagram is not considered a suitable tool to teach grammar. As grammar teaching needs an interactive explanation and take a long time from students to learn it and use it, Instagram from teachers' perspective may not be a convenient tool to teach students grammar. Teacher number 7, for example, made the following evaluation:

"**Instagram is useful in fast information**, but from my point of view **for extensive teaching like grammar, I think YouTube serves it better because it has more space**"(T7, English translation).

Another example from teacher 11, who said:

"Instagram becomes fun through posting phrases and conversations that **support improving the language... even if it contained grammar, it would be done in a brief way**"(T11, English translation).

This draws the attention towards how these teachers evaluated the lesson content and whether it was suitable for Instagram, which will be addressed in the following section.

#### 4.2.3.1.1.3. Evaluating their lesson on Instagram

The data shows that teachers used different methods on Instagram to evaluate their posts. These include using the channel's already existing features such as comments and likes, save and share of the posts, using surveys in story feature, and lastly, sharing with their peers for evaluation of the posts' information. These are discussed in the next section.

- Comments and like for evaluating (to see if students gain the knowledge):

Social media platforms have mechanisms that allow the viewer to show their appreciation for the post, ranging from retweets, favourites, and shares. Instagram shares many of these mechanisms, among which are the like button and the comments section. Teachers in this study have expressed how they use these mechanisms as indicators for evaluating their posts. The following quotes talk about likes and comments:

“one of the biggest determiners is **just how many likes there are on a post**, so for me if I post something that I think “this is going to be amazing” and that “this is going to be helpful for them” and it doesn’t get many likes then I am like “okay, **maybe I won’t anything like that in the future**”, that students aren’t as receptive to that; if one that I don’t think is **super helpful** ends up getting a lot of likes then I am like “**okay, maybe that’s something that’s really helpful for them**” and so I adapt in that way” (T1, English translation).

“yeah the biggest thing I think is **just seeing how much interaction it gets**, so if it has **more likes then that shows me that the students like it more**, yeah that’s the biggest thing is seeing how many likes it generates, **seeing learner’s comments, that kind of get an idea if are they able to use it well, so I guess the likes shows whether it’s relevant and in the comments I can see whether they have actually applied it well**, so I see lots of people using whatever I have talked about correctly then I know they got it and if I see a lot of people using it incorrectly I know maybe I didn’t explain it well enough” (T1, English translation).

“The number of **likes and interaction in posts gives an indication for how pleased the learners are about the post**, as well as **the interaction in the comments** is one of indicators for me”(T3, English translation).

“**Instagram provides tools for evaluation, like the number of likes and the number of saves on the video**”(T4, English translation).

“Also, **the number of comments, these are the tools that Instagram provide for evaluation**. This gives me a **motive that the quality of the video and information is what made the students save the video**”(T4, English translation).

“Using **questionnaires inside the story**, also through the responses in **the comment section and the likes**, this show **how satisfied the learners are from the presented content**”(T10, English translation).

As illustrated, teachers believe that students would press the like button if they were pleased or satisfied about the content, which is further solidified if they leave a positive comment on the post. Generally, that is how Instagram users tend to evaluate their posts, Teachers interpret numbers of likes as indicators that students have found the content useful.



However, teachers have shared other ways they use to evaluate their posts. The following section discusses this in detail.

- Interaction as evaluation method:

Teachers in classrooms have an immediate sense of how their lesson was received, the students are directly in front of them. This makes judging a post challenging when it comes to assessment. Fortunately, teachers have reported that interactions on the posts they publish act as an evaluation method, similarly, as quoted below:

"I sometimes **assess the extent of interaction by students on the video** itself, if the **interaction is high, it means that the information is important for them**, this is one way to evaluate"(T4, English translation).

"**The interaction of the learners and the comments they write and share**, the interaction in the comments and the likes are **motives to continue communicating** and teaching through social media"(T7, English translation).

Teachers gauge engagement using discussed mechanism, likes and comments. Therefore, if they see many comments from the students on the post, even better if the post starts a discussion in the comments section, they see it as a positive indication for the post.

- Survey for evaluating:

So far, the methods discussed seem simple and are exploiting the built-in features of Instagram but could be seen as a passive way of evaluating the post; it is hard to distinguish if the like is given for the content and its usefulness or just to show appreciation for making the post. The teachers have shared that sometimes they would create a survey and publish it through the story feature of Instagram:

"I **do surveys at the end of every term about the account and the strategies used for teaching**. It is **unbelievable how students can add and support you in improving the content**. I share my work with my **co-workers**, I send the activity before class or making a post and **I take suggestions**"(T5, English translation).

- Sharing peer for evaluation:

In addition to asking students to fill a survey, teachers have reported that they might ask their own peers to assess the contents of their posts. As some have stated:

"I rely on fellow colleagues to **check my posts before I publish them**"(T3, English translation).

**“Cooperation between teachers to spread the benefit and learn language skills, from conversations and daily use”(T3, English translation).**

**“Evaluation is a personal effort from colleagues before publishing the post”(T7, English translation).**

These methods of evaluation are examples of how a teacher could assess their performance while teaching on a social media platform. In the following section, these features are discussed in more detail to show how teachers use them to teach and give/receive feedback.

#### 4.2.3.1.2. Features of Instagram (as a channel to deliver educational message)

Findings based on the interviews indicated that, teachers agreed on that Instagram offered features that help teachers to engage with the students and they agreed that Instagram always keeps improving by adding more features that teachers find useful, using different features on Instagram as a channel to communicate with students. Teachers commented:

**"I see Instagram as a developing application, always renewing and does not stick to single rhythm, and this is always to the better, so they have not added a feature or update that prevented me from using it"(T4, English translation).**

**"Instagram is one of the platforms that saves your work... it can save your ‘stories’ ... the posts that contain videos and pictures and this is very great because the learner can come back to the account at any time and find the lessons available and save” (T7, English translation).**

**"Instagram’s advantage is like it is a library, posts containing videos and pictures are in front of you and it saves work, it is easy to pick the post, browsing and moving between posts because they are clear, this is honestly the thing that distinguishes Instagram from other apps” (T7, English translation).**

**“It is like an archive in saving the information and lesson, the teacher could create their own logo” (T7, English translation).**

**“Instagram is well developed, and is always updating, I use most of its features, like the Story, and it served me honestly”(T7, English translation).**

What follows are a list of the Instagram features, separated into features used for posting and features used for feedback, which are used for that matter.

##### 4.2.3.1.2.1. Posting toolkit

This study is interested in how teachers utilise their knowledge of Instagram to help them shape their communication practices. From the findings, Teachers created a teaching method based on Instagram's functionality as a social media. The following section includes a method and a set of guidelines that teachers acknowledged and followed when teaching by Instagram.

The teachers demonstrated how they used Instagram's features, such as publishing in multiple ways and responding to comments and direct messages (DMs).

➤ Multimedia posts (images, animations, videos):

Teachers have shared their experience teaching with interactive multimedia that Instagram provides (i.e., images, animations, videos) to engage and maintain students' motivation.

They reported:

"There are some accounts that **they just post pictures, I don't think that's super helpful**, I think it's a lot more helpful to actually **have a video where you have audio, and everything involved**"(T2, English translation).

"The interaction of students when explaining many clips through making a single post that gathers all the **information in those clips inside a single photo as a summary and makes it easy to receive the information**"(T12, English translation)

"Instagram with no doubt is the best in my opinion and I am more active in it because of the ease of passing **information and explaining in it and the way in which it presents the information is very clear, it is like a catalogue, everything is clear in front of you**. For reasons mentioned before, they qualify Instagram "to be a teaching tool better than others"(T2, English translation).

"**The way of having questionnaires that are on the video could benefit the teachers in a very big way on Instagram**, because as **teachers benefit from the questions by the students**, and also **other students benefit from the answers on the questions**"(T4, English translation).

"**With posts**, you can share **more than one image**, and also **share a video in the same post** with the **ability to move from one image to another in the same post**"(T10, English translation).

Another teacher finds that one-minute videos are beneficial to pass a lesson without extending the information, as a teacher commented:

"**I see that it is a positive experience, I was able to arrive at many of my students' thoughts and I was able to find the teaching style best suited for the lesson without prolonging the explanations**. Meaning, **it shortens the explanation** duration with speech and passes the essence to the students"(T12, English translation).

In the same vein, other teachers emphasised the usefulness of short videos for the students in that they did not feel bored to receive the information and are rather motivated to engage, for examples as they commented:

"**Short videos**, and I reiterate **short videos are necessary such that the students do not feel bored** and instead **have a motive to share and participate**"(T5, English translation).

"That I **deliver for them the information in a smooth way**, and they do not feel that they acquired through a **video containing a conversation or picture**"(T7, English translation).

"An amazing **way to expose the skills of the teacher to clarify and deliver a complicated information in less than one minute**, or to **explain a phrase in quick, simple language through fun way**, like **animations**, which in turn convinces the learner **in the teacher's abilities which might lead to engaging** with the teacher"(T7, English translation).

➤ Hashtags:

Hashtags are a form of public announcement; Instagram users could use a hashtag to find related posts using a phrase beginning with hash symbol (#). Teachers quoted:

"Add **hashtags** that's really helpful to be able to **spread the word** and kind of **find the accounts or information** I am looking for, so that helps out a lot, and then **reels** they've added those are very nice"(T1, English translation).

"With the explorer by **hashtags**, I would **be watching educational posts and following educational accounts**, so its Instagram know that I am more **interested in that topic**"(T9, English translation).

➤ Stories:

Stories are a form of temporary posts; they stay on the users account for 24 hours before disappearing. Teachers have shared interesting ideas of exploiting this feature pedagogically. One of these was discussed earlier, making performance surveys, but other uses include creating quizzes and polls as an activity to engage the students. This was illustrated by many teachers, such as the following:

"Another one is the **stories** that's really helpful when can create **quizzes and stuff like that, quizzes and polls**, those are really nice, so it kind of **give students the opportunity to test themselves and try out everything they are learning**, so those are nice" (T1, English translation).

"Sometimes I **make polls on Instagram stories** when I post **new content**" (T1, English translation).

“Some of the other tools that support me, and these relatively new in Instagram, because Instagram is an application that **continuously improving its features**, is the **story feature; it has live broadcast and interaction with the students through questions, also has voting for example for topics and information**. It is a delivering platform much **like a class**” (T4, English translation).

“As for **features there are many**, one of which is the presence **of the story specific to Instagram**, where you can **put your explanations in the form of multiple options**. Also **setting up questionnaires**” (T10, English translation).

➤ IGTV:

IGTV (Instagram Television) is a feature added to Instagram that helps the user create posts that are longer than one minute. Teachers have shared that this feature is useful if a lesson needs to be explained in detail, even if it means more work from the creator. Teachers have stated:

“**IGTV is Big**, useful feature to **have for when trying to explain lessons in detail, if 1 minute is not enough**. However, having the feature means more work on the content creator, would not be a bad problem for teaching **who love to explain or in need for the 2-3 minutes**; I love to deliver a fast information”(T2, English translation).

“After the **feature of IGTV came** in Instagram and feature of **slides**, I asked if they love the **clip to be one minute**, or maybe one minute then you slide and you go to the next clip which is written. My students love something that is quick and beneficial”(T4, English translation).

➤ Live:

Live, as the name suggests, allows the Instagram user to live broadcast to their followers. Teachers have stated they used the feature in many ways, ranging from delivering courses to ordering live at a café shop. What follows are teachers’ quotes on how they use Instagram Live and their thoughts on it.

“There is a **live feature in Instagram**, I used it for a course I ran for **two weeks**, it **provides an hour which is a good amount of time for explaining**”(T3, English translation).

“Instagram **Live is very amazing. Useful to present lesson, courses, and interviews**. It can be **utilised greatly to support teaching**” (T10, English translation).

“I **go live on Instagram to make a lecture**, Live is **great for interaction and communicating with students because it is live**” (T9, English translation).

“I tried the **live broadcast**, I found it **highly effective for service encounters**. The students **who attend have attended to benefit or see things and information that was not found in the classroom**” (T12, English translation).

“The **live broadcast** brings the **link between the teacher and the students closer and breaks the fear barrier between the students and the English language**” (T4, English translation).

Then the teachers explained how they are using live in teaching English, which means learning English in context as they are reporting: “For example, I **made a live broadcast on how to order coffee when inside a cafe** and I **asked the students to come out and order coffee**. Afterwards, I **did some feedback**, meaning I **didn't make the direct goal to learn the language, like it's a more language goal than a communication goal**, this is **one approach**” (T4, English translation).

One of the teachers made an interesting comment about building a professional profile and networks to benefit from other teachers on the platform. And at the same time provide students with different source of knowledge using the Live feature:

“With respect to teaching the English language, there are a variety of teaching techniques, each teacher has their technique which **may differ from others** and may be of greater benefit. **At the same time, this variety could be good for the student so that they may acquire information from diverse sources; those teachers are like sources**. For that reason, I **vary by hosting different language teachers, from different countries**” (T15, English translation).

Teacher 15 then explained how they build their networks using Instagram Live by reporting that:

“**Live broadcasts for me are two types, one where I am teaching and I do not have any guests, and the other is where I collaborate with teacher friends from America, UK, Australia and Mexico**” (T15, English translation).

Therefore, the teacher added more details and talked about how they created learning environments that include teachers and students to discuss and share their knowledge in a virtual community by live broadcasts, teacher 15 explained:

“Every so often, I **specify a time to get together [with teachers] on a live broadcast speaking about the language [English]**. At the same time, I am **connecting these teachers with the students** by leaving the **chat open so students can ask their questions and I see great interaction**. They **write their questions in English**, because the **guest's language is English and not Arabic**, so the students are **forced to speak to them in English**. This very great because they are **practising their language and at the**

**same time benefit from other sources other than the original teacher”** (T15, English translation).

#### 4.2.3.1.2.2. Feedback (commitment and involvement)

- Responding to inquiries

Teachers supported learners and helped privately (via direct messages) or publicly (using the commenting feature). The method used depends on the learner's preferences and the nature of the support or request. Additionally, teachers use Instagram to strengthen relationships and enhance their connections with their students. Teachers also used Instagram to engage in academic discussions to share their knowledge, experience and promote their academic identities. Teachers emphasised that feedback, interactions, and engagement, in turn, enhance these goals, reporting:

“If they don’t **leave likes and comments then the teacher won’t continue because** yeah, it shows that like if learners really cared about it, it wasn’t helpful, so I am just not going to make any more videos” (T1, English translation).

“Mostly **with comments and messages are the biggest thing, they typically would just put on there what they think of the lesson**, sometimes they **would send private messages and they’ll let me know what they think**”(T4, English translation).

“I try to go through them, just **kind of read what everybody says and get a general idea of what learners are saying**, and I try to **respond to some that are more important when learners make significant mistakes**, typically **few of them I try and correct**, but learners would **send messages a lot for a specific help**, sometimes I try and respond to those if I think they are significant and relevant”(T1, English translation).

“it’s connecting me with learners in the first place, and with the **DM, the direct messages**, that opens up the opportunity for more conversation where learners can send messages and then I can put and them in either the primary or general box and then kind of respond accordingly, so yeah that’s been really good just that there have been a lot of messages, they can always improve the messaging system but yeah it gets the job done”(T12, English translation).

“**Interactions in the comments**, as I mentioned if the account was specifically for students, for **both receiving and giving feedback would best and most appropriate, it could give other students to benefit too**”(T2, English translation).

- Direct messages:

Direct messages are the name that Instagram give to private, one-to-one, messaging. Teachers have argued that unlike in a classroom, shy students could use this feature to get

the teacher's attention without feeling embarrassed or afraid of giving the wrong answer to a question on the post, as well as being used for general inquiries from the students. The following quotes unwrap these ideas further:

"When we were in school, **the shy student never had the opportunity to participate, innovate or talk.** So now, with social media, **the student is able to come through private chat and tell that they are shy to talk in front of others.** Of course, as a teacher I would motivate and encourage her to overcome the shyness, but at least as a preliminary step it would not be good for the student to lose marks because they are shy or afraid to make mistakes"(T5, English translation).

"Indeed, **Instagram enhances communication with learners through private chat** in the **direct messages** or through the **comment section** under the posts and **its publicly viewed**"(T10, English translation).

"Indeed, **Instagram supported in a major way and more specifically those shy students and their marks have become higher compared to before** when they used to contribute to class"(T5, English translation).

"The student **could abstain from commenting and participating for many reasons,** that could include **shyness or fear,** **commenting in Instagram supports them to express and participate in a comfortable manner** without fear of no acceptance or **misunderstanding,** this enhances communication, **every time the person becomes comfortable their communication becomes honest and stronger**"(T7, English translation).

"**The communication is through the comments and direct messages,** the students **send sometimes questions** so I can help them with a **specific thing,** or that is related to the post, for example **'how do I say this in English?'** or to **translate a sentence** or a **word,** so **they ask me about the things they need,** a variety of things, sometimes **from the content of the post** and sometimes **from outside the content of the post**"(T7, English translation).

"Instagram **added a feature recently which are groups,** allowing you to **create groups in the direct messages,** which is **good because it would be more flexible, replying to messages** as present in WhatsApp "(T9, English translation).

Teacher 9 commented further on the use of the direct message feature, as they explained:

"**Communication is through direct messages, comments and video/voice calls inside the direct messages.** It means **Instagram is evolving** and we **find inside the direct messages another world,** an **independent section;** there is the **option to reply to specific messages** and that ensures communication with the learners"(T9, English translation).

- Comments:



A comment section appears under each post where students are free to leave any questions, thoughts or participations. Teachers utilise the comments to check the students' writing skills, as well as encourage engagement and interaction, as stated by them:

"Excellent in giving feedback in a direct way by voice and written messages. I can contact directly with each student to give feedback to avoid embarrassing them in front of others. The comments and private, direct messages are feedback method between me and the students"(T5, English translation).

"The priority for me is to communicate through answering questions and comments from students"(T2, English translation).

"The teacher has a chance to stay in touch with the students to give them tips to help them learn the language"(T5, English translation).

"When the student writes their responses in the comments, it can be used to evaluate writing"(T5, English translation).

"There is communication and interaction in the comments, it is easy and comfortable to express and communicate"(T7, English translation).

- likes/ share/ save:

Likes that appear on posts which indicate the number of people of have pressed the like button on the post. Share is an option for followers to share the post with their followers. Finally, save is a feature that helps the follower to save the post into a list where it can be seen again at any time for easy access. These activities appear as statistics to the creator of the content where teachers have reported to use them to gauge their performance, as stated below:

"Instagram provides tools for evaluation, like the number of likes and the number of saves on the video, the student can save the information in their private library or somewhere else and they could go back to it if they needed to. I notice that the saves are in the thousands sometimes"(T4, English translation).

- Feedback for teachers/ commitment:

Mechanisms have been shared earlier illustrating how teachers evaluate their posts and content. The same mechanisms are exploited by the students themselves to give feedback for teachers to express their needs and/or give suggestions, even if the teacher did not ask. Teachers commented on this saying:

"It's an **interaction between the student and the teacher** through **knowing the student's needs**, and also **gives feedback on some of the information and on posts in the account for the teacher**"(T2, English translation).

**"Through the comments and direct messages, they give me suggestions and comments with utmost comfort**, the feedback between me and the learners and their comments and direct **messages enhances the communication between us**, and as **the communication continues**, this **enhances and strengthens the links between the students and the teacher** and enhances **their acceptance for the subject, which is learning English language**"(T7, English translation).

It is clear from these examples that teachers use the comments section and DMs as channels to connect with students and provide them with feedback, as well as receive from them feedback on their posts and messages. Additionally, learners seek support, including questions about their English skills. Teachers report that the privacy of DMs makes it easier for learners to ask questions and help (as evidenced by the direct message example). As DM is private so no one can read the message except the sender and receiver.

In summary, teachers can use it to find learning and development opportunities of their own ideas and to expand the teacher's knowledge about using social media in their teaching from the actual teacher's experience. This finding suggests that: appropriate practices for using Instagram in informal teaching contexts and how they contribute to teaching and learning (How teachers use social media) and (how these technologies can be used for academic benefit), for example:

1. The videos are better than pictures.
2. Simple lessons are better than grammar.
3. Sentences are better than vocabulary.

It is worth noting that, although the teachers emphasised the positive and beneficial aspects of Instagram, they also highlighted the limitations associated with its use. Some limitations that teachers talked about were presented in Instagram's technical challenges. Teachers have reported having difficulties utilising social media; these difficulties are not due to the platforms themselves, but to a lack of understanding on how to use them effectively.

- 1 minute limit on videos. Alternatively, they can use other features that Instagram provided such as Reels, IGTV, and Live for extra time to teach.

- No prior knowledge on platform, adapting is necessary to use effectively.
- Teachers felt that the support was important for the development of social media for learning

In summary, this subtheme outlined several ideas that were provided by the participants for achieving better utilisation of Instagram in English teaching. Teachers presented a teaching strategy based on Instagram's characteristics which are summarised in Table 6:

*Table 6: Instagram tools and their objectives*

Tool	Objectives
Multimedia posts (images, animations, videos)	To share multimedia content and Post information in a variety way.
Hashtags	To find the accounts or information.
Stories	To Highlight valuable information.
IGTV	To provide courses or longer lessons.
Live	To deliver courses, host guests (gathering teachers with learners) and to start living broadcast, virtual community
Direct messages (Privet Messages)	For learners' academic queries privately.
Comments section	To ask and answer questions, interactions between teachers-learners and students-students, and to respond to students' queries.
Like, share, save	To communicate in diverse ways, that learners use for interactions with the contents of posts.

#### **4.2.3.2. Digital skills and literacy (requisite skills)**

From the interview data, all teachers have agreed on some skills that teachers need for integrating social media in their teaching in general, and Instagram in particular. And the lack of these skills may influence teachers use of social media in their teaching. These skills could be divided into two skills: digital skills and social media literacy skills.

#### 4.2.3.2.1. Digital skills (fundamental skills)

The digital skills that teachers should have when thinking about adopting Instagram for teaching were; all teachers mentioned editing, teachers need to be able to use other apps that help them with the cutting, adding, and editing of videos and pictures before they can post on their accounts. These skills could impact the results positively or negatively. As teachers reported accordingly:

“Knowing how to **edit videos** as well as knowing how to **coordinate** the content and present it in the best way for students in terms of clarity of idea, explanation, sound and presentation. As well as the accuracy of the displayed clip, the format of the image, writing or the level of sound, all of which **have a positive or negative impact on the result**” (T10, English translation).

Another teacher stated:

“that’s the biggest thing is **being able to edit videos** knowing how to do that, how to **record videos**, basically just how to **make a video that they can post on there that biggest, important thing**” (T1, English translation).

Additionally, one teacher advised teachers to improve their skills and capabilities through taking courses. Teacher 5 assured:

“I, as a teacher, **need to have digital skills** so I can pull students to participate, and this is what social media provide and specifically Instagram. I advise every teacher to **take courses to improve their digital skills.**” T5, English translation).

Another teacher reported that the ability of teachers to talk in front of a camera is an important skill as well:

“It is good for the **teacher to learn few digital skills that support in publishing posts** on the account, you need a mic for the sound to be clear and an application or two for the edits, you learn on them and that is it. Simple things. One must also have the ability to talk in front of a camera and that by itself is an important skill. These skills are good and is better than just opening an account and start teaching, you will know in the end” (T8, English translation).

The idea of flexibility and “digital teacher” was mentioned and how it is important for the development of teachers, as is stated below:

“Things are evolving around us and so is technology, so the **teacher has to adapt to this development that is happening and not settle in the simple things**, or certain level, **they will not develop personally and professionally...** the change and renewal in teaching and delivering information and acquiring skills...” (T15, English translation)

"Everything in a way, **I think we arrived at a time that prefers for the teacher to become a digital teacher.** The teacher must have a background on the way **to upload their files to YouTube, or editing videos for Instagram, cutting audio and video clips,** being able to voiceover **to adapt the video** and **add your notes,** so that the video becomes educational in your preferred way. **A way to remove music,** because in some **cases the music might be too loud,** covering the beautiful material the video is trying to pass"(T5, English translation).

"Third thing and **most important is flexibility,** the person being flexible, can **deal with anything in a flexible manner**"(T7, English translation).

On the other hand, regarding digital literacy, the agreed points amongst the interviewed teachers were that teachers who want to adopt social media should focus on knowing how to deal with social media before using it. This can be achieved through being aware of the expected goal of using it and evaluating their ways of use, as well as the psychological readiness for what may be exposed to through negative comments. As one teacher pointed out:

"Also, there is bullying, if the person is not fully prepared for this thing, **it might affect them negatively with this kind of bullying from people,** because most people are under fake names so it's harder to fix this matter in a lawful way. Those who can't endure bullying might affect them very negatively and it could break them." (T4, English translation).

Also, they indicated the importance of the teachers being creative when using social media in teaching. As one teacher reported:

"For the audience, **being more creative is more important** than having technical skills, from my opinion." (T2, English translation).

Also, another teacher stated:

"I expect that creativity, **design and montage are one of the most important skills for a teacher to have while teaching on Instagram**" (T3, English translation).

"There might be a fear when delivering a lesson that necessitates an in-depth explanation, especially when their **technical skills are simple**" (T2, English translation).

"Technological problems, **meaning the necessity for teachers to have good knowledge in few programs before trying to post on Instagram**" (T2, English translation).

#### 4.2.3.2.2. Social media literacy

Teachers in this study have distinguished between “digital skills” and “social media literacy”. Digital skills refer to the skills needed for creating digital content, such as filming, voice over and editing, whereas social media literacy referred to learning the channel by which the content could be published. One teacher has clarified this point emphasising the importance of the method by which information is delivered, stating:

“One has to learn and improve themselves on using technology that which serves the goal of education, in this case learning English language. **The teacher has to improve themselves to keep up with the development of technology in the students.** The way by which the **information is delivered might be more important than the information itself.** Also, when the **information is valuable and is not delivered in the correct manner, it loses its value.** Public speaking is important for delivering information” (T8, English translation).

The types of skills and capabilities that teachers need include such as how to edit videos and pictures, one teacher commented as follows:

“When I first used **Instagram I had no prior knowledge about it, so I searched on YouTube about courses on how to use it, until I learned using it and how to upload videos.** In the beginning there is a difficulty of usage due to ignorance and that is the hard part. **The content is already there about teaching the language,** I just needed to learn how it **worked and how to edit videos and pictures**” (T17, English translation).

Also, for example, one teacher highlighted this as a barrier. Teacher 3 said:

“Designing posts is tiring and time consuming given, **my primary barrier given I had no past experience**” (T3, English translation).

However, teachers talked about the Increased technical skills and the Increased opportunities for self-learning after they used Instagram in their teaching. For instance, one teacher discussed:

“**2016, the idea of using Instagram came to be, I started building the skill and there was acceptance** from the receiver whom I am passing the information to. **I tried to grow and develop this,** in the **beginning it was difficult, but [thanks to Allah] with time I had experience with managing the class, the account, the students' behaviour and how to deal with them.** In a short period, I managed to present something good, **I taught them and learned from them at the same time**” (T14, English translation).

### **4.3. Summary of the chapter**

It can be concluded that the teachers had positive perceptions on using Instagram as a supportive tool in teaching English. In fact, as a teaching and learning platform, Instagram allowed teachers and students to participate in meaningful interactions that enhanced learners' English language communication skills and abilities. Instagram was significant in terms of teacher-learner motivation since it encouraged students to learn English through interactions with their teachers and peers. As a result, teachers and lecturers are highly recommended to use Instagram to make the teaching and learning process more enjoyable and practical for their students' English language learning. Furthermore, this educational trend could be beneficial, depending on teachers' creativity and willingness to provide pedagogically well-designed online sources for their learners. Teaching by social media might provide students with a good educational experience, but only if teachers take the time and effort to ensure that they are developed in a way that adheres to best educational practices.

In conclusion, the findings fill the gap between a desire to utilise social media and the pedagogical content knowledge required to utilise and evaluate effective social media practices, resulting in an inquiry understanding of how teachers use Instagram and how it may be used to facilitate teaching and learning.

## **CHAPTER 5: Finding's part two: observations from Instagram application**

### **5.1. Introduction**

This section presents teachers use social media posts as a communication tool. It was apparent that communication was not limited to using Instagram, but in creating the posts themselves, different approaches were taken to maximise engagement. Additionally, to further understand social media-based teaching, this section will address the questions 1) *How could teachers exploit the platform in their teaching and enhance engagement?* 2) How is social media (Instagram) being used and practices as a pedagogical tool in teaching English?

This section draws on the data from the online observation as this discussed in observation as a method of the data collection (see chapter 3), including teachers' accounts, focusing on digital interactions (as feedback) and the content of the posts in general (indicators of pedagogical approaches in teaching online). Observing teachers' online accounts helped the researcher to triangulate with interview data (reference/citation). Online observation of participants' accounts also allowed the researcher to analyse and capture the manner of teacher-learner interactions, to compare the teachers' claims from the interview data with their actual engagement on the platform. It was hoped that this would clarify teacher's use and to offer an insight into actual practice, to help understand and compare between what teachers said and what they are actually doing. It was also intended that this would help develop a communication model for social media applications by investigating elements from Berlo's model (1960) (as discussed in the methodology chapter,3, above) that can be combined with social media to create an effective communication tool for teaching and learning.

The ultimate objective of online observation is to understand the teacher's behaviour regarding their pedagogical beliefs. For example, in the context of this study, behaviour refers to the teachers' actions in response to students and what they publish in their posts, to establish whether there is a gap between their theory and their practice. Thus, the online observation aims to answer the following questions:

- What were the teachers' and students' online interactions?
- What was the tool (feature) used to communicate on Instagram?



- To what extent did the online observation agree or disagree with the teachers' interview responses?

## 5.2. Descriptions of Instagram channels

In this section, the researcher first introduces the Instagram interface and how teachers manage online teaching setup. The researcher then goes on to highlight the features that are important for online education throughout the Instagram's posts, with a focus on participant feedback and engagement options. Instagram's affordance to facilitate online teaching and communication with learners is also evaluated.

The content of posts included textual, verbal, visual and audio components, as well as comments that reflected online discourse between the teachers and students regarding said posts. These were the primary source of online observation data for this study. The post provided the researcher with a hint as to what the post's topics were, and the comments section allowed the researcher to observe how the teachers and students interacted. Table 7 presents the components that appear in an Instagram page. These components have been used, by both teachers and students, to interact and share information, in this case information about teaching and learning English as a second language.

*Table 7: Assessment of Instagram function based on teachers' and students' usage, designed by the researcher.*

Analytical Tools	Function
Bio	This section provided a place for the teachers to write an introduction about themselves or a motivational phrase for the students. Moreover, it features an option for private messaging, and some teachers also provided a contact number or an email for address as alternative ways to contact them. There is also an option at the bottom that presents several accounts with the same topic or interest. Bio features profile information, number of followers and number of posts.
Post	The Post section presents ways in which content can be generated by teachers. They can take the form of documented lessons through video and photos. For example, teachers can create pictures or videos with

	effects and then publish them on their page. It allows the publication of clips from a movie or programme.
Comments	This section is one of the ways for teachers and students to engage in conversation. It can be used for asking and answering questions, for discussion, or suggestions for both parties, (teachers and students).
Like	Clicking on this icon will display visual student interaction.
Share	This option enables the student to disseminate and transfer content among other students, such as to another group.
Save	This option enables the student to arrange the information they need in one place by creating and building their own library that includes posts from teachers' accounts or other accounts.
Private message	This section allows teachers and students to chat privately regarding the subject of the given post. Teachers can address students' needs through communication and enhanced contacts.
IGTV	Teachers can use this feature when they want to explain a subject in a video post and need more than one minute.
Story	This feature allows teachers to download and share subjects with students for 24 hours. Usually, teachers use this for a quiz or a poll. It can also be used for asking questions, where students can reply in the comments. Most teachers pin the story on the page as a quick reference for important subjects or information for students, while maintaining any article links attached.
Live stream	This option allows the teachers to provide an extended explanation for 24 hours without interruption. Students can join in a live broadcast, participate, and interact as if in a lecture hall but in a virtual world.

The combination of these features and connected tools, as seen in Table 7 has made Instagram a channel for information sharing activities. As these features are displayed where

they can be easily seen and used by teachers and students, they can use these features as a communication tool for interaction, as well as for visual and written feedback.

According to Table 6, Instagram, by way of the features it offers to users, enables students with an interface through which they can connect with one another and teachers to build an educational community in a way that allows teachers and students to communicate and engage with one another in real time. Because of the variety of participation options, teachers and students have the opportunity to participate more.

The online observations demonstrate that Instagram can be used as a teaching tool by using it as a forum for teachers and students to exchange their views. This is beneficial for engaging and fostering two-way relationships by answering questions, gathering, and showcasing teachers/students' stories, and responding openly to students' comments to keep the conversation going. This not only creates social connections between teachers and students, but also is a place for student-student and teacher-teacher connections as it can be used provide ideas, guidance, and advice. Figure 16 shows an example of a teacher asking their learners directly on the preferred way to deliver the content.

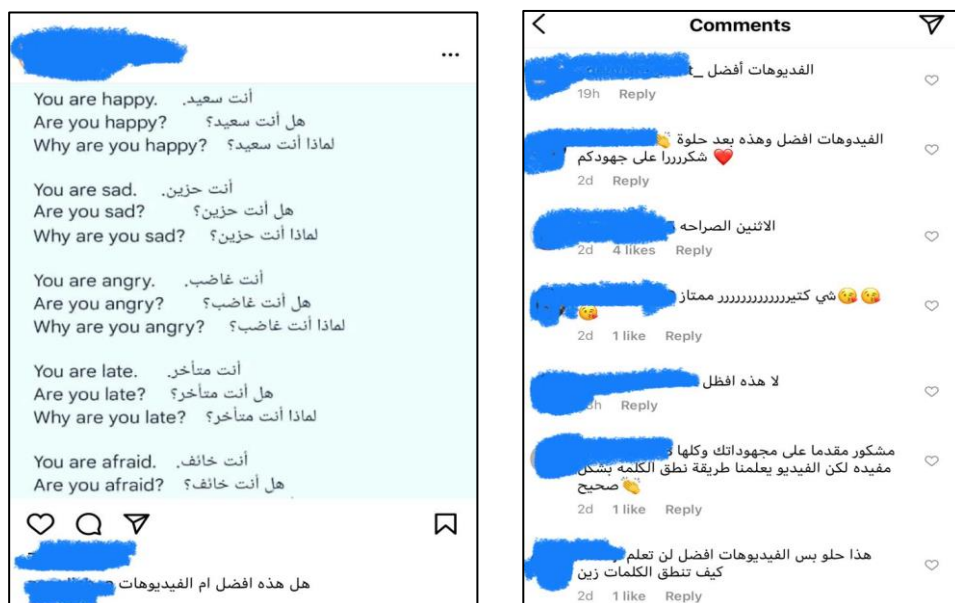


Figure 16: Discussion over content ideas, captured by the researcher.

### 5.2.1. Instagram interface

One of the important aspects that has led to the worldwide proliferation of social media is its simplicity and convenience of use(reference). All the teachers who participated in the interviews reported that it is easy to create an account and one can access one's page quickly,

saving time and effort. To illustrate this, Figure 17, below, shows the Instagram interface from a teacher's account.

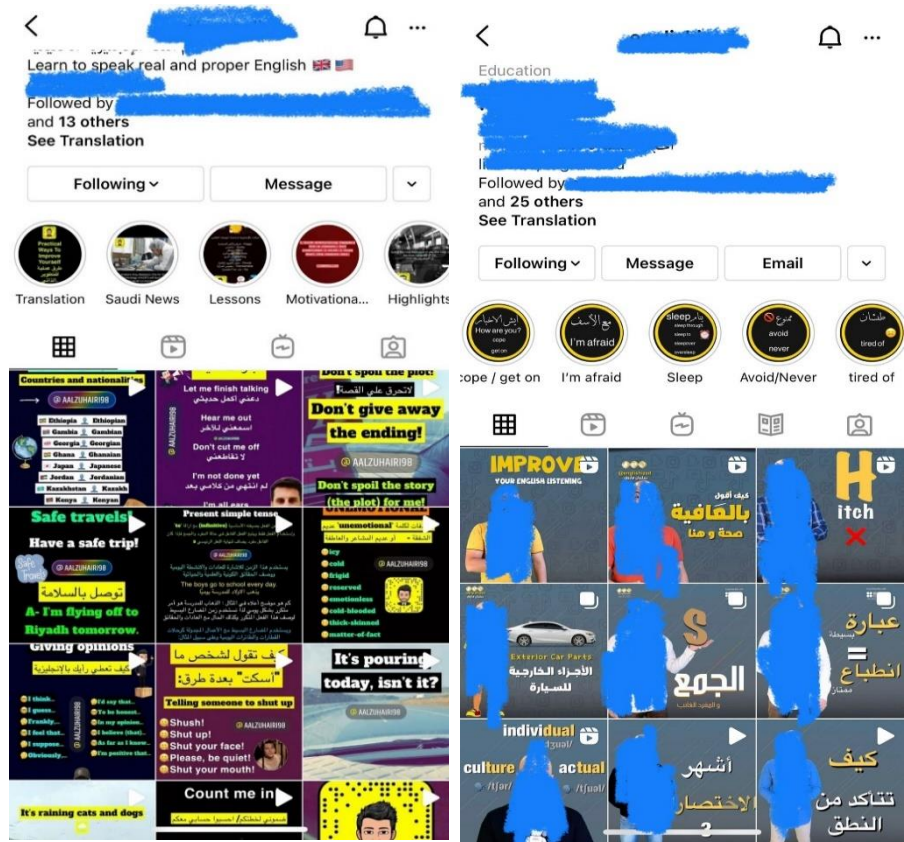


Figure 17: Overview of a teacher's Instagram page, captured by the researcher.

Instagram, for example, has a simple interface design and is advanced with multiple buttons, enabling options such as following and followers' lists, private messages, notifications, and email. There is also a suggestion for accounts with similar subjects to that of the given account, as well as, share, save, like and comment buttons. Users can leave a message by clicking the comments button and typing a message with a limit of 2,200 characters. However, sending and receiving messages on Instagram does not require advanced skills. This is one of the technical advantages. Moreover, one teacher explained another advantage of Instagram in the interview:

“As for Instagram itself as a tool for teaching, there are **no barriers from my point of view**. In fact, the opposite is true; **Instagram is one of the platforms that saves your work, it can save your ‘stories’, the posts that contain videos and pictures**, and this is great because **the learner can come back to the account at any time and find the lessons available and saved**” (T8, English translation).

As we can see in the image 3, teachers' pages contain basic information about their account, such as the name of account and the account's category. Under every post, there is the date

of upload, number of views, number of likes, number of comments and the content of the post, including textual, verbal, visual and audio facets. In addition, it states whether it is a picture, a video or IGTV, which means there is a variety of options that Instagram provides to the user, in this case teachers.

All annotated links that appear on the bio of teachers' page can be categorised as websites, social media platforms and YouTube videos. These links also sometimes include other videos presented by other teachers due to the importance of the subject in the post. For example, links to Twitter, Facebook and YouTube's main pages that were associated with posts' theme. This shows the extent to which teachers link students with diverse information outside their accounts. It also explains the teachers' belief in providing and linking students with correct information that is useful to them outside the curriculum, as some reported in the interviews. One teacher said that:

**“Instagram does not support in text links it does not allow copying links from comments; only possible to have link in the bio of the account. I use links for information accuracy to avoid spreading false information and then not knowing how fix the mistake”** (T2, English translation).

This explains the teachers comments in the interviews when they claimed that the inability to add a link in the post or the comments is one of the limiting features in Instagram. This is one feature that teachers wished Instagram would provide to the user, i.e., the option to add a link in the posts or comments rather than used the bio to add links and changing it every time. This was touched on briefly in the interview findings and will be discussed further in the discussion section. An example of sharing links on Instagram.

Moreover, in this case, it could be argued that teachers are present on social media as teachers and as guides, making it easy for students to nominate useful accounts or add valuable links to develop the learners' language. The presence of teachers on social media motivates students to use it in their learning (add quote from interview), while teachers operating as assistants and guides can save students effort and time. Moreover, teachers help them to filter information by dealing with information overloads and providing accurate information, which can help students reduce the time spent on learning via social media. For example, a teacher stated that:

“The communication is **through the comments and direct message, the students send sometimes questions so I can help them with a specific thing**, or that is related to the post, for example ‘**how do I say this in English?**’ or to follow up with students. Also, **translate a sentence or a word**, so they ask me about **the things they need**, a variety of things. Sometimes **from the content of the post** and sometimes from **outside the content of the post...**” (T9, English translation).

Additionally, teachers use the platform to share useful resources with their learners. As seen in Figure 18, one teacher appeared on a post recommending a book about learning English from movies.



Figure 18: A post of a teacher recommending a book, captured by the researcher.

### 5.2.2. Types of interaction on Instagram

There are many options and features available on the Instagram platform, as seen in ( 5.2. Descriptions of Instagram channels, in table 7, above) It has the benefit of providing a wide range of tools in one place, such as icons for liking, commenting, and sharing under each post. This means it has several feedback options, allowing learners to interact on the post, whether with the teacher or their peers. These forms of feedback could be categorised as visual and textual, both of which may be useful for feeding back. Visual feedback includes students liking, sharing, or saving teachers' posts as presented in Table 7. As for textual feedback, students can interact and communicate with the teachers by leaving comments under the post, which are visible to all other students, or by sending private chat messages to the teachers, which are not visible for other followers. Students can share their ideas and their needs by private message. This is a feature that may encourage students to interact with teachers privately,

especially for those under social pressure or those who are shy, as the teachers reported in the interviews. As one teacher commented:

**“Instagram provides the user the freedom and comfort in commenting**, it does not have barriers, may be inside the class, the **student could abstain from commenting and participating for many reasons**, that could include **shyness or fear**, commenting in Instagram supports them to express and participate in a comfortable manner without fear of no acceptance or misunderstanding and this enhances communication because every time the person becomes comfortable, their communication becomes honest and stronger, as I have experienced with some students...” and the teacher then emphasised that **“I considered Instagram as effective tool for providing confidence and freedom of communication for the learners”** (T8, English translation).

Another teacher mentioned to this idea, stating:

**“There is also the ‘mention’ and timelines, I respond to those often and it is public. So, some students want to ask questions privately, but the public comments every student sees the response and benefit from the discussion.** But most of the communication is in the direct message” (T8, English translation).

During the observation, the researcher was unable to verify the teachers claims about the type of engagement experienced in private messages. However, this private engagement strongly supports the claim that students feel less shy to talk to their teachers directly without fear of being judged by their peers. One teacher reported that one of their students were quiet in class, but was asking questions in direct messages:

**“I was surprised by the discussion the student had with me in the private messages. This gave the student self-confidence**, because after confirming with me, they would go on to share their answer with the other students in the comments” (T4, English translation).

This means private chat messages can encourage contact and enhance student engagement, as teachers reported. From the interviews, when teachers spoke about utilising Instagram to communicate with their students, they used comments like “very easy and beneficial”, “extremely easy and useful” and “more flexible” to describe the application if the students have an internet-connected mobile phone or computer. This indicates that this application meets their requirement for a simple and efficient way to reach out to their students from anywhere. In this situation, rather than teachers waiting for the next class, which is restricted in time and is limited by a set curriculum, there is now an opportunity for teachers to share any material or information that students require in their learning. The online observation

revealed that students have diverse ways of interacting. Students were found to be communicating mostly through the chat feature, sending direct messages, or adding comments and likes, as one teacher (T13) commented:

**“Response to students is through direct messages because I respond to everyone individually. I do not give one general response; I give all the students the same chance. I give all students the same opportunity to participate, comment and ask questions. So, the communication is through direct messages, comments and video/voice calls in the direct messages”** (T13, English translation).

Another teacher added:

**“Instagram added a feature recently which is called groups. It allows teachers to create groups in the direct messages, which is amazing because it is more flexible for replying to messages and having conversations with students in one place privately as present in WhatsApp”** (T3, English translation).

As appeared in the online observation, teachers and students worked together to help and support each other by communicating and giving feedback. Teachers realised and discovered the potential of social media (Instagram) to improve their experiences as teachers and their students formed a new virtual community based on real-life situations. This helps them to alleviate the limitations they have inside the classroom. Two teachers shared the same point of view on this:

**“I think Instagram can be a supportive tool for teaching English alongside classroom teaching”** (T1 & T3, English translation).

In addition, it was observed that teachers presented their accounts in an attractive and structured way, this supports the teachers’ comments from the interviews. One of them said:

**“I always pay more attention to the quality of the content of posts and make sure to display them in an eye-catching way since I believe this will encourage students to participate”** (T4, English translation).

Hence, to maintain their students’ interest and motivate them to communicate, teachers should offer fresh, interesting content with a greater quality. Indeed, teachers were found to be using social media such as Instagram to share their content with their students to engage in interactive chats through their comments and replies.

In fact, there were two kinds of interaction on teachers’ accounts: teacher-students’ interactions in Instagram were either asynchronous, or synchronous discussions. In the synchronous discussions, learners obtained immediate feedback from teachers or their peers



on comments section. Asynchronous interactions, on the other hand, would sometimes have a time delay between sending comments and obtaining feedback from teachers; sometimes teachers would reply at the end of the day or the following day, however, there is no differ of quality of response. This appears to correspond to what some teachers commented on in the interviews, their reply to comments or messages depends on their availability:

“Response to students is through direct messages because I **respond to everyone individually**. I **do not make one general response**; I give all the students the same chance. I give all students the same opportunity to participate, **comment and ask questions**. So, **the communication is through direct messages, comments, and video/voice calls inside the direct messages**” and they also stated that “It means **Instagram is evolving** and we find inside the direct messages another world, an independent section; there is the option to reply to specific messages and that ensures communication with the learners” (T9, English translation)

Table 8 shows the classification of Instagram’s structure of interactions between teachers and students for each tool. Instagram has a plethora of tools to aid communication between the students and teachers, through which students can give direct feedback to the teachers, either on the posts or in the live sessions, all can help to shape the student-teacher interaction.

*Table 8: Instagram communication tools based on types of interaction.*

Type of feedback	Features	Type of interaction	Process of online interaction
Visual feedback	-Live streams. -Story -Direct messages (group chatting)	Synchronous interaction	Teachers use live features and get immediate feedback from students and vice-versa, or in the chat, as well as via discussion in comments section.
Click-based and Textual feedback	-Like -Comment -Direct messages (private messages) -Share the post -Save the post	Asynchronous interaction	Learners write comments, like and direct messages regarding the posts or their requirements and needs, then teachers can provide feedback immediately or later.

Instagram gives students visual options because they can use one of the features to give feedback that is more meaningful to them without interrupting the teachers or another

student, such as in a typical classroom scenario. Any Instagram feature, as seen in Table 7, has a capacity to support many different forms of interaction by providing opportunities for synchronous and asynchronous interaction. These Instagram features, such buttons on the app interface, afford interaction between teachers and students through technology that enhance interactivity. Therefore, Instagram enables teachers and students to stay connected with each other easily and in real-time. This is illustrated in Figure 19 where students have responded to a post to confirm they understood the material.

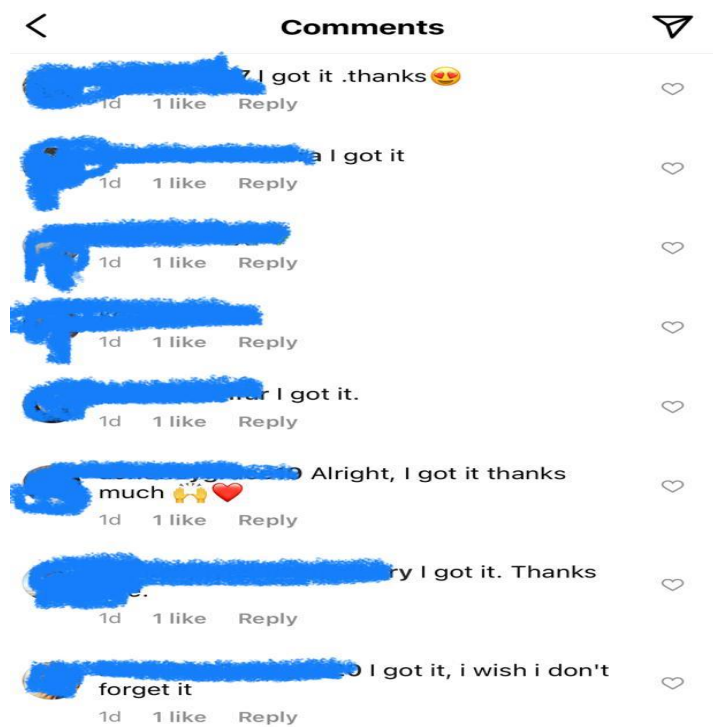


Figure 19: Students commenting on a recent post, captured by the researcher.

It could be argued that Instagram, as a social media platform, provides the affordance technology that would allow for diverse levels of participation and engagement. However, the level of engagement and interaction that teachers have on a platform influences the platform's interactivity.

From observations of interactions and teachers-students engagement, the participatory communicative space on Instagram enables users to interact with contents uploaded on the post, such as textual comments, number of likes and number of views. Thus, comments are important to indicate the success of interactions between teachers and students. Teachers verbally asked learners to like the post, add comments, share, and save

post in their page if they find the post is beneficial and useful for them. This creates instances of what teachers describe as “**interesting posts**”. One noted:

**“I try a lot of times to get them to respond. I am asking learners to write or to practice those in the comments”** then the teacher explained that **“if it’s a pronunciation I tell them to try saying it out loud”** (T1, English translation).

These are posts that received high number of views, likes and comments. Thus, comments are a current way to communicate on social media platforms; they are the most accurate representation of online users' participation on these platforms. Some learners, on the other hand, may prefer interactive engagement using other features, as comments may require a greater sense of commitment than likes and shares. Despite the engagement noticed on the teachers' pages for the topics raised, some students may visit the teacher's pages and benefit from the post without leaving a comment. As a result, determining how many students have visited a page is challenging if they do not utilise the “**like**” “**share**” or “**comment**” options. For example, one teacher argued that:

**“Users are not aware of the actual current likes count. The user is influenced by the number of likes, it only says ‘thousands of likes’ so it has no significance for big numbers when compared to Twitter and YouTube where the number of likes is clear. This change happened for about a year now and it was fought against by the users before it was launched because it is an important and primary source of motivation to use the platform”** (T3, English translation).

Findings also show that student’s engagement with teachers’ posts was high and mostly positive. There were more likes for the videos than for the pictures, explaining the comments from many learners when they say “**could you pronounce this word?**”. This indicates that students preferred and interacted with the videos that teachers posted more than they did with images. Most students’ sentiments in comments and replies to these posts were positive. Moreover, this means that students may enjoy watching teachers’ videos and interact with the content in a positive way. Of course, there were some responses to the pictures, but they were insignificant in number compared to those to the videos. Figure 20 shows discussion between the teacher and learners about the post, where the teacher made a poll about an English idiom.

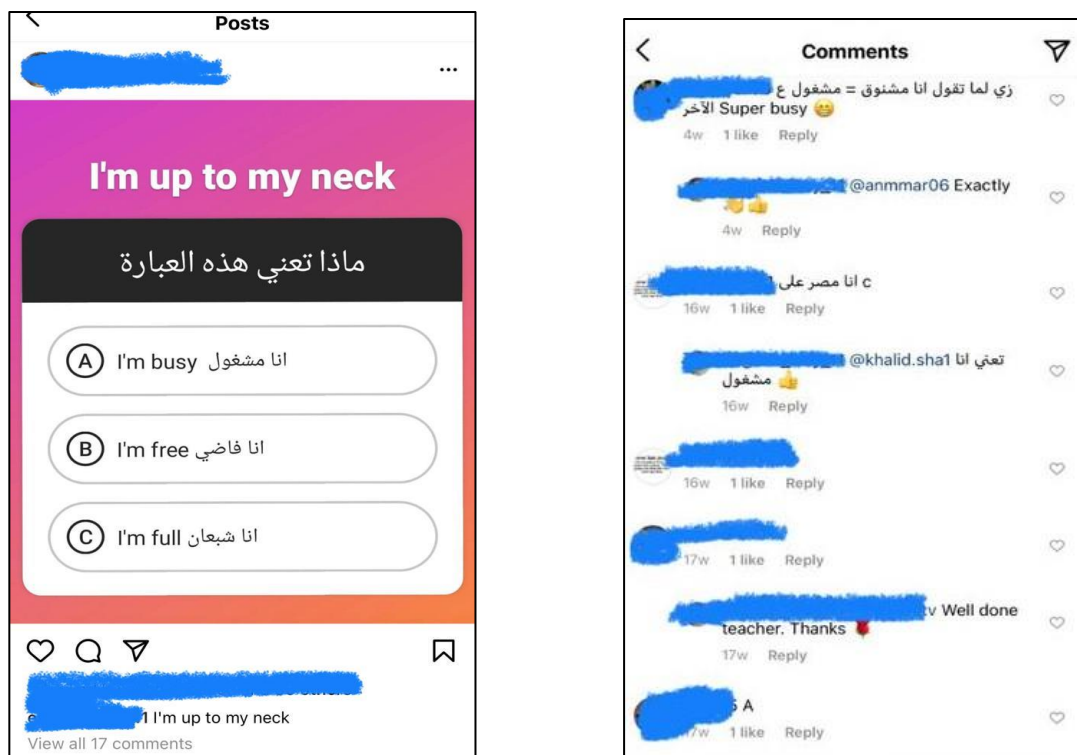


Figure 20: A post of an idiom and a poll (left), teacher-learner discussion on the solution (right), captured by the researcher.

The interaction in the above posts (Figure 20) published by participants in Arabic are translated below:

[student A]: “It is similar to saying ‘hanged’ = busy to the max or super busy.”

[teacher]: “Exactly”

[student B]: “I am convinced it is C”

[teacher]: “It means I am busy”

Results from the data show that using feedback, whether written or otherwise, helps to build communities around a content or other interesting topics. Instagram, for example, keeps track of topics and builds teacher-student relationships, as well as it is having a variety of communication options. Furthermore, by expressing openness and simplicity, it creates learning loops, relationships, and trust. Teachers emphasised the value of trust in relationships, as they point out that teachers providing accurate information is a means of creating mutual trust. This is done through clear, direct, and unambiguous communication

messages that are more efficient for sharing best practice in English teaching and learning. As electronic messages are circulated, it is less costly for teachers and students to communicate.

As has been noted that the observation data agrees with the teachers answers in the interviews. This is a strong indication that the teachers' comments not only validate but are crucial for exploiting best practice to engage student interactions. Additionally, observing posts has yielded frameworks to follow in creating an attractive Instagram page to facilitate student's needs. This will offer general guidelines for creating strategies for increasing awareness of online teaching methods using social media. It will also help the researcher to develop a communication model for teaching via social media, which will be presented in the next section.

### 5.2.3. Instagram educational tools based on pedagogical affordance

Throughout the observation phase, teachers have given an insight into the kind of material that is most suitable in a social media setting. Table 9 shows the type of information gathered from the online observation of the teachers' accounts. This includes the kind of posts made by the account holder, lesson topics, frequency of use and level of interaction.

*Table 9: Observations from teachers' accounts, designed by the researcher.*

Participants	Majority of posts	Type of lesson	Frequently use	Interactions
Teacher 1	Publishes many videos.	Does not provide lessons directly but talks about things from his life and helps you understand sentences.	Four times a week.	High level of Interaction. Every post, they ask question and students answer. Then the teacher evaluates their answer and provides the correct answer.
Teacher 2	Images.	Each post contains two images. In the first part, the teacher explains the post by themselves. The second image teacher asks students a question that they can share and answer.	Twice a week.	Good level of interaction.  Every post, they ask question and students answer. Then the teacher evaluates their answer and provides the correct answer.

				The teacher adds his/her email for more support.
Teacher 3	Images with spoken and written examples of each post.	3 types of lessons: Since the first is about words, examples of spoken and written words are given for each word. The second is a phrase with similar meaning in Arabic and English. The third type of video is "Lights in Vocabulary Learning", which contains helpful tips for all learners.	Three times a week.	High level of Interaction.
Teacher 4	Videos, teacher appear in video.	His videos are distinguished as being light. The explanation is clear and there are many supporting examples, varying between conversations, words, and phrases.	Three or four times a week.  Sometimes twice a day.	High level of Interaction.  Added their email for more support.
Teacher 5	Both videos and images.	The lessons focus on speaking. Posts are professionally published by native speakers.	Twice a week.	Good level of interaction.
Teacher 6	Images with a spoken and written example of each post.	There are explanations for commonly used words and phrases. There are also many supporting examples.	Twice a week.	Good level of Interaction.
Teacher 7	Picture, part of English programmes or movies.	There are various lessons such as idioms, verbs, basic grammar, vocabulary (word of the day).	Between three and Four times a week.	High level of interaction.
Teacher 8	Videos, teacher appear in video.	The emphasis is on presenting new words and phrases with examples and their pronunciation.	Three times a week.	High level of Interaction.  Email provided for more support.
Teacher 9	Pictures as well as videos of the teacher speaking.	Through this account, teacher posts educational photos and videos of himself talking, teaching useful points in the language, and mentioning the	Twice a week.	Good level of Interaction.

		activities he does through his account and website.		
Teacher 10	Videos with slides. The teacher in the post explains by themselves and supports this with text.	Non-academic vocabulary and focus on questions: How do I say...? How do I pronounce...? Also, synonyms.	Three to four times a week.	High level of interaction. Evaluates and answers the questions. Also, suggests books and series for language improvement.
Teacher 11	Pictures/Videos	This account offers multiple English conversation lessons. Each video focuses on a topic and introduces phrases that describe that topic (e.g., dealing with hotel staff, dealing with salespeople, talking in a restaurant).	Three times a week.	High level of interaction.
Teacher 12	Mostly videos	This account provides videos of short sentences and conversations in native English with translations.	Twice a week.	Good level of interaction.
Teacher 13	Pictures	Vocabulary such as word and its meaning in Arabic. Vocabulary lessons with sentences and examples.	Four times a week.	High level of interaction.
Teacher 14	Videos	This is an account that focuses on vocabulary. Word definitions and explanations are in English. This means an English-to-English translation in addition to providing Arabic meanings. Publications are videos where students see and hear the explanation of words and their definitions in English.	Three times a week	High level of interaction.
Teacher 15	Pictures/Videos	Vocabulary lesson with sentences and examples. Diverse and comprehensive lessons with tips and recommendations of books or other accounts.	Twice a week.	Good level of interaction.

Teacher 16	videos	This account includes dialogue, words, and phrases.	Twice a week.	Good level of interaction.
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The teachers in the interviews emphasised the fact that they consider themselves content creators (as provide in the interview section), and they do not transfer from other sites. Even if they do, they play a role in clarifying, purifying, and presenting the information in their own way. Purifying, as teachers reported, is the process they followed before they publish the post such as, checking, editing, and modifying the content. From the observation data, their claims are verified. Each teacher has shown signs of having taken time to create teaching posts in their own creative way. Otherwise, teachers can use the feature that Instagram provides such as camera and apply the post immediately as teachers were comments by “Easy to use” or “it has structures easiness”.

Most observed posts did not rely simply on using the in-built Instagram camera, but rather require some level of editing before publishing. Although this aids in explaining the teaching material, it undoubtedly requires extra effort from the teacher’s side. This builds on the teachers concern about Instagram and how it is time consuming, as found from the interviews. Furthermore, this also necessitates an acquisition of digital skills beforehand, such as editing, design and montage, as some of the edited material cannot be used directly on Instagram. However, teachers believed that these efforts are rewarded by students having better understanding of the material. This is evident from the high levels of interaction, seen in the table in accounts where video is the primary source of teaching, as opposed to relying entirely on pictures.

Additionally, as presented in the table, certain topics are favoured over others. Teachers tended to tackle these topics by focussing on “English for specific purposes”, such as the English required in a day-to-day situation, as alluded to in interview responses. This explains why they prefer topics such as vocabulary over grammar. The teachers acknowledged that students find grammar “boring” and would rather learn about phrases they could use the next time they enter a coffee shop.

Some accounts were observed to be posting frequently, others the complete opposite, but on average, teachers’ activity appeared limited. However, as learned from the interviews, this



limitation is tied to finding free time to engage in the platform, as teachers have reported that they need time to create the material to be shared on this platform, which takes time in and of itself, and they are also busy staying in touch on other platforms. Engaging twice a week could be sufficient, as this would allow the teachers to spend the time creating clearer and accurate messages before posting, as well as find the time to engage with their students on those posts.

Teaching in Saudi Arabia follows a hierarchy, where information flows from top to bottom, from teachers to students. Instagram, meanwhile, has the potential to democratise vertical academic interactions by opening side forms of reflective discourse and extending consultation among students and teachers outside the classroom. For example, one of the teachers commented:

**“I open the door for feedback on my page for students. I accept any comments if there is an error or misunderstanding in the posts, or in general related to teaching. As a teacher, yes, I am teaching, but I learn at the same time with my students or my peers”** (T15, English translation).

It also increases students’ involvement in knowledge production. Another teacher stated:

**“Discussing with them opens new ideas for upcoming posts through their questions or recommendations, depending on what they need...”** (T4, English translation).

As has been discovered from the observation, in most accounts there was discussion in the comments section, and there were enquiries and questions. The students communicated with each other, and the teacher participated in this discussion by emphasising or clarifying, if necessary, commenting with words like **“that is great”**, **“I agreed with...”**, or **“let me explain that”**. This discussion could create a knowledge-rich environment by increasing students’ knowledge through confirming and verifying of this knowledge. This also enhanced student involvement for knowledge building. This was observed in the comments by students sharing their appreciation and suggestions, with comments like **“thank you, my vocabulary has improved because of you...”** and **“could you please give us vocabulary to use in job interviews...”**. This confirms the idea of online discourse and the students’ being involved in the teaching process. Moreover, in some posts, students exchanged religious language encouraging interaction, such as **“May Allah reward you”** or **“May Allah bless you”**.

An example of the kind of interactive environment that the teachers have been able to create on Instagram was during a live session. Live sessions allow teachers to interact with their students in real-time to discuss any topic they desire. One teacher was observed inviting guest English teachers to further clarify a specific point, thereby facilitating knowledge directly to their students even if they are unable to teach the point themselves. This further reinforces the idea that information accuracy is of utmost importance, which corresponds with the connectivism theory. The teacher stated in the interview:

“When I invite native speakers to my live session, the students get a chance to hear English as spoken by its native people. Not only that but given that I deliver the live session in English, the students are forced to practice their English when they are asked to be involved.” (T15, English translation).

This act of involving native speakers of English boosts the accuracy of the information provided, as well as creating an environment for students to practice their language.

#### **5.2.4. Criteria for observations of posts**

The present study focuses on the common criteria that exist in the content and behaviour within the posts, as well as the similarities and differences in the content and production of the teachers posts. This can help understand the most suitable teaching style when using social media to teach the subjects teachers believe suitable for the nature of social media. The study also focuses on how they use stories, images, and videos on Instagram post, as well as links, as the post is the essential tool used to convey information to their learners.

Results reveal many similarities and differences between different teachers' content and production. For example, the results reveal many cases of identification; each educator attempted to present their accounts and information in an efficient and effective manner. The information is highlighted, structured, and divided into categories. Some teachers achieved this by using colour to distinguish their post's content. This effort indicates their engagement in the account since it reflects their identity and their approach to presenting information to students, in their unique way, as seen in Figure 21. As a result, they provided and exhibited logical organisation of the information content on their pages, making it easier for learners to follow. Teachers believed that their identities are expressed through their accounts.

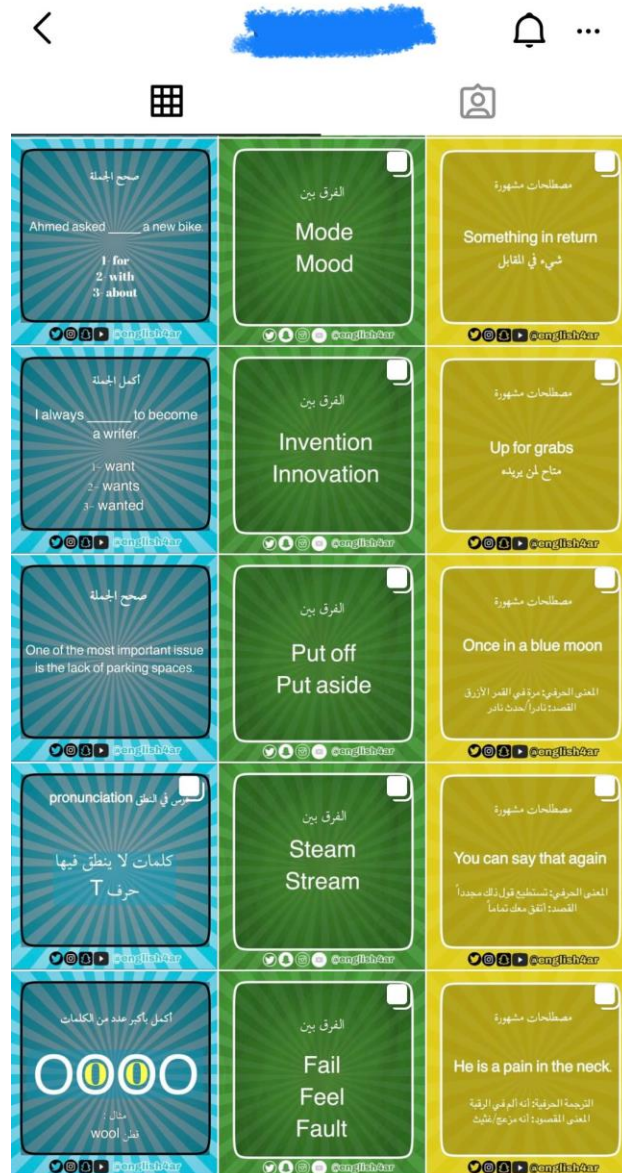


Figure 21: An example of a teacher using colour in their posts, captured by the researcher.

Although they were all similar in terms of the purpose of the account, namely teaching English, which made them appear similar, they were quite different in their approaches and techniques.

Teachers post teaching data in Instagram. They use Instagram posts as an extended lesson from their English classroom. They ask questions about the class lesson or a project in which students participate and that is related to the curriculum. One teacher commented:

“My posts usually have a connection between them, and sometimes they are a continuation of the classroom lesson. The posts are also suitable for all levels, while **touching on all language skills are reading, writing, listening grammar**” (T13, English translation). However,

most of these posts were for online purposes outside of the classroom context. For example, teachers provided an example of words and phrases useful for developing speaking skills among students. Figure 22 shows two different posts of teachers giving examples outside the classroom context, such as what to say after a meal or vocabulary associated with COVID-19.



Figure 22: Outside classroom context: “What to say after a meal.” (left) “language information about corona virus” (right), captured by the researcher.

All the teachers, as they reported in the interviews, mentioned that creating a post takes time and a process must be followed before publishing it in their accounts, as posts are created outside classroom context. For example, one of the teachers commented:

“I publish lessons through posts, **before publishing the post, there is a process using other apps to make one post.** To create a single post, there are **three or four processes,** while using other applications to **record voice, audio, mixing voice and photos,** because **Instagram does not have the capability to record voice over photos,** so I rely on other applications for this task” (T13, English translation).

The results of this study also reveal that these Saudi teachers put a great deal of effort into addressing students’ needs for their language in real life. Most of the teachers stated that the curriculum does not match expectations nor reflect the reality, and the students really need to practice the language away from the rules of grammar. In fact, they use Instagram as a tool to create opportunities for language practice and as and make extra contributions outside of the classroom.

The teachers, in the interviews, emphasised the fact that they consider themselves content creators; they do not copy from other sites. Even if they do, they must play a part in emphasising, purifying, and presenting the material in their own special way. Teachers confirmed that they distribute original contents, and when they use something from a webpage, they work on it in their own way to upload it onto their account. One teacher commented:

**“I ask for permission from an account user to take a concept, but I edit it my way”**  
(T13, English translation).

Another teacher asserted:

**“Ethical issues are particularly relevant with this tool. For example, learners could go into the direct messages and have a conversation that is not related to the learning objective. Also, if I publish a post, and it belongs to somebody else, I request permission first to use the material or if it is a special curriculum, I must have a permission first. Ethical issues include permission, copyright, and plagiarism”** (T7, English translation).

This means they have an awareness of copyright when they transfer information from others, as they have considered this a critical issue. On the other hand, teachers showed an attempt to include their logo or account name on the post they had created to protect the intellectual rights of the posts' concepts, as it is difficult to determine who is the exact owner of the post if the post does not include a mark or the teacher's voice. This supports the findings of the interviews, in which all the teachers stated that one of the negatives of using social media in general and Instagram in particular is the lack of protection for intellectual property and the ability to post content without adhering to the copyright laws. Copyrights, for example, are hardly noticeable for the general social media user. Such copyright and intellectual property laws on social media could impose more regulation that protects the ownership on all applications. This explains why teachers resorted to proving their ownership of the post, including their logo or account name.

The usage of various visuals was another aspect observed in teachers' posts. The findings showed teachers utilising various teaching formats, such as textual, visual, and audio. Figure 23 shows an example of a teacher utilising visuals to appeal learners about the content of the post.



*Figure 23: A teacher utilising visuals, captured by the researcher.*

However, the findings showed videos was the most used visual feature in most of the teachers' accounts. For example, some teachers used snapshots of movies or programmes, then in their post, they explained the sentence or word in the first slide. In the rest of slides, they displayed various excerpts of the same word and sentence from different people on films or programmes. As teachers reported, they use this approach for two things: first to confirm the information to the students and secondly to confirm the veracity of the information from the native speakers, as they also believe that language must be learned from its original speakers (native speakerism). Figure 24 shows a post of a clip from a live interview between a teacher and a native speaker of the English language.

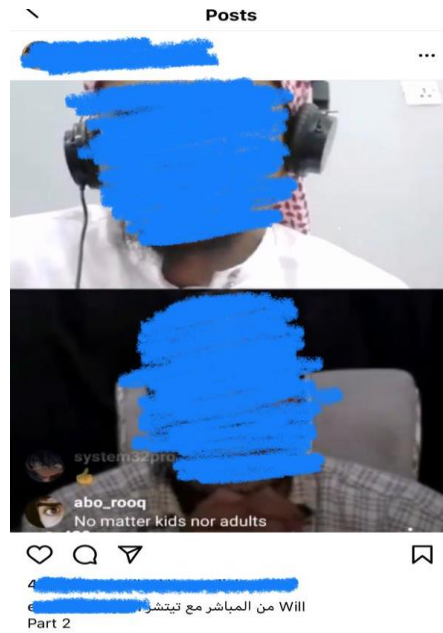


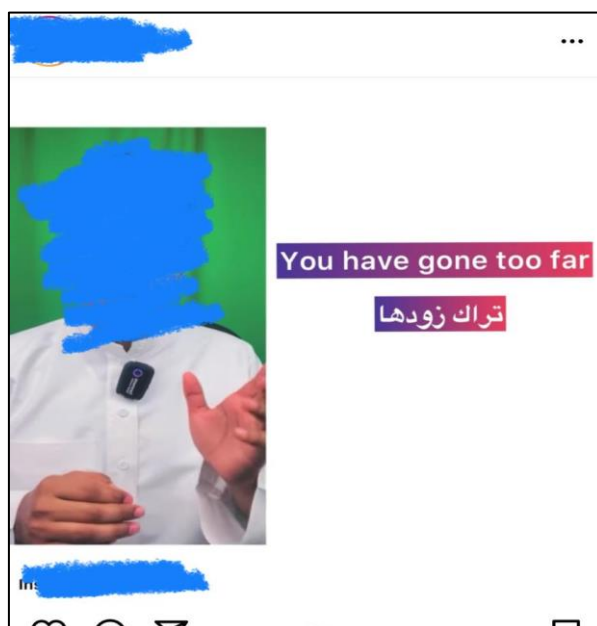
Figure 24: A teacher interviewing a native speaker, captured by the researcher.

This view that holds native speakers to be preferable as language teachers and the variety used by native speakers is superior to all other varieties.



Figure 25: A teacher acting a scene, captured by the researcher.

In a different teaching format, teachers presented various scenes. Sometimes, some teachers acted out scenes, in a fun way to explain specific words or idioms. Animation was also utilised throughout some of the teachers' posts, as seen in Figure 25.



*Figure 26: A teacher explaining a phrase in a multi-slide post, captured by the researcher.*

In the rest of posts, audio or written effects were added to the video in which teachers appear themselves to clarify or explain some topics. This is to further illustrate aspects of some topics that teachers think useful for learners. They also had many different slides in one post. Figure 26 shows a teacher explaining the phrase “You have gone too far” verbally.

Teachers followed this approach because their perspective of the sentence is related to the scene that one sees in front of oneself, which can repeat several times with an audible sentence. Thus, it will be easier for the mind to remember the sentence and the new word.

This explains how most of the teachers resorted to publishing posts containing more videos than pictures to ensure more interaction from learners, as they stated in the interviews. It also maximised their ability to create and publish posts in diverse ways, such as the method where the text is linked to a moving image. It could be that remembering images is easier for the mind than remembering static texts.



### 5.2.5. Style of communication in posts



Figure 27: "if you benefitted from the post leave a like please", captured by the researcher.

From the online observation data, most of the teachers used posts to ask the learners to comment and share ideas and thoughts about any topics the teacher had shared in one of the segments or posts they presented. This appears to be a way of encouraging learners to engage and interact. Teachers are working hard, as they reported, to support their posts. This includes images and videos, as well as to motivate students to participate. Figure 27 shows a teacher asking their learners at the end of a multi-slide post to leave a like if they benefitted from the post.

Teachers recognise that, while they may use different social media platforms, what is important is the number of interactions and knowledge and information exchanges that take place on those platforms. This means that the intention is not to use the social media itself, but the interactions and communication on these platforms between teachers-students or between peers, so they take the risk of creating content for a particular platform to gain interaction. As the level of interactivity of Instagram for teacher's perceptions was high expectation, one of the teachers said:

**"The number of likes and interaction in posts gives an indication for how pleased the followers are about the post, as well as the interaction in the comments is one of the indicators for me"** (T3, English translation).

Another teacher commented that:

**"I guess the likes shows whether it's relevant and, in the comments, I can see whether they have actually applied it well, so I see lots of learners using whatever I**

have talked about correctly then I know they got it and if I see a lot of learners using it incorrectly, I **know maybe I didn't explain it well enough...**" (T1, English translation).

Another comparable aspect found in teachers' posts is that they shared a common component in representing their own local cultures in the posts. One example is the Saudi National Day and words related to it. Moreover, they provide learners with words for real life situations outside classroom, such as words that explain COVID-19 related concepts, which is important for students to make language use in real life. They consider the cultural context of language; this was illustrated in Figure 22.

It was also clear that the local accent was the most common dialect in teachers' posts, also referred to as colloquial Arabic, whereas classical Arabic was used occasionally in some accounts. Thus, they use Arabic as a medium of instruction. Reflecting on the interview, teachers did state that their use of colloquial dialect made it easier to communicate with the learners, as well as making it easier to explain and deliver the purpose of the post and creating a sense of familiarity for the learners, to build a strong rapport with them to communicate more effectively. Figure 26 showed that; "You have gone too far" was translated using colloquial dialect as opposed to classical.



*Figure 28: A comedic style to teaching English, captured by the researcher.*

Regardless of the dialect, findings show some teachers have resorted to a wide range of verbal tones throughout their posts. For example, some teachers are mostly excited or comedic, while others have a serious tone. Thus, it seems the teachers intentionally teach informally, but using their own different approaches, these tones fluctuated between happiness,

confusion, and scepticism. Figure 28 shows a teacher using comedy, where they show a joke about quarantine with a word play; ‘quarantine’ in Arabic sounds similar to ‘stone’. They were also seen to display different moods, such as being calm, annoyed, funny, worried, or proud. This shows that the teachers are interested in engaging and interacting with learners by presenting different situations in their English teaching context. This also shows that they consider the nature of this application, as well as other social media platforms, a fun, visual app to convey their message. As one teacher stated:

“If they just sit and they don’t do anything they won’t really learn, but through this it’s like “it’s your turn to say something” so I do that a lot” (T1, English translation).

This signifies that teachers are willing to adapt to the nature of the application rather than trying to enforce the rules of the classroom onto the application, rules that might prevent students from participating and engaging with their accounts. This would conflict with teachers’ beliefs as gathered from the interviews, where they emphasised not wanting Instagram to be used as a mockery of the classroom, thus seeking to motivate learners to approach English in a fun, enthusiastic manner. One teacher stated:

“I do not want Instagram to be an **extension of the classroom method by using whiteboard and a pen**, I love to teach in a fun and enjoyable way that takes into account the nature of Instagram and what students prefer” (T15, English translation).



Figure 29: Arabic subtitles on an English interview, captured by the researcher.

Another feature that was comparable between the teachers is subtitles. For example, some teachers post snapshots of movies or interviews translated using Arabic/English subtitles so

that learners can learn how to answer questions or carry conversations. Figure 29 shows an example of a teacher translating an interview using subtitles.

In this study, this led to the importance of the content of the message as one type of communication taking place inside Instagram. Furthermore, upon further analysis of the data, Instagram appears to not be the only tool at use to gain interactivity, but the message also acts as a tool. These tools appeared to go hand in hand; only using Instagram and expecting interactivity might not be the solution but creating a useful message through posts in a baseless social media platform could also be ineffective.

During the online observation, much of the attention was drawn toward the interaction and message transition through Instagram, both of which were primary factors to consider when trying to evaluate the exchange of knowledge between teachers and students. This study has provided a framework that could increase engagement and interaction on teachers' posts on Instagram. The framework was guided by the evaluation of previous teachers who had already been using the platform, assessing its performance as a social media platform and as support tool for teaching.

The observation has yielded particularly interesting ideas regarding teachers' use of posts, and Instagram generally, to engage and motivate students to interact with their material, to ultimately give the students the information and practice they need to acquire a second language. These ideas will be further explored in the discussion section of this study.

### **5.3. Summary of the chapter**

To summarise, the observation focused primarily on gaining an insight into two main ideas: teacher-learner interactions and how posts are utilised. The teacher-learner interaction was observed and enhanced by the features presented by Instagram, which led to the creation of a positive feedback loop. Learners show appreciation for the lessons, motivating the teachers to create more. As for the posts, teachers were observed as using them to fulfil learners' English needs by providing language for daily use, avoiding complicated topics such as grammar. Teachers also have considered the nature of Instagram as a simple app, hence avoided lecture style teaching. This offers some insight as to how teachers could be using Instagram to engender student interaction, this is discussed in next chapter.



## **CHAPTER 6: Discussion**

### **6.1. Introduction**

The purpose of this study, as discussed in Chapters 1 and 3 above, is to examine Saudi Arabian teachers' perspectives of their real experiences of using social media to teach English as a foreign language. The overall aim is to grasp a deeper understanding of their pedagogical engagement in the context of social media, and to explore teachers' own perspectives as well their interactions with their learners. Within the present study a qualitative methodology has been adopted to investigate teachers' perspectives of the pedagogical affordances, possibilities, and challenges of using Instagram to teach English in a higher education context.

### **6.2. Answering the research questions**

The research aims to answer the following research questions:

RQ1. Why do teachers use Instagram to teach English language?

RQ2. What are the benefits and limitations of the use of Instagram to teach English language?

RQ3. How is social media (Instagram) being used and practices as a pedagogical tool in teaching English?

RQ4. How does Instagram further contribute as a communication tool with students?

In the following 4 sections of this chapter, we aim to discuss each of individual research questions and provide the analytical responses to each one of them.

#### **6.2.1. RQ1. Why do teachers use Instagram to teach English language?**

The main aim of conducting this section is to investigate and determine the motives that drive teachers in higher education in Saudi Arabia to use Instagram as a way of teaching English. The findings that came out of the investigation show that several important reasons have motivated teachers to use Instagram in their teaching. Instagram is utilised to teach English for two primary reasons. The first is an educational motive; in which, teachers use Instagram due to its capability in promoting collaboration among teachers and among students as well as providing learning content that could transcend outside the classroom curriculum. The

second reason is a technical motive; in which, Instagram has capabilities that are useful to teachers for example that Instagram contains interesting tools that promotes student interaction and help teachers monitor students' engagement. These will be discussed in detail below:

Educational motive: [Using Instagram as a teaching tool.](#)

- *Collaborative – peer work*

Based on the data collected from the interviews with the teachers who expressed their motives for utilising Instagram in their teaching, it was apparent from their perspectives (presented in chapter 4: Interview Findings) that the idea of collaboration among teachers is one of the main motives for using Instagram in teaching English.

The results indicated that, Instagram's significance for teachers is due to how it supports the creation and development of teaching and learning communities. Teachers in these communities collaborate to provide each other with information supportive ideas for teaching English. It also provides opportunities to enhance their own professional development. This is consistent with Laurillard (2013) who claimed that a twenty-first century educational system requires teachers who collaborate to provide effective and innovative teaching. Furthermore, this agrees with Namibians and Çakmak, (2020) who stated that collaboration is a useful strategy that can enhance the acquisition of information. In addition, findings of the study strongly agree with Namibians and Çakmak (2020), who revealed that the use of Instagram offers teachers and their colleagues support and teamwork chances. This is because it provides them with a platform to discuss ideas with each other in a collaborative setting that generates more ideas. Another suggestion raised from teacher interviews is that teachers' self-reflection can be improved through dialogue and feedback between teachers in this communities. This finding of dialogue and feedback supporting the findings of van Laar et al., (2017) who stated that feedback is additionally viewed as a powerful method for promoting educators in self-reflection. As Self-reflection and self-evaluation have been suggested as 21st-century skills that might be useful for teachers. Moreover, according to van Laar et al., (2017) self-reflection could likewise assist with developing metacognition. In addition, scholars like Binkley et al., (2012) have discussed ways of thinking for the 21st century that can be used in conversation with teachers, such as critical thinking, problem-solving, and metacognition, by means of the working tools (i.e., technology). However,

teachers already applied these ways of thinking in the current study. Thus, this demonstrates a significant improvement in the virtual community functionality and social media integration of this collaboration environment between the teachers in the current study.

In addition, such peer-to-peer collaboration among teachers is acquiring teacher's own knowledge according to Vygotsky (1978). Given this, as teachers collaborate in seeking and sharing information and digital content, they get a variety of learning experiences from the discourse behind the contents they share. At the same time, teachers encourage learners to engage collaboratively with teachers and peers who lead to achieve deep understanding of knowledge. According to Vygotsky (1978), learners may understand concepts more deeply when they work cooperatively than when they do it alone.

The interview findings provide a clearer understanding of benefits for the collaboration between teachers and other teachers on social media, and Instagram's digital communities are beneficial to both teachers and students. Teachers believed that these communities of practice support teachers' professional development by enabling them to connect with other educators and encouraging them to collaborate in a digital space that enhances social media digital literacy opportunities. Unwin, et al. (2018) reached a similar conclusion. they concluded that digital communities may be beneficial to educators and their students to improve literacy and learning opportunities, by providing digital content, and encourage teacher professional development.

- *Promoting EFL education outside classroom by using Instagram*  
This study shows another motivation why EFL teachers utilise Instagram as an important and supportive pedagogical tool for teaching and learning. That is Instagram give students support that need to acquire English outside the limits of curricula (foreign language curriculum). Additionally, teachers are using Instagram to make it easier for learners to find and share information that helps them improve their English. Teachers share posts with captions, videos, or other types of visual content to teach students unfamiliar words, phrases, and idioms that can be used in everyday life. In the case of Saudi Arabian universities, teachers stated that English teachers must adhere to syllabuses, however, these syllabuses do not meet the needs of students learning English as a communicative language. Teachers using Instagram therefore to provides the necessary support to fill this gap. This is consistent with



Walmsley et al. (2019) categorised learning activities with interactions and classified posts, comments, and discussions as discussion activities. This study found that retention increases when online learning activities include interaction, and a good practice example when students post questions and comments to discuss with peers and instructors. Also, Walton and Hepworth, (2011) stated that learners' ability to interact and handle information critically can lead to deeper learning.

Another important point emphasised by teachers during their interview was how authentic and relevant to students, the information for students to promote language acquisition, teachers emphasized the importance of teaching material that is both authentic and relevant to them. This agrees with what was said by Rizal, et al., (2021) who argued that English instruction in higher education has specific academic and professional settings. Therefore, teachers use Instagram to teach English using simple sentence structures, a new vocabulary, questions, and phrases that people use to communicate and interact with others daily. This could give students more opportunities to speak and use the language. This result ties well with other research, such as Gonulal's (2019), who observed that when Instagram was used for informal language learning, the student's vocabulary and communication skills improved significantly by using this social media platform. Moreover, for Gonulal, this can provide opportunities to students to interact with each other in the learnt language. In addition, Aloraini (2018) came to a similar conclusion, pointing out that teachers might use Instagram to contribute more outside of the classroom. Thus, it may be argued that Instagram's ability to provide language learning could be one of its most significant features as it can offer continuous language practice outside the classroom. This could build students' confidence while using their English and to enhance their motivation to communicate in the learnt language with their teachers and peers. Interestingly, this result is consistent with Kabilan et al., (2010) who suggested that the benefits of using social media in learning language include the development of confidence to overcome language barriers and motivation in non-English speaking users to communicate in English. Moreover, Rahmah's (2018) study also emphasized the interesting fact that using Instagram increase students' confidence when speaking English.

Teachers in the current study using social media do more than just simulate traditional teaching and learning practice. They use a variety of methods to create, develop, and present

the content in multiple ways. Moreover, teachers devised a teaching technique based on Instagram's nature as social media in teaching almost instantly and utilising diverse ways to present the information. For example, it is possible to produce contents in short posts such as images that include sound and text or captured images. In addition, teachers organise the content of posts in a structured manner because they are both facilitators and post designers. The posts' contents were arranged in a particular way and followed a logical structure. They provided accurate information in their accounts which they give learners access to validated knowledge (see chapter 5 online observation). This is consistent with Wang et al's (2012b) study who emphasised that teachers who use Facebook in education should be maintaining their credibility and conscience that the information needs to be accurate when they share with students.

Furthermore, as the digital content is being efficiently managed by teachers, students can monitor teachers' content that enables them to either expand on what they already know or add to the existing knowledge. As a teachers agreed It encourages students to reflect on what they have learned. Also, it helps students identify their areas of strength and weakness and ask teachers questions, which could promote personalising students' learning experiences by adapting a post to a student's requirements and interests. Moreover, teachers believed in the idea that students identify what they need in language learning. This belief adds to what Alghamdi (2018) and (Aloraini, 2018) concluded, that is, students show a variety of interests when using Instagram to study English. For instance, Alghamdi (2018) concluded that students were interested in using Instagram to study vocabulary over grammar. On the other hand, (Aloraini, 2018) found that students chose to learn simple concepts over complex ones when they are using Instagram to engage with teacher to learn English.

In conclusion, English teachers consider social media to be an essential and helpful pedagogical tool outside of the classroom. Moreover, by utilising social media as an educational platform, teachers provide knowledge to students, as well as benefit from a student's learning experiences.

- *Online discourse for EFL teachers and learners*

The findings presented in (chapter 4: Interview Findings) show that online discourse through Instagram provides a platform for discussion and communication with the learners which is an important motivation for teachers. According to the T9 "*Instagram added a feature*

*recently that are creating groups in the private message section" the T10 explain more, "It is allowing teachers to create groups in the direct messages, which is amazing because it is more flexible for replying to messages and have private conversations with students in one place".* Moreover, Instagram allows users to share pictures and videos with their open comment sections. This allows others to have an online discussion about the videos or pictures that teachers share. Thus, the learners could benefit from this online discussion by providing quick feedback and responding to important questions in the comments section or by providing private messages or voice feedback. This feature is available even when the teachers or students are not present in platform at the same time. This is consistent with Aloraini (2018) who stated that Instagram facilitates student collaboration and peer evaluation and feedback. In addition, teachers believe that anything that enhances conversations will motivates students to present it on social media. As a result, they agree that the use of Instagram improve the communication with students and promotes students' interactions and engagement.

In addition, what is happening in social media in line with the concept of connectivism theory stated by (Siemens, 2005) the connective principle "learning and knowledge rest in diversity of opinions" (Siemens, 2005, p. 26). Connectivism, on the other hand, within the framework of connectivity teaching methods, connectivity learning aims to generate accurate and up-to-date knowledge from personal experience as a learner, if connectivism can foster "Creative dialogue" (Siemens, 2004). The finding suggests that teachers and learners strengthen their connections, as they begin engaging in online discourse. However, adding to previous research, this study suggests that the comments section –in Instagram- can also contain ideas that might be reused by new learners. This can help in reducing teacher workload, given that teachers in this study frequently cite a lack of time and workload as a barrier to using social media in teaching regularly. This suggestion concurred with Mayes et al., (2002) who demonstrated the idea of reusable dialogues. They claimed that these conversations have considerable potential to enhance learning and reduce the workload of teachers.

It is important to note that this connection and open horizontal forms of reflective discourse between teachers and students can democratize vertical academic relationships. Teachers have stated that they receive feedback from students on their posts and teach and

learn simultaneously from students. in agreement with (Carpenter et al., 2022) who stated users may share information if they want encouragement and feedback, also research on influencers and educational influencers demonstrates that this sharing and getting feedback method is effective in social media. In addition, students will be given the opportunity to explore what they need to improve their English language skills. This applies whether they are academic or general learners, and whether the content covered is part of an existing curriculum or not; hence, empowering them to take responsibility for the construction of their knowledge and expanding the base of learner consultation beyond the classroom. Furthermore, according to Hamid et al., (2015) research, students perceive that engaging with content, a platform for interacting with lecturers and peer, and engaging in interactive and an enjoyable learning environment are among the advantages of interaction on social networking.

Therefore, it can be concluded from this section that Instagram is seen as an open teaching and learning environment in which students engaged in open discourse with each other and with the teachers (facilitator), who provided feedback and assistance throughout the process.

- *Popularity of Instagram among students*

It was found that All participants concurred that they are using a medium that learners are familiar to in their daily life. T9 respondent stated, "*Instagram has popularity amongst youth*". Similarly, the T15 stated that "*the young people carry phones that have this application installed*". The acceptance of Instagram is viewed by the T11 as benefit as they argued that "*the advantage of Instagram is its spread in the Arabic world, and the fact that both young and old use smartphone with this application, press a button and say what you have, then it gets delivered to largest slice of society*". This popularity motivated teachers to use this application to engage with students. In line with these views expressed by Rizal and Farikhah (2021) they have suggested that, because many students frequently engage in activities that involve social media, Instagram is one of the most effective methods for teaching English skills as the students frequently use Instagram every day, and now is an excellent time to utilize it. This result reinforces the findings of research conducted by Gonulal (2019) who stated that compared to less experienced users, English language learners who have more experience using Instagram personally are more likely to communicate in English and follow English-

language content on the platform. Furthermore, this state of utilizing an application that is familiar to the students could be explained by Stockwell (2013) who demonstrated that there might be a mutual relationship between technology use and motivation for language learning. A learner who is highly motivated to use technology may also be highly motivated to learn a language. Likewise, a student with a high interest in learning a language would seek to use technology to achieve this aim.

Findings of the study supported that, it is likely that the teachers will achieve their purpose of using these apps to support the teaching-learning process and benefit both teachers and students if they select apps that students prefer. Also, teachers need to stay up to date with these apps. This could help teachers getting students' interest in engaging by creating a networked learning environment.

*Technical motivation: teachers benefit from Instagram's features.*

Based on the qualitative findings from the interviews, the teachers reported that the most important reason for their motive to use Instagram as a support tool was its ease of use, accessibility, and its constant improvements features. Regarding this, the T4 explained that *"The app is very easy, it does not have any complications in use, and its feature to post multiple photos and videos in a single post, which cannot be found anywhere else even in Twitter and this made a comfortable platform for my teaching"*. Likewise, the T11 stated *"Instagram is easy and requires no time to learn it, like a 5–10-minute sitting, and you are done learning it. It is an easy application and clear"*. This finding is consistent with the research by Serpagli (2017), which showed that because Instagram is easily accessible, it can engage students in learning and be effective as an aid to traditional classrooms. Also, teachers' comments such as "very easy and beneficial", "extremely easy and useful" and "more flexible" indicate that this application could meet teachers' requirement for a simple and efficient way to connection with their learners. This finding was in line with Doleck, Bazalais, & Lemay (2017) finding who established that using a social media technology such as Snapchat and Instagram have shown that acceptance of a recent technology is based on desire to use it and the possible benefits it will bring the user.

In addition, Instagram has other features such as 'comment' and 'like' icons. It can be used to get students' opinions and keep interaction between teachers and learners and peers (See table 5 Interaction on Instagram based on their features, In chapter 4). Regarding

teaching English, teachers considered the Instagram comments option to be a useful tool for learners to ask questions about the content. While the main purpose of the like feature is to count the number of learners who have clicked the "like" button in response to the content.

According to the findings of this study, educators believe that giving students feedback and interacting with them could increase their level of engagement. As seen by (Walmsley et al;2019) who suggested that interacting with the learners by giving feedback could encourage student engagement. The functionality of the "comment" option allows users to post questions, comments, notes, or ideas about the uploaded content. Therefore, it can enhance learners' knowledge by using a question-and-answer approach in the comments section. Additionally, the comments section can include queries or suggestions for the teachers or for the other learners which can turn it into a conversation forum that can encourage learners' engagement. This finding is in line with Walmsley et al (2019) findings; in which their study concluded that the "content analysis" with four steps as a research technique, the learning activities divided into four courses, and every course has a learning activity. In addition, each activity is categorised as "interaction" or "feedback". In their study, they pointed out the importance of interaction and feedback in retention in e-learning. Thus, teaching and learning through social media can be considered as a kind of e-learning, these two elements are also important in social media as SM is already based on interaction and comments between users.

With respect to Instagram's features, teachers also consider Instagram as an archive that provides a safe place for teachers to work and keep their materials. This helps learners to revisit their pages and always find content there. These results support those of Lee et al. (2015), who identified Instagram users' motivations as social interaction, archiving, and peeking. Similarly, Sheldon and Bryant (2016) identified surveillance, creativity, coolness, and documentation as four motivations for Instagram users. A similar conclusion reached by Thompson (2015) who mentioned that social media are tools that can be used to deliver and archive information and material that shared or exchanges. As such, it provides teachers and learners ability to browse more interesting and diverse photos, subjects, and make their own archives. Again, this study suggests that, as mentioned earlier (See online discourse for EFL teachers and learners, in this section), the concepts of reusable dialogues and content

archives could help teachers overcome one of the obstacles associated with using social media in the classroom: lack of time.

Lastly, the teachers reported that the most important reason for their motive to use Instagram was its constant improvements. Instagram is always adding new features that the teachers have utilised in their teaching and that helped them to facilitate learners' connection. Regarding this, the T9 have stated *"I see Instagram as a renovating application, always renewing and does not stick to single rhythm, and this is always to the better, so they have not added a feature or update that prevented me from using it"* and the T9 demonstrated, *"Instagram keeps pace with the update"* and *"Instagram became an extension, whether it is video calls, voice calls, for photos, comments and likes"*. As well *"Instagram became an inclusive application"*, similarly the T15 emphasised *"Instagram is comprehensive app"*. Likewise, the T10 said, *"Instagram itself make updates for any shortcomings it has, and the user becomes serious, the account owner, in their usage of Instagram"*. This reflects what was said by (Rinda et al., 2018) who claimed, because Instagram has excellent features, it was specifically chosen as a useful tool for learning a foreign language, particularly English. In addition, all these comments from teachers emphasised how Instagram continually improves its features and how these new features do not prevent teachers from using the app, as the T4 asserted. *"There aren't any features developed or added that was difficult or I hate to use"*. Adding to this, the T11 acknowledges that *"The features are good generally, for that reason I use it and I am still in the platform"*.

An example of these features is the "live" feature which was suitable for delivering lectures and having direct interactions with the students as in a real class. Another example of such features is the "Stories" feature, which allows teachers to share short videos, interactive polls, and image streams in slideshows in real time lasting for a period of twenty-four hours. In each story, teachers can interact with learners through a direct message box or a "Q&A" sticker. The interaction provided through the Instagram Stories feature can be considered an educational interaction (as elaborated in Instagram section of Chapter 4). In addition, the Instagram platform has certain unique features that are connected to, or made possible by, incorporating this app into education. However, another explanation for this, as pointed out by Lin and Lu (2011), is that factors such as network utility, and enjoyment play a dominant role in social network usage. Therefore, this indicates that Instagram could enhance

the limited face-to-face interactions in the classroom and shift them into an enjoyable experience in an engaging and interactive environment.

- *Interaction with colleagues and the learners*

Regarding interactions among teachers, the findings show that Instagram provides opportunities for teachers to interact and collaborate with each other. An example of this finding is when teachers maintain the existing social relationships or make new connections with other teachers. Since Instagram has features such as sending direct messages between followers, commenting, or liking on posts, and joining chats in stories or live, these features are convenient features for interacting with their social and emotional posts with others on Instagram. Kim et al's (2017) study, which emphasized that social contact is one of the most significant motivators for Instagram users, provides evidence in support of this idea. This, according to Walton (2010), is connected to concepts of collaborative learning, an essential component or "holy grail" of eLearning. For Walton, this should encourage a learning environment that encourages collaboration, to allow students to learn from teachers and peers. In fact, this explanation is consistent with what this study found. However, another explanation for this as Ting et al., (2015) pointed out is that behavioural beliefs about Instagram use are composed of factors such as personal satisfaction, functional usefulness, social role, and entertainment.

Moreover, teachers emphasised that such interaction has helped learners to improve their language, especially the students' speaking skills. Other results were broadly in line with interaction and students' confidence such as the ones presented by Mutiara, et al., (2021). They found evidence that Students' fluency in English, awareness of their pronunciation, and confidence can all be enhanced through Instagram use, which also fosters an interactive learning environment. Al-Ali (2014) and Aloraini (2018) reached a similar conclusion. The latter emphasised that from a pedagogical perspective, Instagram can encourage teachers to use social media as a tool for interacting and creating language practice opportunities. Moreover, similar patterns of results were found in the study by Rizal et al., (2021), which asserted that Instagram brought educators and students together on a single platform to engage in a variety of fun activities and engagements. Moreover, Hwang & Cho (2018) argued that Instagram's continued popularity is a result of its usability and capacity to meet needs for social interaction and entertainment.



The current study indicates that, through interactions between teachers-teachers, teachers-learners, and peers, Instagram significantly influenced how motivated teachers to teach learners and enhance their English language acquisition. Teachers highly recommended using Instagram to make the teaching-learning process more enjoyable and practical; as well as, sharing best practices of language outside of curriculums' boundaries. Next question discusses the benefits and the challenges of utilising social media.

### **6.2.2. RQ2: What are the benefits and limitations of the use of Instagram in teaching the English language?**

Teachers share their perspectives regarding their experiences of Instagram use for educational purposes. The findings of the RQ2" What are the benefits and limitations of the use of Instagram to teach the English language? Which provide potential advantages for pedagogical and technical affordances. The bellow section presents the pedagogical affordances that includes teachers' collaboration in the social media context and teachers' support in the social media context. The section then presents technical affordances including Instagram as a supportive tool for teaching.

#### [6.2.2.1. Pedagogical affordances](#)

The pedagogical affordance of Instagram which provide digital capabilities that create opportunity to collaborate and support teachers engaging in teaching-learning experience digitally has two benefits:

- *Online collaboration benefits teachers*

According to the findings, teachers work together to create an educational environment in a virtual world on Instagram and support each other professionally. On the live stream, for instance, they invite other teachers, whether they are natives or teachers of a language as a foreign language which support teacher collaboration. In the interview conducted, the T14 explained: "*I collaborate with teacher friends from America, UK, Australia, and Mexico*". Hosting these teachers is beneficial for the teachers and the students as well, as they said, "*it engages communication between me and those teachers, but also between the students*" This is consistent with Carpenter et al. (2020) who showed that Instagram can fulfil multiple Professional uses for teachers. In the same line, as seen by Carpenter (2015) there may be benefits for aspiring educators from using social media, such as access to more mentorship opportunities and the building of professional networks.

Also, teachers create sessions that invite students to participate in this discussion while simultaneously hosting other educators and experts. They make it easier for students to engage in direct conversation with these teachers. As a result, the student can post questions and participate in the discussion. Thus, this would enhance student engagement and exchange knowledge as the T13 claim " I use it occasionally to invite guest teachers, whether native or other Arab teachers, which helps the students to receive advice from other teachers other", similarly, for example, the T5 demonstrate that: " I am connecting these teachers with the students by leaving the chat open so students can ask their questions and I see great interaction. They write their questions in English because the guest's language is English and not Arabic, so the students forced to speak to them in English. This is very great because they are practicing their language and at the same time benefit from other sources other than the original teacher". This suggests that, as showed by Richter et al. (2022), Instagram has allowed teachers to connect, collaborate, and engage in teaching and learning experiences in the digital environment, and a variety of activities and discussions are available for both teachers and students to participate in. Thus, social media could boost the communication between teachers/learners and other native speaker English teachers.

In addition, teachers also believed that such connections between their students and other English teachers are beneficial, as the T12 explained: "*This variety could be good for the student so that they may acquire information from diverse sources; those teachers are like sources. For that reason, I vary by hosting different language teachers, from different countries.*" In this regard, connectivism theory (Seimens, 2009) prioritized connections to information sources and knowledge societies, arguing that this aspect is critical to supporting continuous learning in this digital age. However, this theoretical perspective confirms that technology facilitates and improves access to knowledge, as this also, principle of constructivism. Indeed, this research shows that teachers use the power of social media and employ full capacity of these apps to increase student participation in learning through collaborative learning in social settings. Thus, this result contradicts what was claimed by Al-Rahmi et al (2015) who pointed that while social media has the potential to increase student involvement in learning globally by fostering socially collaborative learning, many higher education institutions still rely on traditional systems of learning.

Another way of collaboration on Instagram among teachers involves sharing with colleagues or other educators to evaluate each other's posts and exchange ideas before publishing which in turn developed their professional relationship virtually. For instance, teachers acknowledged how sharing their work and ideas on Instagram, as well as receiving feedback from other teachers, enhanced their sense of belonging to an academic community, these interactions as Martin (2014) argued reinforced academic relationships, and academic discussions when teachers work together, they develop important professional relationships.

In addition, the study reveal that teachers often receive mutual support in a way that helps them to more effectively collaborate and facilitate the exchange of knowledge/ideas in this community. This suggests that online collaboration among teachers could improve teachers' outcomes and help teachers grow professionally by allowing them to learn from each other. According to Hargreaves & O'Connor, (2017), who argued that teachers' collaboration often focuses on dialogue and the exchange of ideas, a collaboration that is closely tied to teaching practice may be more effective than other collaborative methods.

After posting, interviewed teachers were able to collaborate with their students to evaluate their posts by communication via comments and private messages as the T3 asserted: "*Comments and likes are the biggest, and most importantly, for evaluating posts. Engaging in the account with the students shows the importance of the information and the post*", or as the T11 stated, "*Sometimes I make polls on Instagram stories when I post new content*". Therefore, this is an example of the connectivism theory of learning which states that "learning and knowledge rests in diversity of opinions" (Siemens, 2005, para. 26). Additionally, users may share information in this way if they want encouragement and feedback. This is in the line with Carpenter et al., (2022) research on influencers and educational influencers which demonstrated that this sharing and getting feedback method is effective in social media.

In addition, teachers also host their students as highlighted by the T14: "*The constant thing I have is to host students as guests to speak*". Allowing students to communicate with peer and exchange knowledge. This can be explained in the light of constructivism theory (Vygotsky, 1978; Charlton, 2013), when teachers facilitate constructing knowledge in a discussion environment when teachers and learners participate in live chats. Hence, this collaboration could be useful for teachers and learners alike with the seeking and sharing of information through involvement in these discussion sessions. As the T15 claimed: "*Every so*

*often, I specify a time to get together with other teachers on a live broadcast for sharing information and discussing about the teaching English language".* Therefore, this is an example of what Vygotsky (1978) proceeds to presume that the educator is fundamental in directing and facilitating learning. Also, as seen by Walton (2019) that students can take responsibility with the construction of their learning by interacting with artefacts such as tools, objects, rules, and their learning community.

In summary, teachers were using Instagram for seeking information by looking at other teachers' content and benefiting from their ideas that may help them to organise their accounts and content. Also, teachers using Instagram to help them seek information that they needed and share their content with other teachers and learners as well. In addition, many universities in Saudi society are still not providing enough time for teachers to work together during universities hours. In this regard, utility of Instagram helps facilitate communication with other teachers about the English language which could assist in building their learning community.

- *Online collaboration benefits students*

It was found that, teachers seek information, evaluate it, and then share it by creating content, making sure the information is accurate to share with the learners. As the T3 stated, *"I search to look for information, searching similarities and for information accuracy"*, as the T2 claimed, *"I am highly interested in information accuracy"*. Accordingly, teachers do this process in the social media as the T3 justified *"to avoid spreading false information and then not knowing how to fix the mistake"*. Here, the idea of information accuracy can be compared with the information accuracy idea presented in Walton and Cleland (2013) study which provided the foundation for this concept of information accuracy. For Walton and Cleland, who asserted that information literacy is about finding, evaluating, and utilizing information. Thus, this study indicates that teachers were following the process of information literacy.

The results also showed that teachers believe that some of the information provided on social networks is incorrect information. This has encouraged teachers to provide reliable information to assist students in learning English. It could be stated that teachers create a new knowledge for online collaboration, instead of having students learn through social media the same information that could already be learnt in the classroom. This finding agrees with Turan et al., (2013) research, which indicated that not all the information on social

networks can be trusted. In addition, this is consistent with what Wang et al., (2012b) emphasised that teachers who use Facebook in education should be maintaining their credibility and conscious of the need for accurate information to be shared with students. As a result, teachers should play an effective role in overcoming of credibility. What is more, teachers in this study already take this responsibility by engaging with the learners on social media and they are playing roles in providing and facilitating accurate information.

In another study, for example, Manca and Ranieri (2014) found that the use of social media in education requires changing the role of the educator to a facilitator of information to achieve the goals of its use in education. Teachers' presence in social media, as they claimed offered such a safe environment for learners to share their ideas, and requirements and receive feedback on their learning. According to Bouhnik & Deshen (2014), social media has advantages in the academic setting, such as the accessibility of learning resources, the availability of teachers, and the capacity to continue learning beyond the hours of class.

Therefore, from the online observation, it appeared and was clear that the teachers used Instagram for two-way communication to establish and cultivate interaction and collaboration between them and their learners. This collaboration appeared in diverse ways such as in learners' interaction seen by commenting on the post or liking. As for the teachers, the interaction was by publishing the post containing information and including questions to encourage students to participate, and then commenting on the student's participation through feedback. This finding is in the line with Resti (2021) who argued that Instagram allows students to collaborate with their teachers and with peers through providing feedback. In such case, feedback can take different forms, as per the study's findings; it would be the correction of the information shared on the post by learners, confirmation of the answers, encouragement to the students, or in the form of learners suggesting a topic that is interesting to them for the next posts. A similar conclusion was reached by Sam (2016), and Keogh (2017), who saw conversation as crucial for learning at the level of interaction. Also, they saw learning as the construction of knowledge between the teacher and learners, and between learners themselves, rather than knowledge gained from the teacher only. This is also supported by Laurillard (2002) who describes the concept of learning while utilising technology as a conversational process in learning as "a dialogic process" between a teacher and students.

Moreover, according to the results of the present study, teachers found Instagram useful as it allows for synchronous connection through chat and discussion, which may encourage teachers to share their knowledge and experience and learners alike. Instagram also offers an opportunity for informal networking, observing, and conversing in a friendly community to discuss learners' ideas and suggestions which may help with their learning. This result ties well with previous studies done by Rensburgh and Thanh (2017) who found that the use of social networking platforms, including Instagram, are expected to improve students' language learning results due to their active participation and positive attitudes toward extracurricular activities. Additionally, Rensburgh and Thanh (2017) suggested that students' active participation in social networking might improve the environment for English discourse. Wang (2013) further argues that engaging, collaborative, and interesting English lessons may make learning more enjoyable. Additionally, in line with this idea, others like Blaschke(2014) have shown that the application of social media in education develop learners' cognitive and meta-cognitive skills, such as knowledge construction, critical thinking, reflection, and understanding of their learning process.

Collaboration is an effective method to facilitate knowledge acquisition. From a constructivist perspective, theorists such as Vygotsky (1978) claimed that learners can reach higher levels of understanding when working collaboratively than when working alone. Therefore, they emphasized on the importance of collaborative interaction between learning groups, which is an essential requirement for building individual knowledge (Vygotsky, 1978; Charlton, 2013). Given that, teachers in this study provided a variety of interactive activities, developed challenging learning materials as well as exciting materials. They also encouraged learners to collaborate with their teachers and peers by discussing and facilitating exchange of feedback between teachers and learners alike. Hence, the collaborative efforts of this community are considered the source of learning. The data shows that teachers collaborate with learners by conducting online discussions using various tools on Instagram (see Table 8 for Instagram Communication tools Based on Interaction type, Chapter 5).

Interaction on Instagram can be asynchronous or synchronous discussion between teachers and students. In synchronous discussions, learners obtained immediate feedback from teachers and their peers. Whereas, in asynchronous Interactions where, occasionally, there is a time delay between sending comments and obtaining feedback from teachers. Hrastinski (2008) distinguishes asynchronous learning from synchronous learning because

asynchrony is a constant learning process that does not involve instant responses such as emails and forums, and the real-time instant online communication, such as chatting and video conferencing, is a feature of synchronous learning.

Additionally, this study demonstrated that social media should provide a variety of public and private communication channels for students and teachers alike. These features are already supported by Instagram and most social media tools. Hence, students can easily collaborate on topics and exchange information between themselves and their teachers through Instagram.

From the findings, it can be argued that when teachers share posts and information and exchange knowledge in diverse ways through social media (Instagram) with learners, they can encourage learners to have deeper engagement rather than just sending tasks to learners. In addition, Instagram was used to support a community of practice (Lave & Wenger 1991) and being more engaged in the learning process by generating discussions and topics of interest. As well as it allows students to continue discussions, "Every student has their suited way for learning, either auditory or visual, and all of them are methods of communication that benefit the student to improve and develop their language, by communicating with the teacher outside the classroom", no matter how much time is spent as it is useful for sharing and constructing knowledge. It could be argued that Instagram's metacognitive aspects of learning allow teachers to practice unconventional teaching methods without adhering to a particular learning style. As a result, teachers ought to be aware that one of Instagram's advantages is that it enables students to learn in a non-traditional fashion rather than simply follow the conventional academic method. In addition, it was found that, to teach diverse English topics on Instagram, it is essential to create and utilise educational materials, such as multimedia audio-visual postings, video films, and pictures. This, in turn, reflects the study by Pionke (2018), which emphasises that teachers need to be flexible, and have the ability to advance their technical knowledge, ignore the myths surrounding learning styles and be able to facilitate the use of learning technologies to adapt to new technology. Thus, teachers in the current study can learn how to skilfully use technology, in this case social media.

- *Instagram as a platform to support students expressing themselves.* According to the interviews' findings, teachers believed that they did not plan to use social media in the existing curriculum. According to the participant's comments in this study, time is a significant barrier to the use of social media in English classes in the Saudi setting. Due to

the short periods of the class/semesters and the impracticality of integrating any additional activities in the classroom, time might be a significant barrier due to the workload and classes time for English teachers at universities in Saudi Arabia, so they find a place on Instagram to share the additional information for unlimited time. The T8 asserted that "*Instagram is one of the social media platforms that contribute to learning with flexibility, time and place are not limited while learning as classroom*". This gives the student a chance to benefit from available information at any time. This was further asserted by the T5 who argued that "*in Instagram, there is a chance for the student to see and repeat the information more than once until it sticks in their mind*". This was also explained by the T10 who mentioned that "*they can check it today, tomorrow, after a week, or even after a month, the information is still there and available at any time*". A similar conclusion was reached by Aloraini (2018) who suggested that teachers should use social media to promote language practice and provide additional inputs outside of classroom teaching. Therefore, in line with previous studies, and according to Misman et al (2019), students will be able to learn from their teacher outside of class times, and once the teacher is on the site, the students take advantage of what the teacher will provide. This becomes an additional resource to promote distance learning.

Conversely, learners share and design curricula regarding their needs in their learning language. T1 stated: "*Do not ignore the feedback, because it gives a clear picture of what the students need, and it creates a good interaction between the students and the content, between the students and the teacher*". This is consistent with Carpenter et al. (2020)'s conclusion; in which they revealed that Instagram can fulfil multiple professional uses for teachers. T14 demonstrated the learners' desires for continued learning by explaining that "*meaning, do not force the information, nor ignore the desires and requests of the students of learning the languages, and their tendencies. This is because it contributes to the continued learning and the interaction between the students and the teacher*".

Teachers also point out that Instagram gave students better opportunities by expanding their practice outside the classroom. Teachers emphasised that it helped learners to improve their language, especially the students' speaking skills and provided more vocabulary practice. Additionally, through social media practice, teachers are providing learners of foreign languages with what they require. In other words, the foreign language curriculum does not provide students with the resources they need to learn a language, which could be developed



by teachers and students through their ubiquitous and lifelong learning skills. It could be argued that teachers do not use Instagram as an additional tool to traditional teaching, but as an additional tool that clearly defines the pedagogical aspects of its use.

As reported in the teachers' interviews, teachers have also noticed that Instagram has helped shy students and those who are afraid to communicate their ideas in front of the class. This is done by giving them a chance to communicate directly with their teachers. The T14 reported: *"I feel that students, Arabic students, have a psychological barrier between them and learning the language, I say psychological barrier because they have a phobia of speaking the language in front of others in a great way and a fear of comments which might be frustrating for them if they do it through the live broadcast"* then consequently *"they resort mostly to private messages. The psychological barrier is what pushed learners to speak privately, although the speaking was intended to be public. This is not their mother language, and there is no shame in mistakes the people of the language make mistakes all the time."* The results on this phenomenon are completely consistent with previous findings by Walton, et al. (2019), who asserted that an effective learning environment is one in which multiple teaching approaches are utilised to understand and reward each student, as they have different abilities.

Another significant feature provided by Instagram is that teachers could better understand their students' emotions and feelings by communicating with them privately. It can thus be suggested that, before integrating social media into language learning, teachers need to evaluate the situation and take appropriate steps. In addition, teachers need to contextualise their use to meet the requirements and learning needs of the students and the requirements of the curriculum. That could help to bridge the gap between the theory and practice in teaching English, (theory here is the subject of English, whereas practice is the actual action of speaking English) as the conversation around the subjects that follow the curriculum in the class is static and not dynamic. In other words, the subjects are fixed and do not meet the students' needs for their daily use of the English language from the language, in their real life which is everyday language conversion. Moreover, as teachers emphasised in the interview, utilising Instagram was to connect students with real life language practice and to provide a chance for students to express themselves under teachers' supervision.

What is curious about this result is that Instagram has provided teachers the opportunity to collaborate virtually with students as well as other teachers. Teachers use this tool to support themselves as teachers as well as their students in expressing themselves and their emotions. Overall, these findings are following findings reported by Gonulal (2019) that Instagram is a social networking site that can help language learners improve their overall language skills and vocabulary. It also helps learners improve their communication skills because they can use the site anywhere and anytime. The next section discusses another utility of using Instagram which is technical affordances.

#### 6.2.2.2. Technical affordances

Another set of interview findings show that teachers benefit from Instagram's technical affordances. Instagram presents tools inside the app that assists teachers to interact with other teachers and increases the chance of contact between the teachers and their students (see 6.2.1.1 Collaboration Benefit for the teachers). For example, teachers collaborate by interacting with the learners in an online discussion through synchronous and asynchronous communication, using the tool on Instagram such as comments section, private messages (See Table 8 for Instagram communications tools based on types of interaction). In synchronous communication, learners obtain immediate feedback from teachers and their peers. However, in asynchronous interactions, communications have a time delay seen between sending comments and obtaining feedback from teachers. It is argued by Laurillard (2002), therefore, that technologies can be used effectively in education when their affordances are clearly articulated.

In addition, according to observation and interviews result, teachers found Instagram have valuable tools. Such tools are the comments section and private messages that allow for synchronous connection through chat and discussion. These tools encourage teachers to share their knowledge with learners alike. They also contribute to the discourse digitally enabling teachers to provide immediate feedback to learners and vice versa. This in turn encourages and improves the learners' interaction. This was observed by the T2 who stated that: *"I am keen on taking feedback from the students on the post to ensure interaction"*. Moreover, the T13 stated: *"Do not ignore the feedback, because it gives a clear picture of what the students need, and it creates a good interaction between the students and the content, between the students and the teacher"*. Also, teachers believe that mutual feedback

contributes to the continued learning between the students and the teacher, as well as the T13 believed: *"we teach but also learn from the students at the same time"* and the same teacher said: *"teachers are lifelong learners"*. These interactions can lead to additional learning opportunities when teachers and learners participate in live chats. This is because students do not just learn from teachers or their peers, but they also hear and practice what they have learned. According to Poquet, et al., (2018), various communication media such as instant text or photo messages, blogs, audio, or video discussions, should be considered as important ways of communication in terms of providing connections that facilitate interaction within the learning community. Similar finding in line with this finding was seen by Sharma et al., (2018) who stated that utilising technologies in education or technology-enabled education has provided new opportunities to enhance the learning experience and increase standards of expanding participation in lifelong learning.

As a result, it is possible to draw the conclusion that although this connection may assist the student in learning how to use social media for educational purposes, as they may require knowledge in this area, it may also affect the student's motivation to learn. Furthermore, these connections could enhance the relationships among teachers and students, by building and maintaining relationships with connections. This is because, in accordance with Drouin (2008), enhancing the relationship between a teacher and a student can improve a variety of outcomes for students, including satisfaction, achievement, and retention.

#### 6.2.2.3. [The Challenges of using social media in teaching](#)

Teachers in this study have highlighted the challenges in utilising Instagram as a tool for teaching-learning English such as lack of time as well as seek and share information. This will be discussed below:

- *Lack of time*

One of the major challenges teachers had while utilising Instagram to teach English was a 'lack of time'. The teachers emphasised how time-consuming Instagram is in a variety of ways. First, teachers prepare the post material before sharing it on their accounts. This is in addition to using external supportive tools to assist in the posts' editing process. Second, teachers suffer from the limitations imposed by curricular requirements and workload as the T2 mentioned: *"time is limited, given that I have a job [as a teacher] and I share [content] at the*

*same time*". Also, it can be difficult for teachers to fully interact with students and respond to their queries. As a result, the pressure was reduced by Instagram's capabilities that enabled asynchronous communication with the learners (See 6.2.2.2 Technical affordances). Thirdly, teachers are unable to post consistently daily because of a lack of time.

As mentioned earlier, the process of utilising and managing Instagram takes time. The T7 argued that *"if the information was complex in front of the learner, they may think it is difficult, hence, get bored and not continue"* The literature supports this observation, as Healey et al., (2014), in their study argued that Saudi educators face additional challenges in terms of preparation, lesson planning, skills needed, and time management to benefit from technology's valuable resources. However, this finding of lack of time contradicts what was claimed by Kurniati (2021) who claims students and instructors can save time by utilizing Instagram English educating pages.

Additionally, teachers in this study consider themselves to be content creators; a role that requires time and effort. The T15 emphasised *"I am a content creator, I do not take things from YouTube and put them on my account, even if I take quoted words or an idea, I must incorporate them into my style and content for my page"*. This means that teacher's effort and time is spent to find information and then create content to share with students in their account. Therefore, teachers in this study as Muckenthaler et al., (2020) explained, are in the high level of the collaboration as Higher-cost forms of collaboration. This is consistent with this research showing that, teachers claimed that shared work and creating posts require greater investment.

Regarding the lack of time and managing account, teachers are structuring and presenting their accounts in an interesting manner. For example, the T6 believed, *"I always pay more attention to the quality of the content of posts and make sure to display it in an eye-catching way since I believe this will encourage students to participate"*. This can be affirmed by Camilleri (2019a) who mentioned that the user home page features should have a high-quality design to enhance the users' experience. Following this, teachers aim to provide students with up-to-date, interesting content and increase the number of high-quality posts that could keep their students interested and motivated to communicate. The teacher's initiative here is in line with what Laurillard (2012) advocated regarding blended learning in higher education contexts. In such case, instructors are required to incorporate new digital

technologies into their existing teaching practices to achieve high-order learning goals. The need to incorporate design into teaching is becoming increasingly apparent.

Because this challenge is tied to finding free time to engage in the platform, and time is a teacher's most precious resource, anything that helps them manage or save time would be beneficial. In addition, it could be suggested that for teachers, engaging twice a week might be sufficient, as this would allow teachers to find time for creating information that is more precise and understandable while responding to students' posts.

- *Seeking and sharing information*

Another significant finding was that teachers found it difficult to search for and share information on social media due to a lack of time for subjects outside of the curriculum. Moreover, teacher challenge search for accurate information in a wide sea of invalidated information on social media. As a result, educators strive to assist students by supplying accurate information and facilitating their connection to that information. As the T3 claimed: *"I look for a picture of the dictionary and I place it in the post if the information is important"*; as a result, this could help teachers *"to solidify the validity of the information"*. These findings go beyond previous reports to show that social media platforms have repeatedly contributed to the spread of misinformation (Allcott et al., 2019) and that the quality of education-related information on social media may be problematic (Carpenter & Harvey, 2019). Teachers can therefore collaborate to find accurate information and/or share their posts, allowing them to overcome this challenge by collaborating between them. An example of teachers collaborating to discover accurate information, teachers chatting with their colleagues to verify the information or evaluation of their posts or hosting another English teacher to share their knowledge.

On the other hand, In the case of Instagram, the visual focus of the platform could over emphasise visually appealing content at the expense of information that is useful for learning. According to Carpenter et al (2020), the visual nature of the platform could give an extreme amount of importance to content that is visually beautiful rather than educationally beneficial (Carpenter et al., 2020). However, in line with the ideas relating to the suitability and accuracy of some educational content posted on social media, it can be concluded that even while Instagram seems to be useful among teachers as a source of knowledge, it is important to examine the content of the information they find there. Therefore, this finding

agreed with Gallagher et al (2019) suggestions regarding examining educational content found on platforms; in which, educators should improve critical thinking abilities and build analytical skills to evaluate these contents. Hence, these skills are already present and demonstrated by the teachers who participated in this study.

- *Developing digital skills to use social media in education (mastering the required skills)*

According to the study, the second challenge that teachers face is the need to improve their digital social media skills. These include the ability to search and manage information, as well as the ability to edit the content of a post by adding or removing parts to make it more educational. Teachers can improve their own personal experiences by making effective use of social media. This is in line with Greenhow et al., (2021) who argued that digital literacy is a necessity for teachers, it is crucial for them to be digitally competent to ensure the effective transfer of information to their learners and promote innovative teaching and learning. In addition to this, Manca et al., (2021) suggested that teachers need to develop their digital literacy to obtain pertinent information and critically assess it. Also, Pinto et al. (2020) who asserted that regardless of the media or device used, educational technology takes a place in literacy, and these technologies are increasingly dependent on mobile technologies. Moreover, these findings suggest that professional development courses for teachers to support how teachers can facilitate the learning by using social media, and to develop their creative skills, could be offered to train teachers on the criterion that can be used when selecting resources via social media. Therefore, in accordance with Greenhow et al., (2021) professional development programs might be prepared to teach teachers how to use various social media search tools, how to use entry requirements for resources, and how to avoid possible risks.

In addition, Greenhow's observations were supported by the responses of the teachers in this study (as the teachers were able to master specific skills they need while using this App on social media. Moreover, creative ways of functioning posts by using Instagram features). These findings are in line with the suggestion by Greenhow et al. (2021) who claimed that it is important to improve the skills and knowledge of teachers to promote productive teaching-learning when they integrate social media in teaching. This could develop new roles for teachers by encouraging them to be more active and participatory.

- *A limitation of the medium*

Instagram's limitations impose another set of challenges, as this study have shown. Although Instagram features were the most important factors that encourage and motivate teachers to utilise it in their teaching, there were some features that teacher agreed is limited on Instagram, such as, teachers being unable to add a link to the posts or in the comments section. This is seen as a limitation because teachers believe that adding link could help them more to engage learners; as the T3 detailed: *"the future of links in the text under the video, to be able to add a link is not available"* as this will help learners to *"click on the link and watch it later and come back to the video"* as teachers agreed it is an important feature, the T6 emphasised, *"I wish for this feature to be available"*. However, given the limited function of hyperlinks, Instagram, for example, only allows the users to include one hyperlink in their profile. Therefore, the teacher explained how they use their bio section to overcome this limitation, by attempting to include a link for a specific time and direct students to this link on the post or in the comments. Then changing it constantly to provide information that meet learners' need. This observation contradicts what was said by Carpenter et al. (2020) teachers may not use Instagram as a place to share, suggest, or find articles and blog posts, which are all quite common activities for teachers on other social media.

Another feature that limited Instagram was searching for posts. As the T8 reported: *"Instagram is very bad when it comes to search"*. Teachers agreed that students need this feature if they want to be revised or find specific information on teachers' accounts, for example, the T4 detailed: *"if one of my students saw a video and wants to look for it, they go to my account and scroll down until they find the text because there isn't a feature to search for the text"*. For the specific post search teachers advised their students to save any important posts to create their own library page, or e-portfolio (Pionke, 2018). As a result, it can be said that the teachers were successful in overcoming this challenge by employing the tool (save) that Instagram provides. It is in line with what the study by Pionke (2018) suggested in that teachers can encourage their students to use Instagram for e-portfolio creation because of its popularity and ease of use, in e-portfolios, Instagram users can save media published by virtually anyone, private collections. Additionally, there are other social networking sites (SNSs) that let users create digital image collections. However, teachers agreed that they prefer to use Instagram despite its limitations. For example, the T10

emphasised "*problems in Instagram as an application, technical or usage, are less than in other applications such as Snapchat*".

Consequently, the finding suggests that planning ahead for the use of social media in teaching and learning process is crucial to ensure that students can use these platforms safely, effectively, and in ways that support their learning goals. As the teachers and learners construct knowledge and bring awareness and understanding of the ideas in English as a second language, social media in this context serves as a source of motivation, while the information discussed online includes a cognitive process. Thus, social media participation by teachers and learners gives them the opportunities to construct knowledge in their own circumstances.

- *Ethical concerns: cyber-attacks and security challenge*  
When it comes to ethical concerns teachers experience that the primary negative effect is cyber-attacks and hacking. For example, the T4 identified: "*these accounts could be hacked by anyone*", the T1 describes it as "fear" they said, "*the fear of hacking the account*". In this case, teachers encounter how they can protect their accounts to be safe when they document their work as they can lose their account from these attacks. Teachers, on the other hand, discussed how they use the Instagram feature, such as how they can follow the steps provided to users to protect their accounts as the T4 demonstrated that "*As for the fear of hacking the account, securing the account and authenticating it through two factor authentication, where you put your password then you receive a message on your email or phone, and phones are very personal, and no one can have access to it, and this is it the best thing technology has arrived at now*". As a result, these findings contribute to knowledge ought to be taken into consideration when thinking about how to secure teachers' accounts to avoid losing them to these attacks. These measures also might be of assistance to other users, who also need to know how to secure their accounts. Additionally, the developer should offer defence options for securing users because of this cyber-attack discovery. However, this challenge associated with what Tonge, et al (2013) explained, due to the active involvement of advanced threats, securing cyberspace is the most difficult and challenging task.

The second negative effect of using Instagram, is how teachers deal with bullying and negative comments on their accounts in a responsible manner. Teachers can use the blocking features that Instagram provides, such as the T3 explained "*Instagram has a great feature*



which is 'block'" and another way "There is also the future to delete comments" and more advance features as the T7 explained "There is now an even better way which is to comment restricted so that only you and the person who wrote the comment can see it and no one else, so that it doesn't affect others, and this is a new feature, one of the things that Instagram develops". In addition, regarding this ethical concern teachers attempted to raise digital citizenship, which entails teaching their students how to be responsible citizens through the best use of social media for personal, educational, or publishing purposes. As the T9 emphasised: "Bad content one of the negative effects when using social media, this can be overcome by spreading awareness of the importance of digital citizenship and avoid sharing bad, not purposeful content". This suggestion of dealing with ethical concerns is in line with Chen et al (2015), who emphasise that it is important to provide high-quality training for the ethical concerns on online learning environments.

- *Copyright digital literacy on social media*  
Teachers agreed on the significance of social media copyright practices. They were aware of the significance of preventing plagiarism in both their own work and that of others. Teachers reserve their rights by signing their posts and always cite the source of the materials they use or the author of the work. Moreover, all study participants emphasized the significance of digitally managing intellectual property and copyright literacy, by making teachers and students more aware of it and incorporating these skills into the curriculum. As said by the T7: "I felt I should try to guide them a bit and encourage them to use it more professionally". This suggestion by the teachers about copyright and moral rights to items has been concurred with research. For example, Henderson et al., (2010) asserted that many young people today routinely violate copyright law, which means we must be cautious when using data from other countries, educational systems, and sociocultural and legal contexts. Furthermore, Secker et al., (2019) argued that copyright literacy includes knowledge of copyright issues associated with information access and ethical information use. As a result, this study suggests that educational strategies aimed at equipping educators and students with the knowledge and tools necessary to manage their educational accounts, protect personal information, respect others' rights, and uphold intellectual property, copyright, and ethical conduct should be developed.

From the research results it can be said that Saudi teachers are interested in adopting and utilising any recent technology that enhance their teaching despite these challenges and concerns. They teach students how to use and be responsible with social media technology. Teachers also identify practices that are culturally and socially acceptable as Radwan (2022) stated. However, the cultural and social influences on teachers' usage are outside the scope of this study, but it does highlight an intriguing topic for future research. Additionally, teachers integrate social media in the teaching and learning process and are attempting to manage and overcome these obstacles. As Carpenter et al., (2020) suggested the previous educators' knowledge of the dangers of Instagram and other social media platforms could be very helpful to future educators. However, study participants appeared to be highly proficient in using social media skills, and the teachers' experiences of enhancing their digital skills could be a rich experience that could be beneficial for other teachers.

In summary, Instagram offers opportunities as well as challenges for teacher collaboration on social media. A lack of understanding of Instagram or other social media functioning could influence teacher and student engagement. Despite the limitations of social media as a pedagogical tool, the evidence presented here demonstrates its advantages and why it could be considered in education. This research indicates the ways in which teachers have successfully overcome the limitations of social media such as Instagram to provide engaging learning opportunities.

### **6.2.3. RQ3. How is social media (Instagram) being used and practices as a pedagogical tool in teaching English?**

Teaching and learning English might have challenges adjusting to the features of the 21st-century learning process in the Saudi context as teachers indicate in this study. A few guidelines and recommendations are suggested to facilitate teachers' using of social media in their English teaching to overcome these challenges. Then, teachers could further adjust and expand their understanding of using these apps. This will facilitate teachers and learners' collaboration and integration into this environment to overcome the time constraints of the classroom, the limited information and knowledge in the English curriculum and begin using the English language in a more realistic world.

Based on the teachers' personal experiences, teachers give general advice before starting to use any kind of social media. For example, T1 advised, *"There are a lot of*

*applications and ideas may get confusing, but I'd begin by considering what I expect to achieve with social media and then I can select a choice of apps that line up with my goals and expected outcome".* In addition, teachers have selected Instagram as a tool to support their teaching objective in online environments. This will assist students academically with their English language needs outside of the curriculum. This finding is in line with Agusing & Ayu's (2021) finding, who suggest that Instagram may be one of the options for supporting the practice of teaching languages in higher education. However, the finding from current study reflects the Agusing & Ayu (2021) suggestion.

The results of this study also suggest that the role of teachers in teaching Instagram can be explained by connectivism theory. This is because connectivism theory (Siemens, 2008) deals with the learning process, the role of technology in changing people's learning, and the way knowledge is shared among people (Siemens, 2006). The connectivism theory applies as follows:

- Teachers provide opportunities for students to participate in discussions, critique knowledge, and make decisions about learning and their needs.
- Teachers use Instagram to create content and activities based on their engagement and interaction with their students.
- Teachers recognise that students need to develop English skills as a first step, and then use Instagram to facilitate communication with students, develop their language skills and meet students' needs.

According to the findings of this study, teachers make extensive use of social media technologies and identify ideas that can enhance the teaching and learning processes. They are selecting a deliberate technology selection by choosing appropriate applications that can promote English language learning.

#### **6.2.4. RQ4. How does Instagram further contribute as a communication tool with students?**

The observation was used in this study to gain deep understanding about Instagram to communicate and as part of the teaching process for teachers, to determine whether there is room for social media in pedagogy. This study considered the suggestion indicated by Schill, (2014) after studying Instagram in the field of visual communication: Is Instagram only used to share one-way information focusing on the spread of knowledge and self-presentation? or

is it used for two-way communication? While Schill had applied these questions on Instagram from a political communication angle (as present in the methodology chapter), they have suggested that these could apply also in other angles. Hence, the same questions will be applied from the teacher-student interaction angle. In approaching an answer to these questions, Berlo's communication model (1960) was used to discuss how these relations and interactions occur through the four main elements of the communication process: the sender, the message, the channel, and the receiver.

- *Educational communication inside Instagram*

Communication models require essential elements to define the communication process. For example, Berlo's model (1960) consists of four main elements, which are the sender, message, channel, and receiver to ensure that the communication process will take place (see 2.3.1.1 Berlo's SMCR model in Literature review). In implementing that on communication through Instagram, the four main elements of the communication process can be defined as: The sender (the English teachers), the message (the English subject on the post), the channel (Instagram), and the receiver (the learners), which agree with Berlo's model.

The obvious element to start from would be the teacher who will be acting as a sender and a source of knowledge. They create posts with accurate information about the English language. The second element is teachers' creation/sharing of posts. Through posts, teachers' messages are carried, paying special attention to editing the post and treating it so that their message becomes clearer to the students. This appears to agree with Berlo's (1960) model that stated that messages contain code, content, and treatment; in which, the post acts as the code, lessons are the content, and the treatment comes in the form of teachers' actions on the post before publishing it.

Teachers have emphasised that preparing posts to be suitable to share with students takes time, and that they go through a process to make sure it is understandable and the information that is included is accurate. According to Berlo, these are all treatment-related decisions. They are approaches through which the source decides to encode his message by choosing certain code and content components and presenting them in one of several ways (Berlo, 1960). With online observation data, it was found that most teachers' accounts were well organised for information, and they pay attention to arrange and colour the post in a

certain way to be attractive for students. Every post that includes pictures or video was well-presented and that, as teachers believe, could help to attract students visually to share and be interactive with the posts (See observation chapter four for an example of some accounts).

The third element is the medium through which teachers deliver their messages, in this case it is Instagram. The medium facilitates for teachers to contact their learners to complete the communication process. Hence, teachers had chosen Instagram as a channel due to its popularity, accessibility, ease, and visual impact. This suggested that the social media platform chosen for use as a medium could have a design that is simple to navigate and easy to be used possibly for using social media in teaching -learning process. Moreover, if the platform is simple, then this might encourage the teachers to be more involved in the platform, as was evident in the observation (chapter4). Teachers were observed to be engaging in their accounts 3 to 4 times a week on average, where sometimes a teacher would publish two posts on the same day. Teachers have reported that an important limiting factor to their engagement was free time, and the features of the application itself.

In the fourth element, students act as the receivers in this framework, helping teachers to complete their communication process. Without the students, this process would be useless. In this situation, it was observed that students confirmed that they have received the message, either by complimenting the teacher's posts, using text or emojis, or by asking questions or expressing their ideas on the subject. In this stage, the learners act as a sender.

As a result, it appears that the communication process did not end at the receiver; rather, there was an information exchange that took the form of a feedback loop that kept going back and forth. This was evident whenever the students expressed their gratitude through likes and comments, particularly when they asked a follow-up question. The instructor would respond to the comments, write the student directly, or create a new post to educate the entire class together after receiving this feedback. The teachers-students' interactions are shaped by this feedback, which also serves as confirmation for both parties. The teacher would be able to verify that the students have received their message and vice versa, ensuring that communication between teachers and students was effective. Additionally, the continuous communication and exchange of places that take place through the exchange of feedback between teachers and students enables the sender to become the receiver and vice versa.

Although Berlo's model has successfully captured the teacher-student interaction on Instagram to a significant degree, particularly in the first four elements, it does not explain the interaction's two-way nature or the feedback step, which appears to be essential for maintaining the communication loop. As a result, the feedback-driven loop of continuous communication demonstrates that feedback is an essential component of this Instagram-based educational communication process. This highlights the limitations of Berlo's model and suggests ways to adapt it to Instagram to capture teaching phenomena. This study develops this model to explain the two-way nature of the interaction. It also shows that feedback is a crucial part of this educational communication process using social media. The improved model and any potential components will be presented in the concluding chapter 7.

### **6.3. Summary of the chapter**

In this chapter, key findings from the results chapters (Chapters 4 and 5) are discussed by answering the four research questions to address the research objectives and complement the results by linking them to previous research. This is in addition to clarifying the contribution of research to knowledge. Based on the teachers' personal experiences, despite these few concerns, such as lacking time to search and exchange information, development of digital skills, such as the ability to create and share posts, and ethical issues: Concerns regarding the use of social media in education include digital cyberattacks, security issues, and copyright literacy. There seem to be many more benefits, such as motivation, academic belonging, and collaboration between staff. Their efforts can be seen through various collaborations on social media. By participating as a teacher, they create educational posts and share knowledge with other colleagues and learners. Interaction as teachers respond and provide feedback to learners through comments discussions. also, collaborate and work together with other colleagues in virtual environments to assess and discuss contributions, and assist students in the live chat.

which leads to the conclusion that in the next years, social media will continue to play an increasingly significant role in education. Then again, teachers in this study believe Instagram have become one of the most significant social media platforms in recent years, even though there is a limited study examining its value as a medium for language teaching

and learning. The results of this study could be used to better understand the value of teachers' use of social media and increase their awareness of best practices in education.

The findings also reveal that these Saudi teachers' content was exclusively focused on teaching English. Teachers select a precise teaching aim, plan of time, and provide well-structured posts. This all demonstrates that teachers have played a role in gradually changing teaching approaches on social media. It also demonstrates a constructive and collaborative environment among teachers, as well as their commitment to achieving their aims of providing valuable information and delivering worthwhile content to students. However, the results from the observation reveal that the credit must also be given to the platform, in this case Instagram. For example, as shown earlier (in Table 6 in observation section), the options and features that are available inside Instagram, made it easier for teachers to achieve their goals in sharing their knowledge and communicating with students outside the classroom.

This study showed that for all teachers who communicate with students via Instagram; they may be reluctant to use social media in their teaching if they are unable to communicate effectively. Teachers who are new to the social media platforms or lack of familiarity with the educational use of Instagram should be aware that engaging communication may require a new social media strategy, and they may not give up easily if their first few posts were lacking communication. The concluding chapter, Chapter 7, Research Contributions and Limitations, demonstrates how this research illustrates that Saudi EFL teachers are embracing new principles of Instagram as a teaching and communication tool. It also shows what steps teachers and policymakers need to take to educate themselves and implement new practices. To facilitate this, a new model of how to use social media in teaching and learning is presented.

## **CHAPTER 7: Conclusion**

When researching the importance of learning and teaching through social media, the presented findings in this thesis hold considerable weight and suggests the possibility of a new model for using social media in teaching and learning. The thesis demonstrated how teachers' experiences and perspectives on how social media technology can help them teach EFL to students on digital platforms, particularly Instagram. In addition, it provided an opportunity for future academic researchers to investigate on how teachers use social media for education in the field of social media-based teaching.

In this concluding chapter, the key findings of the study will be outlined, along with the major contributions it has added to the field. The chapter will conclude with a summary of the study's limitations and recommendations for future research.

### **7.1. Key Finding**

The general finding that was concluded in this thesis is that the English teachers who participated in this study considered social media, in general, and Instagram in particular, an essential pedagogical tool in the teaching-learning process. The benefits of using Instagram as a supportive tool in teaching English as a foreign language (from teachers' practice) can be summarized in the following points:

- Instagram can assist teachers by acting as a facilitator and a guide in students' learning.
- Instagram can facilitate teachers' ability to communicate and engage with their colleagues and students.
- Instagram allows teachers to give lectures/instruction and host other English teachers from different countries and their students for exchange of information and discussion. Therefore, teachers employ full capacity of social media to increase global student participation in learning through socially collaborative learning.
- Instagram can facilitate for teachers to publish useful educational posts, and links for students regarding their needs and requirements.
- Instagram can help students post their comments and enquires about academic issues and keeping a loop of communication between the teachers and the learners through comments, messages, and live chatting which enhances their motivation to learn.



Moreover, the pressure was reduced because Instagram allowed for asynchronous dialogue with the students.

- Collaboration can be established among teachers, teachers-students, and student-peers to create an educational experience. The collaboration with other educators being done by sharing and evaluation their digital content and encourages teachers to exchange the knowledge which fosters academic belonging.
- Teachers use this tool to support themselves as teachers as well as their students by helping teachers to create a virtual-learning community. These communities of practice support teachers' professional development.
- Social media platforms properties such as forums, discussion boards, and online communities allow for real-time exchanges of ideas and feedback.
- Social media can offer a more personalised learning experience, as teachers can adapt the content and approach to fit the students' specific needs and interests.
- Effective use of social media in teaching requires careful consideration of privacy, security, and other ethical issues, as well as clear guidelines for appropriate use.
- The study's findings provide a link between theory and practice in educational technology, especially in using social media in the teaching and learning process.

On the other hand, the study showed that there exist challenges for using Instagram as a supportive tool in teaching English as a foreign language. These challenges can be summarised as follows:

- Preparing high quality content and information requires considerable time and experience with some programs that support the application.
- Using Instagram requires the teacher to continuously post contents to maintain students' engagement and interest.
- Lack of rules and policy for the copyright and intellectual property.
- Teachers need to be patient to moderate the learning group and be trained to deal with any inappropriate behaviours by learners.
- Teachers need to continuously verify their accounts as their accounts might be at risk of being hijacked or hacked as discussed (in discussion chapter in section 4.3.1.1.1).

Ultimately, the findings strongly suggest that Instagram can provide invaluable support to teachers in providing accessible and affordable educational platforms. Such platform has

the advantage of being able to transcend the constraints of the classroom and provide a trustworthy online discourse through a social media platform.

## **7.2. The study's contributions to knowledge**

The results of this study are expected to contribute to the limited literature on the use of social media for teaching English as a foreign language. They also provide insights into teachers' experiences and perspectives for using social media as a teaching tool in the context of Saudi Arabia. These findings can therefore be an important resource that can be referred to when developing guidelines and best practices for using Instagram for English language teaching. This is in addition to providing practical insights for teachers, researchers, and policy makers.

The study demonstrated the potential benefits of using the platform, such as enhancing discussion and interaction, promoting collaboration, motivation to learn and providing an online environment for dialogue, which are all important aspects of effective teaching and learning. Moreover, as demonstrated in chapter 4, it is crucial to consider the cultural and linguistic context when incorporating social media into education. The support for certain languages and cultures can greatly impact the effectiveness and accessibility of these platforms for teachers and students. Social media can be a valuable tool for education, but it is important to approach it with caution and in conjunction with traditional teaching methods.

On the other hand, the integration of technology in education has brought new challenges for teachers, especially when it comes to using social media as a teaching tool. These challenges include teachers not being familiar with social media platforms and may need support in understanding how to effectively use these tools to enhance their teaching and engage their students. Therefore, it is important that teachers are supported and equipped with the knowledge and skills needed to effectively integrate these tools into their practice. The findings from the in-depth interviews provide valuable insights into the motivations and experiences of teachers using social media, particularly Instagram. Nevertheless, it is important to remember that technology should always complement and support traditional teaching methods, rather than replace them entirely. A personal

interaction and individual support from a teacher can play a crucial role in a student's learning journey.

Furthermore, these challenges can be overcome by developing a comprehensive strategy for using the platform. This strategy should establish clear boundaries between teachers and students and educate students on ethical behaviour when using social media. This can include guidelines for using the platform in a professional and respectful manner and avoiding behaviour that may violate copyright or intellectual property laws. Furthermore, to ensure the protection of intellectual property and copyright, teachers can use tools such as request permission to use any copyrighted materials. Additionally, teachers can encourage their students to properly cite any sources they use in their posts or comments.

The overall inclusion of social media as a teaching tool was elaborated previously in Chapter 5 and chapter 6's discussions. It was discussed that the motivation could come from an external or internal source. It was also emphasized that essential technical skills are needed prior to fully incorporating social media in a teaching/learning process. These skills include some level of social media digital literacy and copyright literacy. After that, teachers can use the social media platform to collaborate (with learners or colleagues) and/or communicate their messages. Figure 30 summarises the above points.

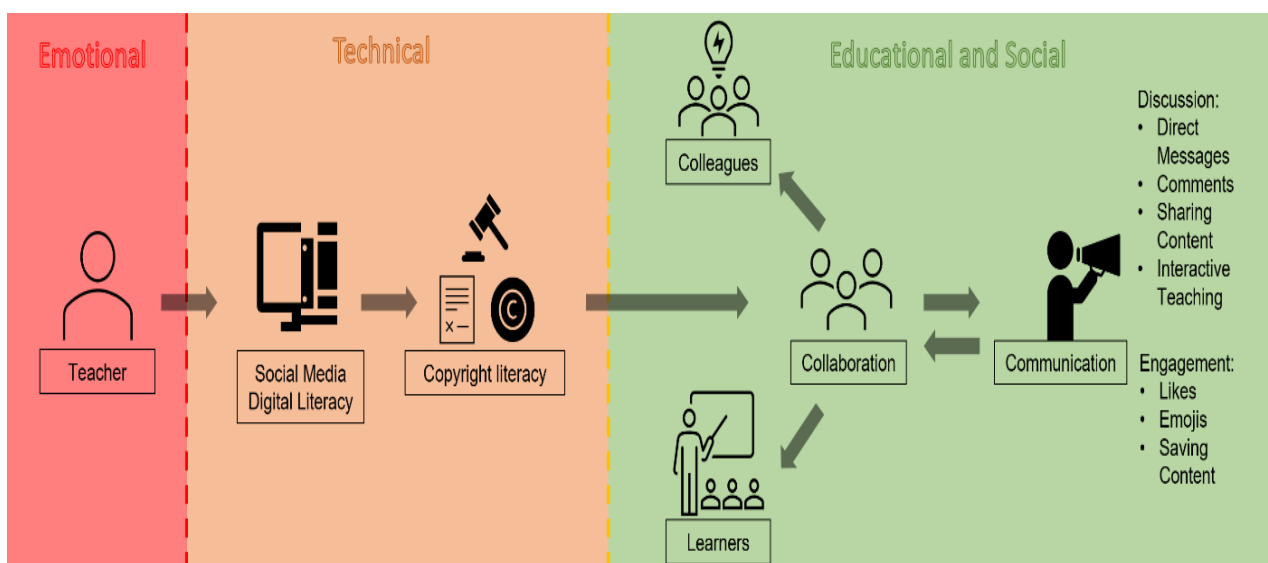


Figure 30: Social Media teaching Framework, as observed from teachers, designed by the researcher.

It can be said the inclusion appears to start with a teacher’s motivation. The extent of this communication was already alluded in Chapter 6 with the help of Berlo’s model that required to be enhanced and adapted to describe the nature of the communication taking place.

**Proposed model (enhanced Berlo’s model)**

As discussed in Chapter 6, the purpose of using the Berlo’s model was to capture the teaching and communication process via Instagram. From the observation data discussed in Chapter 5, it is clear that social media communication occurs through four main elements Berlo’s model: sender, message, channel, and receiver, which are the main components of social media communication as well. In addition, from this study, feedback was identified as the fifth element and main component in this pedagogical communication process in the social media context. Moreover, it captures the nuances that appear in social media. For example, messages can be edited, revised, and modified electronically after the message has been sent, which cannot be said about traditional forms of media.

As mentioned earlier (Chapter 6: discussion), to fully capture the communication process taking place inside Instagram while teaching English, Berlo’s model could be adapted to account for the essential elements observed from the teacher-learner interactions. Figure 31 illustrates a proposed model to describe the educational communication process through Instagram and could be suggested with other social media platforms.

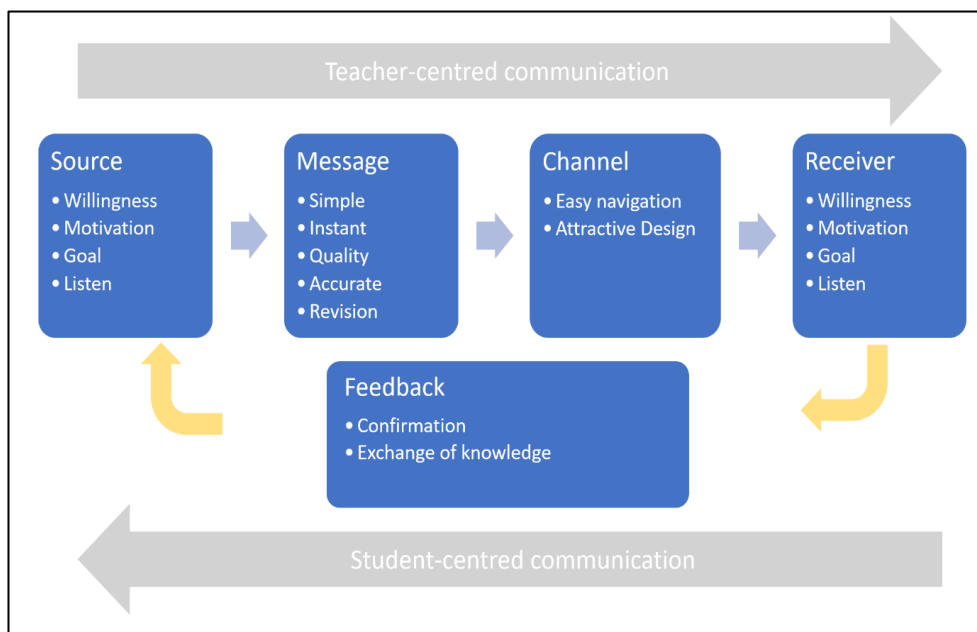


Figure 31: Proposed model of educational communication in social media, designed by the researcher.

As seen in Figure 8, Berlo's model has managed to capture the teaching-learning process via Instagram to a great extent, especially in the first four elements, each element is accompanied by aspects that fulfil the communication process appropriately. Therefore, the study develops a model to explain the two-way nature of this communication, and the feedback step that appears to be crucial in continuing the communication loop. Thus, this draws attention to the limitation of Berlo's model and ways to adapt this model.

Additionally, the purposes of observation in the current study focused on the process of message transition and exchange, as well as the ways in which participants interact and engage to transfer information to one another in the Instagram context. With reference to the model in Figure 31, the ongoing exchange of information in a communication process between teachers-learners alike can be summarised as follows:

**Source & receiver:**

- Willingness: the readiness of the teacher (or students) to use social media for teaching and learning.
- Motivation: reasons for choosing a particular social media and keep engagement for both teachers and students.
- Goal: they set an aim to reach, such as collaboration and interaction in online education environment.
- Listen: readiness and the ability to receive and give feedback.

**Message:**

- Simple: avoid complex information
- Instant: fast delivery time
- Quality: posts should not obstruct the message itself
- Accurate: aim to deliver correct information
- Revision: the ability to edit the message before and after it has been sent.

**Channel:**

- Easy navigation: easy to use the application.
- Attractive Design: information presentation should be attractive and manageable.

**Feedback:**

- Confirmation: Available option to confirm receiving the message and to reverse roles between source and receiver.
- Exchange of knowledge: dialogue and two ways of information flow from both source and receiver.

Therefore, this research presents a development communication model, which incorporates social media and is the inherent two-way mode of communication. This is the observation the researcher makes here. But ultimately, in addition to demonstrating new and novel ways in which teachers adopt a kind of emergent technology, we can also use this to enhance our understanding of the kind of communication model, especially when applied in the 21st century.

In this model, teachers act as the senders, creating and sharing educational content on platforms like Instagram, delivering the subject-specific content to their students. They encode the information in a way that is accessible and understandable to the students. The students, on the other hand, become the receivers of that content, decode the information and try to make meaning out of it. Thus, when students engage with the content by liking, saving, or commenting in the comments section, it becomes a form of feedback. This feedback is valuable for teachers as it helps them understand how well the content is being received and if it is meeting the students' needs. Using Instagram as a channel for English content is a creative way to make learning more interactive and accessible. It allows students to engage with the language in a familiar and engaging environment. Also, the comments section provides an opportunity for students to ask questions, share their thoughts, and even connect with other learners.

This process is enhanced through various channels of social media. Feedback is an important component in teaching any subject. It helps teachers gauge the students' understanding, identify areas of improvement, and adjust their teaching strategies accordingly. Feedback can come in the form of participation on comments section, or even informal discussions. Indeed, teachers in current study consider factors such as the medium of communication, their students, and the feedback they receive to ensure their message is well-received and understood. Thus, extending the communication model beyond Instagram to other social media platforms. Although every platform has its own unique features and dynamics, the basic principles of the communication model are still applicable. For instance:

1. Twitter: In Twitter, the sender is the person who tweets a message within the character limit. The message can be a thought, opinion, or even a link to an article. The channel is Twitter itself, where users can follow, retweet, or reply to tweets. The receiver is

the person who sees and engages with the tweet, and feedback can be in the form of likes, retweets, or replies.

2. Facebook: On Facebook, the sender can post updates, photos, or videos on their profile or in groups. The message can be shared publicly or with a specific audience. The channel is Facebook's platform, where friends or group members can see and interact with the content. The receiver can like, comment, or share the post, and feedback is received through these interactions.

3. YouTube: In YouTube, the sender is the person who uploads a video. The message is conveyed through the video content itself, and the channel is YouTube's platform. The receiver is the audience who watches the video and can engage with it through likes, comments, or subscribing to the channel. Feedback is received through these interactions and can also include video responses.

These represent a few instances; each platform has specific features of its own. The sender, message, channel, receiver, and feedback elements can all be considered when analysing and applying the communication model to various platforms. It is all about understanding how users interact, communicate, and use each platform.

In addition, Teachers who teach the English language have utilized Instagram and noticed some benefits, as shared in this thesis, such as having the extra time outside classroom hours to provide the students with additional support (See 7.3. the implications of the finding). These benefits are not unique to teaching English, as similar benefits could be noticed by other teachers of other subjects. This could be a subject for further research. Thus, whether it is teaching English or any other subject, this communication model provides a framework for teachers to effectively transmit knowledge and facilitate meaningful learning experiences. It is concerning to create an engaging and interactive environment where students can actively participate and absorb the subject matter.

Therefore, applying the model of communication in a wider context, when we think about the model of communication in this study, even in everyday interactions, understanding the communication model can improve our ability to connect with others. By being aware of our own encoding and decoding processes, considering feedback, we can encourage better understanding and build stronger relationships. It can be applied beyond just personal conversations. It can be used in various settings like business, media. It helps us understand how messages are created, transmitted, and received. Hence, this could help us

navigate and improve our interactions in various settings. It is all about revolves around being aware of the elements and dynamics of communication to ensure our messages are effectively transmitted and received, therefore, this model can be a generic roadmap for effective communication across social media channels.

### **7.3. The implications of the finding**

From the findings of this study, many implications have risen. These include practical implications, including implication for teachers, for policy makers, and for developer implications are given below:

#### **7.3.1 Implications for teachers' practices**

In the light of the study's findings, based upon teachers practice, they suggested how teachers utilised Instagram in ways that could facilitate their collaboration and interaction with their colleagues and learners to enhance their teaching in digital environments. Hence, it was advised that for the use of social media in English teaching and learning the following guidelines should be followed:

- **Technological guidelines**

- 1) It is essential to use technology tools that learners are already engaged in.
- 2) Teachers should be taking into consideration, the ease of use and adaptable interface design when choosing any apps for teaching and learning purposes.
- 3) It is crucial to maintain both synchronous and asynchronous communication channels between teachers and learners.
- 4) Increase teachers' understanding of Instagram's features and functionality so they can use it more effectively by boosting the digital literacy of social media.
- 5) The teacher's requirement for digital abilities while preparing knowledge to share the content and teach using a digital tool educational context.
- 6) Intellectual property should be preserved, and awareness of copyright increased in the digital environment for all teachers and students, as well as how to protect themselves from cyberbullying and cyber-attacks.
- 7) Teachers can also educate their students on how to stay safe while using the platform.
- 8) Teachers should be aware of privacy concerns, the potential for cyberbullying, and the need for appropriate online behaviours and digital citizenship.



- **Pedagogical guidelines and implications**

This study's implication is that English teachers attempting to improve their language teaching pedagogy might benefit from some practical applications of social media such as Instagram. Therefore, these guidelines can be applied in other contexts to provide a useful set of skills, abilities and practices that can be an opportunity to generalize to different types of social media. These guidelines can be summarized as follows:

- 1) Social media posts should be designed to emphasise a variety of linguistic abilities, such as listening, spelling, spoken, pronunciation, conversing, and interaction.
- 2) Using social media as a tool for language practice outside of the classroom can be a valuable way for students to engage with the language in a meaningful and enjoyable way.
- 3) The English language as a language of communication ought to be addressed, and social media could be used to facilitate the use of language as a means of communication and speaking given that most curricula place an emphasis on language knowledge as the basis for awarding qualifications.
- 4) Teaching and learning on social media such as Instagram can be implemented across contexts, cultures, and communities because the teachers in this study provide examples for language practice in context and host native speakers to communicate with their students and engage in discussion to enhance learning.
- 5) To promote language acquisition among students, teachers who intend to use these apps should make full use of all audio-visual learning resources on social media platforms.
- 6) To use online communities effectively, teachers need to provide appropriate guidance and feedback to their students. These methods not only increase student interest but also motivate students to engage and take more responsibility for their learning process.

Overall, teachers play a critical role in supporting their students' learning and development, both in terms of learning theory and communication. By acting as facilitators, advisors, and communicators, teachers can help their students to develop a strong foundation of knowledge and skills, as well as the ability to learn independently and collaboratively throughout their lives. However, it is important to note that using social media platforms for

educational purposes also raises concerns around privacy, online safety, and accessibility. teachers should consider these issues when designing pedagogical approaches that involve social media platforms, and work to ensure that all students can participate in these activities safely and equitably.

### **7.3.2 Implications for policy makers**

As mentioned in chapter 6, it is important for policy makers to understand the potential of social media in education and to provide the necessary support and resources to maximise its benefits. By doing so, they can help to create an educational environment that is inclusive, engaging, and empowering for teachers and students. In the light of the findings that have been reached, the study's recommendations are as follows:

- Encouraging collaboration between universities, educational institutions, and relevant technology companies to facilitate the development and implementation of innovative educational solutions using social media.
- Providing support for teachers and students in using social media safely and responsibly, including guidelines for ethical and effective use.
- Developing regulations and guidelines to ensure that the use of social media in education is consistent with privacy, security, and intellectual property laws.
- Providing opportunities for continuous professional development for teachers to stay up to date with the latest developments in the use of social media in education.
- Incentivizing research and development of new social media-based educational tools and technologies that can be used in the classroom.
- Encouraging the use of social media as a tool for international collaboration and exchange between teachers, students, and educational institutions.
- Providing training in audio, visual, and animation techniques to help teachers develop the skills necessary to create engaging and interactive content that captures students' attention and enhances their learning experience.
- Incorporating graphics and editing techniques into the training to help teachers produce high-quality content that is visually appealing.

### **7.3.3 Implications for developers**

As discussed in chapters 4 and 6, there are several restrictions and difficulties for Instagram as a business that teachers must deal with including risks from fake messages and hacking. Such risks could result in teachers account being hacked resulting in compromising their data and students' data. Therefore, it is important for social media platforms to consider the security and privacy concerns of their users, especially in the educational sector where sensitive information is often shared. Security is a major concern for teachers using Instagram.

To do this, developers must stay updated on the latest security threats and implement best practices to prevent them. These practices can be summarized as follows:

- Performing regular security assessments and implementing authentication methods to protect sensitive data.
- Consult security experts in the development process and to test the software.
- Adding simple and practical features that support the teaching-learning process to increase the platform's appeal to educators and students.

By taking these factors into consideration, social media platforms can become a valuable tool for the education sector and attract a new group of users.

### **7.4 The study's limitations**

It is important to acknowledge the limitations of the study and to consider ways in which future research could be designed to address these limitations. One of the main limitations is that qualitative research methods have limitations in terms of generalisability. Hence, to enhance the generalisability of the findings, it might be valuable to complement qualitative methods with quantitative methods or to conduct a follow-up study using a larger sample size. This would provide a more representative picture of the experiences and perspectives of both teachers and students and would allow for the exploration of potential relationships and patterns in the data.

The teachers' age, gender, teaching experience, control of the digital environment, and understanding of copyright issues are all important factors that can impact their adaptability to using social media technologies for teaching English. It is crucial to address

these factors in future studies to have a better understanding of the challenges and opportunities that come with incorporating social media in language teaching.

Moreover, it would be interesting to see how teaching different subjects on social media platforms affects student learning and engagement, as different subjects may require different teaching approaches. Additionally, different social media platforms may also have different features and capabilities that can be leveraged in the teaching and learning process. By conducting comparative studies, we can gain a deeper understanding of the strengths and limitations of different teaching methods and technologies, and ultimately improve the quality of education delivered through these channels.

Ultimately, social media, particularly Instagram, has been found to be a valuable resource for English teachers in Saudi Arabia. By incorporating technology and current approaches in the teaching process, teachers can help students better understand and apply their language skills in real-life situations. However, it's important to note that social media should be used as a supplement to traditional teaching methods and not as a replacement. The goal of any language education should be to equip students with the skills and confidence they need to effectively communicate in a variety of settings.

### **7.5 Recommendations for future research**

Based on the aims and findings of this study, several recommendations of further investigation can be made for researchers interested in performing future studies in this topic. These further investigations include:

- To determine if a teacher's age, gender, and teaching experience might play an important role in predicting teachers' attitudes toward the use of social media technologies to support teaching- learning English.
- To explore teachers' attitudes towards copyright and intellectual property related to social media content.
- To explore the level of motivation that teachers have for them to invest in the learning-rich opportunities that social media provides. Such an understanding opens a potential channel for teachers, researchers, and developers of these applications, to provide educational conditions that can create a movement towards more collaborative learning practices, that are suited to different contexts.

- To determine if there is a link between a teacher's adaptability and their sense of control in the context of managing a digital environment.
- For future research on the use of social media in language teaching, researchers need to combine interviews with online observations on practical usage in actual teaching situations. As the use of multiple data sources (interviews and online observations) can help validate the findings and lead to a more comprehensive and accurate description of the phenomena being studied. As this topic has become more significant and more focused on global minds.
- Future research that compares between teachers as native and non-native English speakers. That could gain possibly different focus in teaching and different teaching practice; and potentially also different context of teaching generally with regards to how social media and digital tools are used.

#### **7.6 Concluding remarks**

The outcome of this study shows how teachers are engaging with learners on social media with respect to Instagram. Instagram is an accessible communication medium that helps individuals connect with others based on shared interests. In this way, Instagram is helping Saudi teachers connect with learners, fulfil missing requirements in the curriculum, and enhance the professionalism of teachers through collaboration between teachers inside and outside Saudi Arabia in a virtual environment that fosters the exchange of ideas and experiences, including primarily ideas for developing English teaching and learning of learners. More generally, this research offers a potential template for teachers on how to use social media in their teaching and learning practice.

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## Appendix

### Appendix A: ethical approval



20/07/2020

**Project Title:** An investigation of Instagram adoption in teaching English as a second language

**EthOS Reference Number:** 3629

#### **Ethical Opinion**

Dear Latifah Mohammed A Alharbi,

The above amendment was reviewed by the Arts and Humanities Research Ethics and Governance Committee and, on the 20/07/2020, was given a favourable ethical opinion. The approval is in place until 09/01/2022 .

#### **Conditions of favourable ethical opinion**

##### Application Documents

Document Type	File Name	Date	Version
Additional Documentation	Consent-Form (2)	26/05/2020	1.2
Additional Documentation	Participant-Information-Sheet (1) (1)	26/05/2020	1.2

The Arts and Humanities Research Ethics and Governance Committee favourable ethical opinion is granted with the following conditions

##### Adherence to Manchester Metropolitan University's Policies and procedures

This ethical approval is conditional on adherence to Manchester Metropolitan University's Policies, Procedures, guidance and Standard Operating procedures. These can be found on the Manchester Metropolitan University Research Ethics and Governance webpages.

##### Amendments

If you wish to make further changes to this approved application, you will be required to submit an amendment. Please visit the Manchester Metropolitan University Research Ethics and Governance webpages or contact your Faculty research officer for advice around how to do this.

We wish you every success with your project.

Art and Humanities Research Ethics and Governance Committee

Art and Humanities Research Ethics and Governance Committee

For help with this application, please first contact your Faculty Research Officer. Their details can be found [here](#)

## **Appendix B: Interview Questions:**

Teachers' semi-structured interview

Name (optional): ..... Years of teaching experience: ....

Interviewee number: ..... Date..... Time ..... Duration.....

First, I appreciate your willingness to contribute to my research. Before we begin the discussion, allow me to explain what I am doing. My research focuses on Saudi educators' personal experiences with Instagram use, as well as the advantages and disadvantages of using Instagram to teach English. I have a few questions and would appreciate your response to them. you are welcome to comment, ask any questions or you can withdraw at any time.

### **List of proposed questions:**

#### **General information about Instagram in terms of use:**

- 1) You have already identified that you use Instagram in the teaching of English as a foreign language - what motivates you to do so? (Birello, 2012)
- 2) How, and in what ways do you use Instagram to support your teaching? (Serpagli, 2017)
- 3) What barriers, if any, do you perceive or experience when you are using Instagram in your teaching? (Gorard, 2016)
- 4) What concerns, if any, do you have when using Instagram in your teaching?
- 5) What are the characteristics or specific features of Instagram that help you to convey your educational message?

#### **How Instagram is used:**

- 6) In your experience, how does Instagram enhance communication with learners?
- 7) When you post teaching data on Instagram, are you using Instagram posts as an extended lesson from your English classroom, or are these posts for online purposes outside of classroom context? Or something else entirely?
- 8) How do you use Instagram to give feedback? (Narula, 2006)
- 9) How do learners use Instagram to give you feedback?
- 10) From your perspective, what pedagogical do teachers need to teach on Instagram?
- 11) From your perspective, what digital skills do teachers need to teach on Instagram?
- 12) What strategies have you used on Instagram to evaluate your teaching activities?
- 13) In your opinion, what, if anything are the negative impacts of using Instagram?
- 14) In addition, what can we put in place to minimise these impacts?
- 15) From your perspective, how effective is Instagram as an educational tool?
- 16) What Instagram features are missing that could benefit your teaching?
- 17) Do you have any observations regarding the issue of using social media such as Instagram for teaching?

### Appendix C: Interviewee timetable:

In the table below the researcher refers to the participants of teachers (T1, T2, T3, ...) for anonymity, under these columns the researcher entered the codes that have emerged from the responses. Also, the raw data are placed under each row of codes to make it clearer to see where the codes came from (I am using this way to be able to categorise responses in more comprehensive collection of codes and make it easier for comparison codes and determine recurring themes).

Teachers	Interview date	Interview time	Interview duration	Interview tool	Barriers
T1	Tuesday 15/9/2020	4:30 pm	26 minutes	Skype	
T2	Wednesday 16/9/2020	8: 30 am	1:9 minutes	Zoom	The participant chose to zoom to conduct the interview, changes were made to adapt to the new platform.
T3	Wednesday 23/9/2020	5 pm	49 minutes	Skype	*
T4	Monday 12/10/2020	10 pm	37 minutes	Skype	**
T5	Friday 4/12/2020	7:30 pm	1:38 minutes	Skype	**
T6	Sunday 31/1/2021	9 am	63 minutes	zoom	The participant preferred Zoom.
T7	Thursday 18/2/2021	2 pm	43 minutes	Skype	***
T8	Friday 26/2/2021	3:15 pm	58 minutes	zoom	***
T9	Tuesday 2/3/2021	10:10 am	36 minutes	Skype	***
T10	Friday 12/3/2021	12:30 pm	52minutes	Skype	
T11	Sunday 11/4/2021	1 pm	54 minutes	zoom	The participant preferred Zoom.
T12	Saturday 12/6/2021	11 pm	43 minutes	Skype	****
T13	Monday 13/6/2021	6:30 pm	41 minutes	zoom	**** We change from skype to zoom because there was a connection issue.
T14	Thursday 22/7/2021	12pm	1 hour and 20 minutes	zoom	
T15	Saturday 24/7/2021	11pm	65 minutes	Skype	
T16	Tuesday 3/8/2021	8pm	46 minutes	Skype	

\* We agreed to conduct interview on the 16th of September, I waited in front of my computer for around half an hour, but the participant did not attend or reply to messages. A replacement was found.

\*\*T4, T5 after days of sending email and WhatsApp messages to arrange interview date, they apologised for the interview, because T4 was busy establishing some online businesses and T5 was unsure they were willing to do the interview. So, I tried to contact other participants instead.

\*\*\* I cannot conduct interview with participants T7, T8 and T9 because they suffered from COVID-19, in different ways. Some of them they had symptoms, and others had cases of death in their family. In the end, they withdrew before the interview date. So, I tried to contact other participants instead.

\*\*\*\* I could not conduct interview with participants T12 and T13 on May, the reason was because one participant had COVID-19, and the other had Corona vaccine. They both agreed to conduct interviews with them some other day. So, I contacted them again in June and they agreed.

## Appendix D: Full Translated Interview

Q1

- Started writing literature for teaching English language since 1426 Hijri (eq. ~2005).
- Some peers recommended the idea of creating a “channel” to have a more spread than books.
- “I was uploading the same content on Snapchat, Twitter and Instagram, I found the interaction on Instagram to be much greater, I felt comfortable with Instagram, additionally because it acts as an archive, it does not delete the content”
- I am continuing to use Telegram, Twitter, and Instagram, but my activity is influenced by social links and academia.

Q2

- Using Google search to look for information, searching similarities and for information accuracy.
- I am highly interested in information accuracy, especially information related to words, spelling, and pronunciation.
- I use certified dictionaries such as Longman alongside famous sites like the BBC website as primary tools.
- I use design tools such as Videoloop and Photofax, these have made it easy for cutting a pasting simple design. These are the tools outside Instagram to ease the use of Instagram to post a teaching material

Q3

- Designing posts is tiring and time consuming given, my primary barrier given I had no experience
- “Time”
- People interaction is proportional to account activity, if I do not find the time to post is a big problem for me. Specially to maintain the level of accuracy. This is to avoid spreading false information and then not knowing how fix the mistake.
- After receiving a comment on a post about false information, I deleted the post, even though it is a hard thing to do on a post that received 5 thousand likes.
- “I think that is the difference between a professional teacher and the hobbyist who uses Instagram to post correct teaching material” (\*)

Q3 Follow up: These are barriers while posting, but does Instagram itself have barriers?

- Needing to delete a post because you cannot edit after posting.
- Videos are 1 minute long.
- “As part of my specialist I believe grammar should not be given to beginners” (\*)
- “I aspire to be influential” (\*)

Q4

- One of the problems of social media is that anything can be posted, even stuff that can be inappropriate.
- Instagram does not support in text links.

Q5

- “The app is very easy, it does not have any complications in use and its feature to post multiple photos and videos in a single post, which cannot be found anywhere else even in Twitter and this made a comfortable platform for my teaching”.
- The ability to promote oneself.
- More interaction when compared to Youtube and Twitter.
- “They say if the number of followers increase the percentage of those who watch/active decreases, when I had 100K followers the watch percentage was 13%, but when I reached 300K they only reach 7 or 9%, the followers increase but the likes decrease” (\*)
- Users are not aware of the actual current like count.
- “The user is influenced by the number of likes, it only says ‘thousands of like’ so it has no significance for big numbers when compared to Twitter and Youtube where the number of likes is clear”.
- “This change happened for about a year now and it was fought against by the users before it was launched because it is an important and primary source of motivation to use the platform”.
- “Instagram is not security monitored”.
- The active audience age range is between 18-30, where teenagers are the majority.

Q5 follow up: you mentioned promoting oneself, what do you mean by that?

- For a small amount of money, you can make the post ‘sponsored’ where you can select the target audience using metrics like country, gender, age, language and others. I feel the response to it is more potent compared to Twitter.

Q6

- “From the case of communicating, especially in the comments, I consider Instagram one of the worst applications”
- The area given to write a message to the followers’ comments is small.
- No support for links in the comments.
- The lack of the ability to respond with a picture or another post.
- The ability to make calls, this is bad, especially because I receive calls from unknowns.
- “I don’t particularly block users”
- These issues magnify with follower count, they might be more manageable with more focused accounts for classrooms.
- If someone made a bad comment, deleting the comment does not register from the first time, “There is deception, showing that I deleted the comment where it still exists”. Not everyone will remember to delete the comment twice.
- These issues take away the motivation to reply to comments
- Finally, issues while typing in Arabic

Q7



- For the good of the society, not just the close local society but in a wider range. I have followers from 30 different countries.
- I use it to advertise for my paid sessions and books.
- My beginnings were to reiterate parts of my books on Instagram, later I would pick a certain topic and make posts related to that. It received much appreciation, but it was very difficult for me.
- “Like these innovative ideas are good and the people are happy with, but its at the expense of my time”
- “I benefitted with some ideas from websites and other friended accounts, the is a good connection between me and some colleagues and sharing of posts, we sit for private meetings to negotiate and develop and also share ideas and guidelines, a mutual benefit”
- I make a post to test people’s interaction, “How do I know if people loved it? Through the interaction in the comments and likes”
- My content kept changing to maintain a high level of interaction, it started with “Home Phones” then “Correct translation” then “Phrasal verb”. “One must change and develop continuously to ensure the continuity of the work, account and people’s interaction”

Q7 follow up: Interesting, do think people’s interaction is due to their need for such content or because of the ease of memorising words?

- Unfortunately, people do not know what they want from social media, they are browsing for what unwinds/brings joy regardless of whether they learn from it. So, if the way of making posts is “attractive” would draw them to the account most often than for the “Benefit”.
- Some posts for example would get high views and likes, I have a post with 30K views and 28K likes, but I have no reason for why it did, but obviously they loved the post.
- For that reason, I started looking for content that is able to be shown in picture, whatever it takes. “Because Instagram is based on pictures and it is very useful for visual learners, those who learn by seeing, and contribute for the majority of learners worldwide.”

Q8

- Feedback is annoying, when I respond collectively in the comment section it is very weak, I cannot add pictures, links or anything.
- The problem with the “Story” is that I have to reply to everyone individually, which is very tiring.

Q9

- Private messages or comments, rarely by email.

Q10

- I used to have a structured approach, but then I noticed the interaction is similar to those who do not follow any structured teaching. Simple, random things is preferred by people.
- Following a structured approach is convenient for both the teacher and student to reach a certain goal, but it appears that people do not like structured work, I don’t know if this fact is correct.

- “I used to take lessons from my book and say “the lesson is from this to this” but I have not received any response from the audience, but when the subject is random, although easier, it is annoying to try and find something to talk about”
- I moved from following a book structured teaching to focusing on specific subjects, stay with the subject for two months then change.

Q11

- For the audience, being more creative is more important than having technical skills, from my opinion.
- “How to explain the information and simplify it for students”
- I received one comment saying that they have been a long follower of mine and that they redirect their students to my account, it was very encouraging. “So, I think they are in need for creativity and finding solutions for teaching beginners that supports them when it comes to interactions and learning the English language”.
- Language learning is an inside motive, someone could only possess 500 words but is able to use it proficiently and someone else could have 5000 and not be able use it, while being from the same place and environment.
- My posts are influenced by beginners when choosing fonts, colours, and pictures, I care a lot about the beginner level.
- “I expect that creativity, design and montage are one of the most important skills for a teacher to have while teaching on Instagram”.

Q11 follow up: Instagram itself, do you need skills for it?

- “Instagram is easy and requires no time to learn it, like a 5–10-minute sitting and you are done learning it. It is an easy application and clear and has a popularity amongst youth”.

Q12

- I rely on fellow colleagues to check my posts before I publish them.

Q12 follow up: This is outside Instagram, but what about from inside Instagram itself?

- “The number of likes and interaction in posts gives an indication for how pleased the followers are about the post, as well as the interaction in the comments is one of indicators for me”.
- Sometimes I make polls on Instagram stories when I post new content.

Q13

- The negatives are from the phone itself. Also, Instagram is as the other social media/other platforms (They share similar negatives)

Q14

- “I consider Instagram a very good tool and could be activated more for teaching for its exclusive features, for example for the pictures” ... “from my experience, it is better than Snapchat and Twitter greatly. The interactions in it are good and the ability to add and delete in the comment section is suitable”.
- “The features are good generally, for that reason I use it and I am still in it (the platform)”

Q15

- Extending the time on the primary post and adding a feature to allow sharing links and pictures in the comment section.

Q16

- There is a live feature in Instagram, I used it for a course I ran for two weeks, it provides an hour which is a good amount of time for explaining.

Q16 follow up: Is there anything to add with using social media for teaching the English language?

- “I agree, because it is the current tool used by teenagers to learn when the opportunity exists”.
- It is the way of communicating and searching in this era.
- One should compare applications, “Facebook does not have much of a popularity to us compared to Egypt”, so one must utilise the application that is popular in their region and they could use it and adapt it for teaching.

### **Appendix E: Example of Arabic Transcribed Data**

Example for one transcript and coding the data in Arabic. Then translating into English, it is the raw data before it was put into tabular form.

①

في البداية دخلت عالم السوشيال ميديا للتعليم عن طريق تويتر وسناب شات ..  
انا في مؤلفات قد عجزت لتعلم اللغة الانجليزية من عام ١٤٢٢ هـ .. اسارعلي بعض الاملاذ  
اسان نقل هذه المعلومات والساطة في اللغة اى قناة لما انتار اوسع من ايكيت ..  
خالضت بدت بالسناب شات مع ان المشاهرات عالمه خلا لفته وحينه نكن كنت  
غير تفهيم لانه قناة غير تعليمية وفيه زجاج كبير جدا للتعليم في تقديري الخاص لذلك  
وقفت استراحت ..

ثم بدأت بتويتر لكن وجدت التفاعل فيه ضعيف جدا .. يمكن يكون اساس متعوضين  
من التفاعل فيك ..

كنت انزل نفس المحتوى في سناب شات، تويتر، انستقرام .. وجدت التفاعل اعلى في  
الانستقرام حسب بالراحة مع الانستقرام ورضيه لانه صاير زي الارشيف هاجد  
المحتوى هو زي السناب شات ٤ ساعة وفيه وكيف المحتوى (حتى لو حزن السناب  
السنابات تكون عندي فقط موعود الناس) .. هذا السبب الاساسي في التحول في  
الانستقرام لاستخدامه في تعلم اللغة ..

انا الان مسرور بالعمل بالانستقرام وتويتر .. والانستقرام بشكل كبير لكن السناب شات ولوتوب  
ضعيف جدا .. انا والله جدا نشط لكن جهد العقل ، الواحد مشغول في ارتباطات  
اجتماعية و اكارميت الله يعين ..

Time

②

اولاً البحث في هوقل عن المعلومات والبحث عن المتطلبات وعن دقة المعلومات (اهم  
سئي دقة المعلومات) مع ذلك تقع بعض الأخطاء مثلاً في Spelling والا لمعلومة  
صغيرة لكن اناس الله يعمر في بحر المعلومات الكامل في الحساب ككل .. نكن انا مهم  
صداً بقضية دقة المعلومات خصوصاً في الفرقوات بين الكلمات @ او النطق  
أحرص أشد الحرص على استخدام القواميس المعقدة مثل (لوفق مان) وايضاً بعض مواقع  
الشهرة مثل BBC واماها هدا بالنسبة للأدوات الأولى ..

دقة المعلومة  
بجمع

ايضاً استقرام ادوات لجمعهم مثل (فيدولب / فو فوكس) هذا اشترتها لانها  
مفلا سعلت لي مهم القمصن واللصق وبعض النصاميم البسيطة ..  
هذي ابز الادوات التقنية التي استخدمها في هذا الجانب .. هذا الاشياء  
خارج الانستقرام لتسهل لي استخدام الانستقرام لنشر المادة العلمية ..

Skills

①

١٣ العواجز ..

انما في مصمم ولا دخلت في قضية التصميم لذلك يصبر التصميم اول حاجر  
لانه مقب وياخذ وقت علي من اختيار القدره الكي الالوان (الكوتراستك) مثلاً  
هل اللون مناسب للكلمة / الخط هل هو مناسب لذلك استتير اقربا في  
في الاشياء المهمه وبعدها آخذ الفينبات وانطلق فللمجاء فالمسائله في النماثه  
كوي بسبب هذي نقطه .

Time

Feedback

والضماً قضية الوقت صلاحته مع اني احاول قدر المستطاع (انزل ٣ مقاطع اسبوعياً) الا  
انما تر اسابيع احياناً ما انزل الامقطع واحد / الاسوي احاول افعله يومياً بشكل  
كبير جداً ولكن قد تمر ايام احياناً احس يومين ما نزلت شيئاً .

لانك الناس اذا سافروا فيك تفاعل والحساب فيه تفاعل يدخلون لذلك قضية الوقت  
من ابرز الاستكاليات عندي . طبعاً بعض الناس يقترح ليقول سطر اي شيئ . انا

تفاعل

من الناس اللوم احط اي شيئ انا لازم اكون دقيق في المعلومة لذلك اي بوست  
ياخذ وقت في البحث عن المعلومة وانا كدمت عن وقتها ومن دقتها ثم التصميم لها ..

دقة معلومة

(هذا لا يعني ان الناس جاسين بيون نمك شيئ علمي واكاديمي لا .. وانضاً الواحد يمكن  
تعلم منك معلومة تطلع خطأ بعدن ما تدري كيف تبصيح الخطأ خلينا نقول من

صعوبة تعديل

الالاف شخص فضلاً عن ٣ الف تقريباً يعني كيف تبصيح الخطأ خلينا نقول من  
عليك اليوم والانكرو ويمكن يمد اليوم ما شوفون المقطع في الاسوي ويختفي

الخطا اذا

مثال مره من الحرف نزلت بوست والمحدثه جاء عليه اقبال سريع جداً في اقل من  
(٥ ساعات جاء فيها حوالي ٤٠٠ لايك وتبين فيها خطأ فعلاً مع اني كنت معتمد على  
قاموس كامبريدج (كانت صوره مقاربه لوع من انواع الخضار مثلاً ما تدقق  
الجزيرة والبقيونس ومتشابه جداً) ..

وقع / حذف  
دقه

جاء تعليقات على الخلل انها خطأ حذفته الصورة ربع انه من الصعب حذف  
صوره جاء عليها ٥ الالاف لايك لكن لان المعلومة خطأ حذفها

مسئولية

اتوقع ان هذا الفرق بين المدرس المختص من الشخص الطوري اللي تستخدم  
الاستقرارم الحرس على نشر المادة العلمية الصححيه

هنا اسبب الواحد يركي علمه ويحاول تقيم شيئ .. ومع ذلك لا يعرف وجود خطأ  
مثلاً امر بعد انه سكرهه لبعض البوستات والقى خطأ في السليلق .. (هذي مشكله  
التعليق الاستعلام ما نقد نعدل على الصورة لازم ندمر ..

هذا من ناحية نشر البوست كطب الاستعلام نفسه هل فيه  
حواجز ؟

ما نقد نعدل على الصورة وفيه استكاليه ان الفيديو دقيقه وجره وهذا  
مزعج جداً لي لاني صبعي استرسل بالكلام واشرح علشان اسبب المعلومة

- لذلك فضلت اني ما اطلع انا وشرح والتكلم في دقيقة لشرح مفهوم واحد هذا
- ضعب لاي احسن اني ما اعطيه حقه خاصة في شرح القواعد والكتابت (مع اني غير مهتم بالقواعد ولكن قد اجد بعض القواعد الممتعة والضرورية التي احب اوضحها ... حسبي الآن كله معتمد على الكلمات بشكل كبير (لاي متخصص في المفردات) (وكجزء من تخصصي مؤمن بان القواعد لا تعطي للمبتدئين) احرص كثيراً على مستوى المبتدئين والمتوسط .. لكن المتقدمين اجاهلهم لانه لا يقد ليحور نفسه في مواقع ثانية مثل اليوتيوب وغيره من القنوات ..
  - ثالثاً .. عدم وضوح البرمجيات السد عند الاستقرام مثلاً في الاكسلور تظهر حمانان ضعيفة في جانب الحسابات القوية .. (انا كشخص اطمح اكون مؤثر) مادري اليس قوانين الاكسلور .. لاي اظهر احياً هناك ولا اعلم لماذا ليس له علاقة بالبركات .. لانه يظهر حساب مغمور في الاكسلور بجانب الحسابات الكبيرة لذلك .. معرفة البرمجيات مشجعة للشخص انه يعرف اذافيه طريقة او معايير حسنة وحازمة للظهور في الاكسلور انه يعرفها ويجعل عليها ..

لو كنت  
الصلة  
صحيح  
صحيح  
الاستقرام  
(نظرة)  
ماسة قاعد  
في سيرة

IGTV  
هذا يوطي هادريقة ثابتة لكن المشكلة هي ما اسجل في IGTV ينزل في الصفحة الرئيسية ويجرب على تصميم الحساب .. لذلك ما حبيت استخدمه يمكن يناسب الناس التي ما عندهم تصميم معين للصلب ..

جربت انزل مره واحده IGTV حرب على التصميم فخذفته .  
هذي ابرز الاشكاليات .. نقطه اخيره الهشاق لا اعلم ادا كان له مغاليت في التطبيق لاني كنت اضعه قتره ثم شلته وما فرق اعالي في الترويج الحساب .. علي فيدي في البحث لكن ما فيدي بالترويج .

تطوير

## ② مخاوف وساؤلات ..

انتكالية السوشال ميديا بشكل عام يجيب لك ما هب ودب (وهذي مشكله شرعية) او اخلاقيه .. فيه اشياء خادشك واشياء غير مناسبة تنشر كلامها هب ودب استخدمت الحساب شان لكن وجدته غير مجدي (لكن الاستقرام نفسه ما فيه اي خوف) انا ما جربت اليوتيوب امانه استخدمك كمناجح وليس يوتيوب ..

ففيه اشكالية في الاستقرام سابقاً في الكتابة لازم تصع نقطه على شان تفتح سطر جديد (نزل سطر) Enter ثم نقطه وهكذا وهذا كان مزعج جداً ..

حواص

- من الاشياء السيئه في الاستقرام لا يدعم الروابط ابدأ في الموضوع وهذا اشكاله جداً كبيرة ومزعج جداً

مثلاً .. بعض الأحيان يعجبني قاموس او موقع معين .. فأضطر اني احطه  
في ستوري مثلاً فيكون بس ٤ سلحة ويروح .. وأحياناً اضطر اني اضعه  
في البايو وأطلب منهم الرجوع عليه وهذه اشكاليه كبيره جداً ..

### ٥) حضائكم الاستقرام اللي ساعدت في نقل رسالتنا العلم

١) اميرة (التطبيق سهل جداً ما فيه تعقيد وصعوبة في الاستخدام وميزته فقط  
الصور والفيديو في البوست الواحد مع جداً و ما هو موجود حتى في تويتر  
وهذا يجعله منضمه سريع في جداً في التدريس) هذا جانب .  
جانب آخر هو الترويج فيه واقعي لانه يوفر لك الترويج على حسب  
الدولة مثلاً .. انا عرف اسباب مات يوفر ذلك انضاً ..

٢) هيرة ثالثه (التفاعل فيه اعلى من المواقع الثانيه مثلاً متابعي في تويتر  
والبوتروب الاستقرام فيه تفاعل كبير) رغم انه لا يعكس عدد المتابعين  
مثلاً انا عندي ٣٠ الف واللايكات ه الآلاف فقط يعنى عدد قليل جداً  
مثلاً يوجد حسابات تعلم اللغة مليونية يعني عدد متابعين فوق المليون  
واللايكات ما تجاوز ٣٠ الف ..

تقولون اذا زاد عدد المتابعين قلته نسبة المشاهدة وليس غيرها يعني يوم كل  
عندي ١٠ الف كانت نسبة المشاهدة تصل الى ١٣٪ الآن عندي ٣٠ الف  
تصل الى ٧٪ او ٩٪ يزيد عدد المتابعين بس يقل عدد اللايكات ..

٣) من الاشياء السيئه الناس ما عاد تدري عن عدد اللايكات الفعلي .. هذا سبب  
ضربك للناس اللي عندهم حسابات كبيرة .. (لان المستخدم يتاثر بالعدد (عدد  
اللايكات) ما يعطيه عدد مجرد فقط Thousand of like فما فيه منزه للاعداد الكبيرة ..  
وهنا معجف للاعداد الكبيره من المتابعين الاستقرام لان تقارنته بالبوتروب  
وتوتير عن اللايكات واضح وصرح) ..

٤) هذا تغيير حدث من اكثر من سنه وهذي قولت بالرفض كبير من المستخدمين  
قبل تطبيقها لانها تعتبر همة واسباب كدافع لاستخدام المنضمة) ..

مثلاً عندي ٣٠٠ الف واحصل على ٧ الالف لايك ليس مجردي ابداً بالظراي  
(الاستقرام نفسه كتطبيق لكن في توتير لولجي ه ٥٠٠ لايك زين لان توتير  
التفاعل قليل وفيه مراقبه اسبب اكثر ..) لان توتير فيه الجانب الامني  
ملاحق عننا و في جميع الدول مثلاً (انت مقرر لفلان او للجهة الفلانيه)

وضاروا تخفوق من اعارة القصوره التغيره .. (الاستقرام ما هو مراقب اصيناً)  
فئة الاعمار عندي ما بين ( ١٨ - ٣٠ ) في الاستقرام وهذا يدل على اهم فئة

السياب و ربما مراقبين اعمار اقل من ١٨ / تفاعلون معك في المنشورات  
(تفاعل السباب اكثر)

٤



سؤال المتابع استقلت بقطعة بعثة التي هي الترويج ماذا يعني ؟  
 مثلاً كمنكي منشور او بوست لفتني اروج له يعني ابيته نينشر ويوصل إلى اكبر  
 عدد من الناس ( ادخل على حساب الانستقرام - اذا تحول الحساب إلى حساب تجاري (عام)  
 ادخل التفاصيل مثل الدولة / الجنس / الاعمار .. هلا تبغاه في الانجليزي او الموسيقي  
 حثلاً هل تبغى الصور في الفنون او الاقصاد او السياسة .. التحدييات هذي لعهودين  
 ينشر المنشور مقابل مبلغ زهيد (٠٠ اريال) مقابل .. او ١٥٠ الف حاج هذا علشان  
 اكسب متابعين .. شئ آخر احياناً انزل منشورات اروج لها ( ٥٠ اريال يعني  
 ٢٠ الف شخص جديد .. و احياناً ما يعني الا .. شخص .. ايش الهبوط بالترويج  
 التي هو توضع البوست Sponsored ..  
 اذا اعتبرها ميزه حلوه في الانستقرام - في توتير جربت انا وبعض الاممقاه هالميزه  
 وما ضبطت معاي .. هذا حسب تحليلي وراي ان المتابعين في توتير اقل من  
 المتابعين في الانستقرام ..

سواء  
الانستقرام

١٦ كيف يعزز الانستقرام التواصل مع المتابعين ؟  
 (هن ناحية التواصل وخاصة في الردود انا اعتبر الانستقرام من اسوأ التطبيقات  
 المساحة التي يعطي للرد على المتابعين اولاً هي مساحة صغيره لكتابة رساله عاريف  
 مو حثل توتير يعطي مساحة صفحه كامله .. ثانياً ما يدعم الروابط ولا يعطي روابط  
 يعني لو بضيف رابط كفيديالك للرد ما يدعم هذا لشيئ ..  
 ثالثاً .. ما يعطي خيار اريد في صور او اضع صورة .. في توتير يعطي خيار انك  
 ترد في صورة مثلاً اضع الموقع الفلاني في صورته او الكلمة الفلانيه مثلاً كلمة lake  
 واعطيه صورة لها .

تابع له في  
الصفحة

١٧ من الاشياء السيئه أيضاً اتاحة خدمه الاتصال في الانستقرام مثلاً يعني اتصال  
 من واحد ما عرفه ويكون من خلال الانستقرام بتيح الاتصال زي الساب سات وهذا  
 مزعج جداً واعلاقته عن الجميع مزعج وهذا خدمه سيئه لانك تحضر الشخص  
 (ستوي بلوك) وانا من الناس التي ما اسوي بلوك لأحد نادر جداً ..  
 (انستقرام و not use friendly للتواصل مع من خلال الردود تعجب في الرد على تعجب  
 على الرد على شخص ما .. او تعليق من شخص ما ..) لكثرة الاعلار المتابعين .. اما اذا  
 كان خاملاً في جموعه فضل طلاب ارجع يكون اسهل في التحكم والرد ..  
 فيه شئ آخر .. ما و احد لشيئ الأدب معاي او مع احد المشاركين لما احذفت معناته  
 ما حذفت رة مثلاً (سب دولة او احد او رموز معنونه) امسح الرد بس فطياً ما المنسح  
 لازم ادخل مره ثانية على المنشور من جديد ثم كذفته مره اخرى .. وهذا فيه خداع اني  
 احذفت وهو لا يزال باق .. هذا فكر معي كمستخدم اكثر من مره .. هذا مزعج لانك  
 موكل واحد تذكرك كيف الرد مرتين ..

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تابع ثالثاً ..

- إذا ما تقدر تصيف راجلاً أو صوره أو صوت هنا ما يكون فيه محفز للردود ..  
الشيء الآخر ..

هزال عنه مشكله مع اللغة العربية .. مثلاً كما كتب وانسى خوف او كلمة  
والذي اعدل الحرف او شيء كقصة بالخطأ خلاص نحاس موضوعك كله هندي  
من ابرز الاسكاليات في الاردن ..

٧) الاسباب والدواعي لنشر البوستات ؟  
تفجع وخدمة للناس وخدمة للمجتمع بشكل عام وليس لجمع القريب فقط ولكن  
الدولي فيه متابعين لي اكثر من ٣٠ دولة وضعت لها صوره في الانستقرام  
هذا جانب ان الواحد يحب ان يترجم الأجر عند الله .. هذا جانب رقم واحد ..

- الجانب الآخر .. استفيد للادلاء عن دوراتي المفروعة للناس للاستفادة منها  
والتي الادلاء لكتبي عندي مؤلفات اعلن لها في صلي هذا المبرز سبب  
للدخول في الخدمة للتدريس ..

سابقاً كنت آخذ من الكتب التي مؤلفها واعيد صياغة محتواها من جديد  
واصغرها في الانستقرام (طبعا لها مزيا وعيوب) هذا في بداياتي ..

بعدين بدت آخذ قلدته واشغل عليها .. مثلاً قلدته من القدرات استغلت  
على (part of speech) صرت انزل كل يوم او يومين كلمة وبعدين  
نزلت الكلمة والاستقاقات الخاصة بها The word and its derivatives  
وامصغرها في (pos) لاقت رواج كبير لذلك كنت متعبه جداً جداً في خاصة

- في موضوع adverbs البحث لاني اعرف ان موكلات الكلمات فيها adverbs  
وهذا ياخذ وقت طويل جداً .. (مثل هذه الافكار الابداعية حلوه ونحاس  
سعيدة هنا بسوي لكن على حساب وقتي مع ابي حطيت لها تصميم وعلما جيد  
الان فيها مشكلة اى الآن ..

انتقلنا لصفحة على الانستقرام اول منشورات عاديك ثم اتبع تصميم  
خاص للحساب والبوستات ..

حسبت ٤ سنوات من عام ٣٨ هـ لى ٤٤ هـ التي عندي قرابة ٨٠ الف .. يزيد بسنة هولي  
٤٨ .. حسبت مع بعض نزولاً تراجع ابيتن الطريقة الافضل في رفع الاعداد المتابعين  
... اتقنا سنخدم الجانب البصري بشكل كبير .. فعلاً في عام (٢٠١٩) حطيت  
bed time خلتى bed كان و time لجان (الآن هي تدرج التوك توك  
don't leave me) اول مرة يجي عليها تفاعل كبير كان ١٠٠٠ لايك في يوم

- واحد (كان يتابعين ٨٠ الف) سفت الناس حبوها صرت كل اسبوع انزل بوست  
كذا واحط عليه خط ..

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بعدها حطيت صورة بيل كلنتون هذي بطريقة ..

استفيت بعض الافكار من المواقع والحسابات الأخرى الصديقة .. بيني وبين

بعض الزملاء تواصل جيد وتبادل نشر .. كجس حسابات خاصة للنقاش والتطوير

ونستفيد من بعض الافكار والتوجهات .. استفادته متبادله ..

بعدها تبهر في أكتوبر في بوست (brotherhood) صاعده الليرات ٩ الاف وهذي  
فقره كبيره جداً يعني من ٦٠.٦١٥٠٠ لايك ليقفز العدد الى ٩ الاف ..

انتقلنا للحساب ..

اضع بوست واجرب حب اناس (كيف اعرف ان الناس جوهان من طريق التفاعل  
في اللايك والكومنت) ..

هذي اول بوست وضعته وحصلت ٥ الاف لايك بديت افغ وبديت اصلك خط

تلات مسارات (احضر - رمادي - اصفر) مثلاً (Home phones) جاد اقبال

جيد وحليت فكره وحسب اناس ملواقلت الغير .. غيرت اكا نوع وموضوع آخر

مثلاً (الترجمة المصغرة) (كيف نقول ...) ثم دخلت في phrasal verb

هذا ما كان عليه اقبال شديد حبيت ع اسابع ووقفت (ph v) ما كان عليه

اقبال فقط ٤ الاف لايله .. بعدها وضعت (fingerprints) وصلت الى ١٨ الف

لايله وهذا كان اقبال كبير جداً فبديت اغيد (الواحد يفيد ولطوره يا سمره لضان استمرار العمل

والمحاسب والتفاعل اناس) دخلت في الالوان رتبت اليمين واليسار في كلمات (Compound

الكلمات المركبة او (اليفونيم) التي تنطقها لطق واحد لكن السيلينق (Words

تختلف .. هذي سموا الناس كثير من خلال التفاعل ...

\* انترستين (هذي بعتد تفاعل اناس هو لانهم محتاجين هذا الشيء او

لسهونه حفظ الكلمات)

الناس ما يدورون اللي محتاجونه للذسفا في السوشال ميديا الناس يدورون اللي

بيسهم وبيصرون مبيوطين حتى لو ماتهم .. (معلومة صادمة جد أجلي انا) .. ليس

الهدف أنت تعلم هدفه هو (آوه أنا اتابع انجليزي انا اتابع فيصل ماشاء الله طريقته

كلوه .. طيب تعلقت ايس تسألته بعد ٥/٤ أيام ليقول ما أدري ..

فالطريقة في الحساب اذا كانت Attractive تجذب احببنا أكثر Benefit

للبوست .. مثلاً لو ارجع أنزل بوست بعد ٣ شهور قد نزلته مادروا عنه يعني

لطلع لك ٣/٤ يقولون هذي نزلتها قبل (طبعاً أنا ما نزلت شي قديم الا كان نسيان)

(الناس بصيرين فيحبون الجذب البصري في البوست) فالسقرتيت على الفكرة ..

يعني مثلاً حده في اللون الأحمر صرحت كثيره (وعنيا للحساب تسوقه نتاح

و بنشاهد الصور (bike bite) هذي صرحت ١٣٠ الف مشاهده و ٢٨ الف لايك

الين السبب ما أدري .. بس واضح ان الناس حابسين الفكرة .. علمنا ان كذا

⑤

- افكر في مواضيع لازم صورها ما يصلح الموضوع بدون صورة ومواضيع لها امكانية أنك تخربها بصورة .. (ما يصلح شيء بدون صورة) لذلك لو ترجعين الى الحساب الجديد بدتي انزل بوست لازم فيه صورة حتى لو ما تقبل احاول اضع صورة اهم شيء اناس بيون صورة ..
- **الان الأستقرام اساسه الصور وهو ينفع للناس الصبريين اللي يقومون على التعلم الصبري والمعلمين الصبريين يمثلون نسبة كبيرة من العالم ..**

### ٨) فيدياكن للطلاب ..

- للطلاب في الجامعة والمدرسة ..
- الفيدياكن مزيج بين الأفضل يكون على الخلق خاصة ~~للطلاب~~ لما اردت جماعي في البوست الاسمي ضعيف جداً ما اقدر اضيف اي شيء لاصوره ولا روابط ولا اي شيء مثلاً (استفسر من الروابط او استجوا للصوره هذي للتصحيح وهي مثل كذا وكذا ما فيه ابدأ ..
- <sup>جروب</sup> الاسموي سنكته ابي لازم ارد على كل واحد وهذا صعب ومضني (ما فيه ~~قوي~~) (هذا اذا كان عام .. اما خاص للطلاب الفصل راح يكون سهل) .. يعني اذا ردت على البوست الفلاني يظهر عند الجميع انصرت عليه وهذا مزيج بي انا .. مثلاً انزل مقطع يجي عليه اكثر من الف مشاركة يعني من ترد عليه ومن تخلي وكيف تحب على الاسئلة ..
- **يعني ما فيه خاصية تنبيه اذار ديتي على البوست.**

### ٩) فيدياكن لك ..

- على الخاص او في البوست قليل جداً التواصل عن طريق الايميل نادراً جداً

### ١٠) وسائل تربية ..

- الاستكالية ما ويري اكون مثالي ادا جربت المثالية ما راح تنفع انا كان عندي منهج امثلي عليه/ وكذلك لي زميل يتبع منهج ما اسوف تفاعل الناس عندي او عنده زي اللي ما يتبع منهج .. الأشياء الخفيفة العشوائية يحبونها الناس يعني ما فيه مثل ما هلتا (كثيرين المتابعين لا يعرفون ان تعلم للاسف واضح انه يربق نفسه يعني مثلاً حلوه لها الفكرة او هه .. لكن هذا هي تبع منهج .. يعني بعد شهرين هل ستفيد مني كلمت من الكلمات اللي اقدم يعني هذا لتستفيد مثلاً .. اكلت بيها انا كنت اقدم دورات يومياً انزل ٢ او ٥ كلمة في الساب شات بالالوان ولا مثله مع صوت وصورة وكان فيها تفاعل جيد (يعني خلال ٦ شهور حصلت ١٠ آلاف متابع) ..

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- فضني المنهج حلو يريح المعلم والطالب ويوصله الى نقطة معينة لكن يبدو ان كثير من الناس لا يحبون المنهج مادري المعلوماتية صحبة .. لكن المنهج يريح في الاستاذ يعني اليوم وصلنا الصفحة الفلانية .. وخلصنا الصفحة الفلانية (انا كنت اخذ من كتيبي واقول للدرس اليوم من كذا الى كذا .. لكن ما حسيت انه فيه تفاعل لكن لا يكون موضع عشوائي يكون اريح في رنم انه مزيج في ذلك بحيث عن معلومة وكذا .. لكن صراحة اللحين منهجيتي هي منهجية موضوع وليس كتاب ومنهج يعني ادوركا / Phrasal Verb or Compound خلاص ابدأ اركز على موضوع شهرين احياناً على phrasal verb والا هو موفونر وخلصه استمر فيه مدة معينة بعد هاجع الوقت لتخرج اشياء جديدة مع الـ social media الواحد يتابعها ويبدأ بطرح افكار منهجية

### 11 مهارات رقمية Digital Skills

- الابحاح عنهم اهم من المعارف الرقمية من وجهة نظري .. (ارسلت حساي الى زملاء وطلبت منهم تقييم الحساب اذا كان هناك ملاحظات وكذا هم يدرسون في مرحلة المتوسط وابتدائي (يعني يفهمون بعقلية الطلاب) صدمت بكمية اشياء التي وصلني منهم كأنه شيء خرافي وأنا اعتبره بسيط (كيف شرح المعلومة وتبسيطها للطلاب) أنا منضدم من كمية اعجابهم وصدمتهم بالحساب .. يعني هم لقوهوا على كتب معينة ومنهجية معينة .. واحد منهم قال انا اتاجل من زمان وأحول لطلابي عليك (يعني هذي شعبيتي صراحة) ... لذلك أنا أتوقع انهم يحتاجون الى الألبوع و الى ايجار اكلون أو طرق خاصة لعقلية المتبدئين لتساعد على قضية التفاعل وتقام اللغة الانجليزية مستوى الطلاب عندها اللغة الانجليزية ضعيف جداً (لان المنهج غير مساعد للمدرس) غير مساعد .. ما عند الطالب افضية للتعلم .. اجتمعت الاربعة الثلاثة) .. اذا افترضنا انهم يقولون ما فيه عارسة للغة فأنا اتعتقد ان الإنسان هو الذي يصنع المحلصة مثلاً شخص عنده .. كلمة تستخدمها حول العالم كله .. وفيه شخص عنده الفاكهة ولا يقدر يستخدمها وهم كلهم نفس المكان والبيئة .. مثل من المشاهير ابو عمر ماطلع برا ومده ممكن .. عندي كتاب اسمه (هلذ تعلموها) افتح ماطلع برا المحلصة افتح محادثة 9 منغ من الذي في كتابي ماطلعوا بر المحلصة وبعضهم كانوا قبل (free internet era) قبل الانترنت .. يعني ما يقدر يقول انه قبل الانترنت ما فيه تعلم .. مع الانترنت و social media هلت التعلم واحياناً ما هم قادرين على تعلم .. قضية اذاعة طاهر كبير في التعلم .. جزماً المعلمين يحتاجون الى التعامل مع الصغار .. يحتاجون الى مونتاج الفيديو مع اضافة وتديل هذي مهارات رقمية بسيطة يتعلم فيها رواق الشخص في تصميم ..

مثال .. هذا يناسب الكلمة والخط / هذا يناسب المستنسخين .. أنا اهتم همسوي المستنسخين  
عند تقسيم من حيث الخط واللون والصورة هل هي معبرة او غير معبرة .. وأحياناً  
كحليل اي ما ألقى شيء مناسب لها ..  
أنا أوقع الألباع و التقسيم و المنوعات من أهم الاستعداد التي لازم تكون عند مدرس عند  
التدريس على الاستنقرام ..

الاستنقرام نفسه هل فاع الى حركات ..  
الاستنقرام سهل ولا يحتاج الى وقت الى العام يعني جلسة ابو ٥ / ١٠ دقائق  
و خلاص تعلم عليه .. هو تطبيق سهل وواضح وله شبيهة عند الحساب ..

### ١١) استراتيجيات لتقييم المدرس

عندي مجموعة خاصة امون عليهم طابع ارسال لهم قبل النشر وخاصة اذا كان شيء جديد  
علشان يقيمون العمل فاذا اقرروه ( لجنة المحلفين ) خلاص انشرة ( تباني / اخوي / اموكلا ) عندي  
ه استخاصة التي في رأيهم يعطوني تقييم للعمل وافكار مفيدة .. مثلاً الألوان وضعت ٣  
الوان واختيرتها لتقييم الحساب بشكل جذاب .. سألت عن رأيهم في اقتراحات مثلاً  
هذا اللون فاتح / غامق / مانصيح والخط والصوت كذلك .. هذين خلاص اعتمد على  
القدر التقاضي والنشر البوست واعتمد على هذا النمط مدة ٤ / ٣ شهور ..

هذا طابع الاستنقرام / ودخل الاستنقرام نفسه هذا سمعت استراتيجيات للتعليم  
( عند اللديكات وبتفاعل فيها يعطوني تصور عن مدى رضى الشخص من المتابعين عن البوست  
وكذلك بتفاعل في كومت هي فنادوات لتقييم عندي )

شيء آخر .. مثلاً في مستوى انزل لتقييم التي هو ١00 من ٧00 مثلاً .. انيس رأيكم  
بالفكرة مناسبة والا غير مناسبة او مثلاً هذا الموضوع التي اركز عليه كذا والا كذا .. الضيفاً  
احياناً لا انزل بوست ففكره جديدة انزل التي رأيكم ١0 استمر ٥ لدا استمر  
يعطوني المتابعين تقييم سواد في الصفحة الرئيسية او الاستوري

### ١٢) الآثار السلبية ..

الاشياء السلبية في مجال نفسه جوهرية والاستنقرام مثله مثل لسؤال غيرها  
... others platforms

### ١٣) فعالية الاستنقرام ..

أنا اعتبر الاستنقرام اداة جيدة وعلنا لفعال لتبادل اكبر في التدريس لميزات الخاصة عندي  
حي الصور مثلاً .. قد لا تتساوى مع اليوتيوب ( لكنه بالنسبة لي ومن خلال تجربتي

افضل منا لسنا نشأت وتوسر بشكل كبير . التفاعل فيه جيد مع امكانه الإضافة  
والخرف في التعليقات المناسبة .

بشكل عام اعتبره وسيلة جيدة للتعام وان كان العيب الذي نرى مثل ما قلت محوريه  
الرفقيه وخلفه في الصفحة الرئيسيه اذا استعينا IqTV .  
المزيد احببه بشكل عام لذلك انا لجان له واستخدمه ولا ازال مستمرفه .

### ١٥) المزايا المحقوره .

لو يكون فيت مجال في تدبير وقت الفيديو في البوست الاساسي حيث يكون اكثر من دقيقت  
او دقيقتين لانه ليحل على المستخدم الشرح لانه احياناً اشوف بعض الزملاء يطرح بعض  
القواعد في ٣ مقاطع وهذا من وجه نظري غير جيد لان الناس يمكن ما يتلعبوا كلها  
هم لسوفون مره واحده وخلاصه . الضيق قضيه دمج الروابط والصور في التعليقات  
من وجه نظري مهمه جده عند استخدام الانستغرام للتدريس .

### ١٦) ملاحظات عامه على السويشال ميديا في التعليم .

ما في شي . في لبس المباشر وهو طريقة مناسبه للتدريس وسويش عليه دورة لمدة اسبوعين  
كنت اسوي دروس في لقراءه ولفترات كذلك وكان جميل جداً وهذا اعتبره مناسب جداً  
للتدريس . لانه يعتبر ساعة واحده . لكن مثل التطبيقات الأخرى نحن نملك تفصيل  
ويك من جديد . لكن ساعة واحدة صر ممتازة للشرح .

هذا تويش وسائل التواصل الاجتماعي للتدريس اللغه الانكليزيه .

رؤيه لانها هي الوسيله المستخدمه لان بين اوساط اسباب اذا اكان في مجال جيد ان  
الواحد ليعطها لانها وسيله العصر الآن في التواصل والبحث . التطبيق لا يفرض نفسه لكن  
استقبال الناس له وتفاعلهم فيه . فيه تطبيقات اختفت مثل الكيك . مثلاً الآن فيه  
السليه توك المشهور . فتحت فبه قناه لبها اسبوع وتركته لاسرا وكان يجي الواحد يتعلم فيه  
جاي لينسبط ولفعلك وغنيه الاستخدام واهي مناسبه . مثلاً الفيس بوله عندنا اوله  
سعيه زي مصر مثلاً .

فكاه حسب سعيه التطبيق في دولته بعد لتقوم هنا بتطبيقه وتقله للتدريس .  
صانها محل لتطبيقات في الجوال ولتقدم اسما وهويه عكس نقره ما عنده مثلكه  
يطلع بالاسم الحقيقين ولياله وتفاعل . لانه ما فيه قيود اجتماعية / سياسيه  
او اقتصاديه على لواحد . كلفنا جميع الى آخذ

تفاعل مع شخص حقيقي رقي تويش قد تستخدم شخص اسم وهمي كيف تفاعل معاه وسأفهم  
صعبه